

Cottingham High School Year 8 Curriculum Map

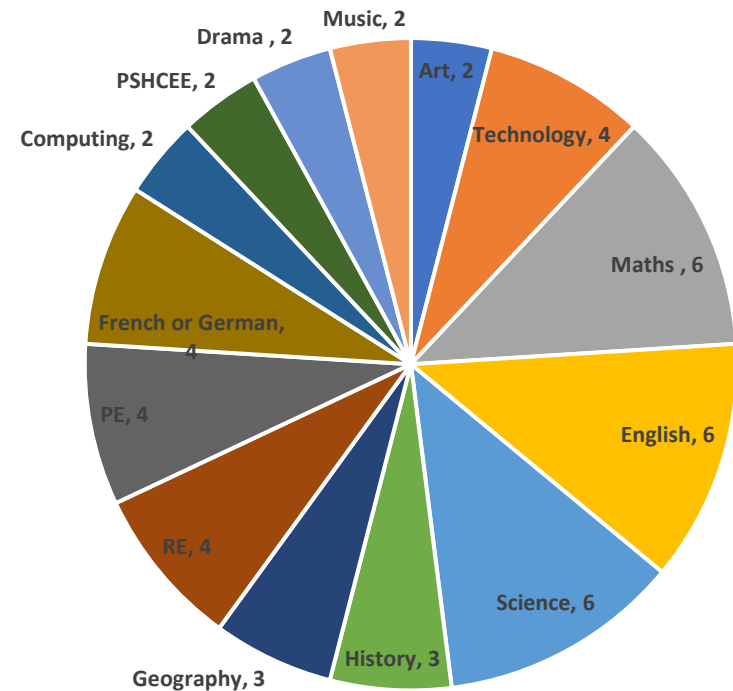
Our curriculum intent

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 8 students at Cottingham High in all subjects.

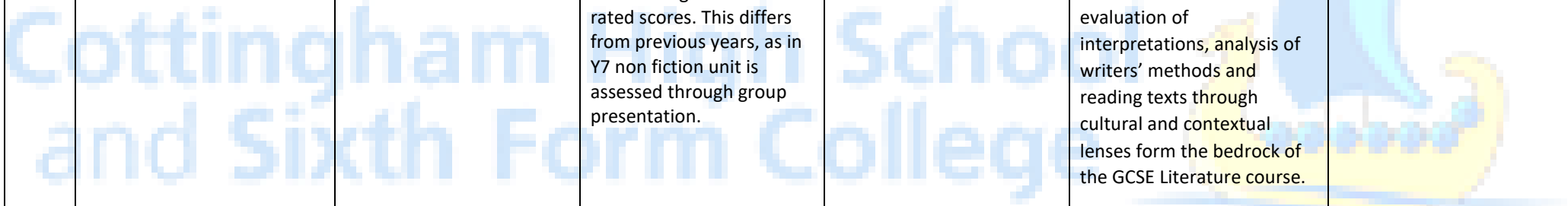
The pie chart above shows the proportion of the curriculum time spent in each subject by students.

Our curriculum is based on a strong academic core, of English, Maths and Science, with students continuing to study all humanities, a language and 3 disciplines in technology across the year.

	1	2	3	4	5	6
English (3)	<p>Topic/Content</p> <p>Shakespeare - The Tempest</p> <p>How does this link to prior learning?</p> <p>In Year 7, students were introduced to the life and times of Shakespeare and how context impacted on the text of <i>Romeo and Juliet</i>. Students have studied key extracts about the developing relationships between the two characters. They will have been introduced to techniques such as oxymoron, dramatic irony and building tension. They will have begun to look at how to construct an analytical paragraph, focusing on language examination and its effects on the reader/audience. The Year 8 scheme builds on these skills, introducing students to the rationales behind relationships, how these are presented by Shakespeare and how both traditional and contemporary audiences may have responded.</p> <p>Non-negotiable Experiences in the learning scheme</p>	<p>Topic/Content</p> <p>Dickens</p> <p>How does this link to prior learning?</p> <p>Students have previously studied cultural heritage texts in the Myths and a Shakespeare's Villains units in Year 7. They have developed analytical skills, looking at key quotations and writers' uses of linguistic devices to create meaning and effects. Through studying <i>Romeo and Juliet</i>, they have gained appreciation of the need to apply context to heritage texts and have also tackled texts which are linguistically challenging. In the Myths unit they have been introduced to the skill of evaluation.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Contextual understanding of industrialisation and poverty in Victorian England. Literary heritage. Introduction to a range of fictional characters,</p>	<p>Topic/Content</p> <p>Non-Fiction – Editorial Writing</p> <p>How does this link to prior learning?</p> <p>In year 7 students were required to demonstrate persuasive writing techniques for the Take Action unit. This unit expands on that knowledge by introducing the students to further forms, such as guides and reviews. To make this unit more engaging, we have catered it around fictional destinations, such as 'Hotel Transylvania' and 'Jurassic World'.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Persuasive skills informed by a range of contexts, within different forms – impact of mediums still on paper. Understanding of paragraphing. Speaking and listening skills</p> <p>Purpose writing features for 25% of the students'</p>	<p>Topic/Content</p> <p>War Poetry</p> <p>How does this link to prior learning?</p> <p>In both Y7, students have looked at poetry around other cultures/place but have not yet considered comparisons. In Y8, students will look at war poetry and must continue to analyse language and structure, whilst comparing and particularly focusing on embedding contexts in preparation for their work with poetry in Y10.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>In Y10 and 11 when completing their literature GCSE, students will look at the Power and Conflict Anthology. It is vital that students practice their analysis skills and are able to factor context around the second and first world war into their responses. This will allow students to explore the poet's meaning and their</p>	<p>Topic/Content</p> <p>Short Stories</p> <p>How does this link to prior learning?</p> <p>In Year 7 students have completed the Myths and Legends unit which introduced them to the skills of language analysis and evaluation of interpretation. They also linked texts to their social and cultural heritage. In Year 8 students have previously studied extracts from Dickens texts, developing their ability to analyse language and presentation of character.</p> <p>This unit extends their understanding through studying whole texts. Students will consolidate their understanding of micro-analysis of language but will also be introduced to the ways in which writers use structure and narrative perspective to create effects. The unit will introduce them to a range of different genres and writers from different time periods and different cultures and they will build</p>	<p>Topic/Content</p> <p>Narrative Writing</p> <p>How does this link to prior learning?</p> <p>Students will have previously explored creative writing in primary settings and year 7, whilst having been previously introduced to the majority of SPaG features explored. They will be familiar with most terminology – however, their experience throughout the year generally uses these terms to analyse, whereas here they will be using the terms to consciously craft a narrative. Some lessons focus purely on the structure of their writing and the impact that this can have to support students' language – this is a skill they have not explored previously in much detail. Leading on from analysing narrative writing and the conventions and skills that they have analysed in the unit prior to this, they will now use this knowledge to create their own.</p>

<p>In Y9, students study key scenes from Romeo and Juliet with a focus on exploring the changing 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>Skills being developed</p> <p>Analysis skills Identifying and applying linguistic and literary terms Understanding genres</p> <p>How will it be assessed?</p> <p>In Year 8, students will have an assessment preparation lesson, where they analyse key quotations from a given extract. 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. Whole class feedback and WAGOLs will be provided, before students respond to personalised feedback and quotation analysis via Next Steps.</p>	<p>encouraging students to build empathy with characters.</p> <p>Identifying key quotations Applying linguistic and literary terminology accurately Constructing an analytical paragraph Considering the effect of key words/phrases on the reader</p> <p>Skills being developed</p> <p>Writing to analyse by micro-analysis of language 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>How will it be assessed?</p> <p>Learning will be assessed with a summative assessment, which follows the same structure as previous formative assessments throughout the scheme. The assessment foci are: writers' linguistic and structural choices and evaluation of a character.</p>	<p>GCSE Language Exam, so these skills are explicitly required at GCSE level. This unit is also particularly useful in preparing students beyond education as it explores different writing styles and purposes, many of which they may have to utilise within their future careers. This unit also addressed the correct use of punctuation and helps students expand their vocabulary (skills which are transferable and beneficial in a vast array of job roles).</p> <p>Skills being developed</p> <p>Identification of rhetorical devices. Writing with purpose: to persuade, to advise, to include bias.</p> <p>Identification and creation of different forms. Spelling, punctuation and grammar will be practised developed at the beginning of each lesson.</p> <p>Students will recap how to structure their work effectively, in order to have the most impact on an audience.</p>	<p>purpose for writing the text.</p> <p>Skills being developed</p> <p>Writing to analyse by micro-analysis of language used in a poem. Writing to analyse structure. Writing to compare. Consideration of effect on reader. Consideration of poet's/author's purpose Embedding context into analysis</p> <p>How will it be assessed?</p> <p>Assess analytical skills through personalised marking of agreed responses. Final assessment based on comparison of selected poem and another of student's choice. Assessment prep lesson for guidance. Students refer to the assessment text provided and another from the anthology.</p> <p>Although students will be given revision lessons, encouraging them to revise and connect poems through themes, they will not be given the assessment title in advance.</p>	<p>on their understanding of the need to read texts through contextual lenses.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>This unit will raise students' cultural capital and introduce them to a wide range of contemporary and canonical texts as well as texts from a range of different cultures. Students will have the opportunity to study texts from a diverse range of genres, which provides them with a breadth of experience needed for GCSE English Language, Paper 1.</p> <p>Skills being developed</p> <p>The embedding of analytical skills and opportunities for extended writing on specific foci will prepare them for GCSE English Language, Paper 1 where they will have to analyse the writer's use of language and structure in a fictional text. Question 3 on Paper 1, which deals with structure is a particular challenge for students. This unit will</p>	<p>Non-negotiable Experiences in the learning scheme</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>Skills being developed</p> <p>Spelling, punctuation and grammar will be practised 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 build tension (mirroring the skills that they observed writers using in the Short Stories unit in the previous term).</p> <p>Students will also expand their vocabulary and practice embedding a</p>
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		<p>Students will be marked on their reading skills and this will be fed back through their RAG rated scores.</p>	<p>Students will also expand their vocabulary and practice embedding a different method of figurative language each lesson.</p> <p>How will it be assessed?</p> <p>Learning will be assessed with a summative assessment, which follows the same structure as previous formative assessments throughout the scheme. Students will be marked on their writing skills and this will be fed back through their RAG rated scores. This differs from previous years, as in Y7 non fiction unit is assessed through group presentation.</p>		<p>prepare them for analysing key structural features at GCSE. Structural features and narrative perspective are also taught in the Paper 1 narrative writing scheme of work in Year 10, where students are expected to be able to understand writers' choices and use them for their own creative writing.</p> <p>The analysis of writers' language, structural and narrative choices will also prepare students to analyse fiction texts in GCSE English Literature. The skills of evaluation of interpretations, analysis of writers' methods and reading texts through cultural and contextual lenses form the bedrock of the GCSE Literature course.</p> <p>How will it be assessed?</p> <p>Learning will be assessed with a summative assessment, which follows the same structure as previous formative assessments throughout the scheme. The assessment foci are: writers' linguistic and structural choices.</p>	<p>different method of figurative language each lesson.</p> <p>How will it be assessed?</p> <p>Assess writing skills through personalised marking of agreed responses (see LTP). Final assessment based on an image of the rain, based on a GCSE style assessment. Assessment prep lesson for guidance with a WAGOLL plan to show students how to prepare.</p>
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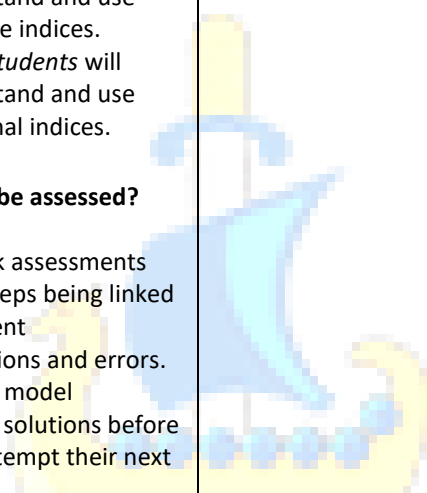
					Students will be marked on their reading skills and this will be fed back through their RAG rated scores.	
Maths (3)	<p>Topic/Content</p> <ul style="list-style-type: none"> - Constructing, Measuring and using Geometric Notation. - Develop Geometric Reasoning. <p>How does this link to prior learning?</p> <ul style="list-style-type: none"> - Using a ruler, protractors, and other measuring equipment to construct and measure increasingly complex diagrams using correct geometric notation. - Pie charts. - Four operations. - Properties of polygons. - Extension of solving linear equations. <p>Non-negotiable experiences in the learning scheme</p> <ul style="list-style-type: none"> - Classroom/corridor pie chart activity. - Learners move at an appropriate pace through the SOL, largely in-line with other 	<p>Topic/Content</p> <ul style="list-style-type: none"> - Develop Geometric Reasoning. - Developing Number Sense. - Sets and Probability. <p>How does this link to prior learning?</p> <ul style="list-style-type: none"> - Knowledge of polygon properties. - Constructing, measuring and using geometric notation. - Addition and subtraction. - Solving linear equations. - Developing effective mental strategies to solve problems with number. - Year 7 fractions, decimals and percentages equivalence. <p>Non-negotiable experiences in the learning scheme</p> <ul style="list-style-type: none"> - Diversity among Mathematicians 	<p>Topic/Content</p> <ul style="list-style-type: none"> - Sets and Probability. - Prime numbers and proof. - Ratio and scale. <p>How does this link to prior learning?</p> <ul style="list-style-type: none"> - Fractions and percentages of amounts. - Multiples and factors. - Square numbers. - Sequences. - Sets and Venn diagrams - Common factors of expressions. - Multiplication, division, bar models and times tables - essential skills for this topic. <p>Non-negotiable experiences in the learning scheme</p> <ul style="list-style-type: none"> - Half year group Venn diagram activity (hall). - Learners move at an appropriate pace 	<p>Topic/Content</p> <ul style="list-style-type: none"> - Multiplicative change. - Multiplying and Dividing Fractions. <p>How does this link to prior learning?</p> <ul style="list-style-type: none"> - Multiplication, division, bar models and times tables - essential skills for this topic. - Shape names and properties. - Number sense. - Fractional thinking including adding and subtracting fractions. <p>Non-negotiable experiences in the learning scheme</p> <ul style="list-style-type: none"> - Outdoor learning activity - maps. - Learners move at an appropriate pace through the SOL, largely in-line with other groups, accessing all core content. Some 	<p>Topic/Content</p> <ul style="list-style-type: none"> - Fractions and Percentages. - Standard Index Form. <p>How does this link to prior learning?</p> <ul style="list-style-type: none"> - Use of calculator is important. - Financial maths. - Higher strand extends to percentage change and reverse percentages. - Multiplying and dividing fractions. - Fractions and percentages of amounts. - Standard form explored by more students. - Indices. - Further context questions for previous learning. <p>Non-negotiable Experiences in the learning scheme</p> <ul style="list-style-type: none"> - Guided reading task: 'A Fifth of Adults have Forgotten how to do Fractions or Percentages.' 	<p>Topic/Content</p> <ul style="list-style-type: none"> - Number Sense. - End of year assessment preparation. <p>How does this link to prior learning?</p> <ul style="list-style-type: none"> - Revisiting skills in a wide variety of contexts. - Estimation. - Metric units. Place value and multiplying and dividing by powers of 10. - Explicitly looks at time and the calendar. - Revisits all topics from year 8. <p>Non-negotiable experiences in the learning scheme</p> <ul style="list-style-type: none"> - Students will develop revision skills for a cumulative knowledge and skills maths assessment. - End of year assessment. - Students use calculators regularly.

Curriculum Map Y8

<p>groups, accessing all core content. Some students will access additional challenge content.</p> <ul style="list-style-type: none"> - Previous learning links are made, along with real-life uses (one homework per unit is real-world based) and careers content. - Students will be taught and emphasis given to key words and their definitions. <p>Skills being developed</p> <ul style="list-style-type: none"> - Understand and use letter and labelling conventions including those for geometric figures. - Draw and measure line segments including geometric figures. - Classify angles. - Draw and measure angles up to 360°. - Identify perpendicular and parallel lines. - Recognise types of triangle. - Recognise types of quadrilateral. - Identify polygons up to a decagon. - Construct triangles using SSS, SAS and ASA. 	<p>guided reading task: 'Wang Zhenyi (1768 - 1797)'.</p> <ul style="list-style-type: none"> - 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. - Previous learning links are made, along with real-life uses (one homework per unit is real-world based) and careers content. <p>Skills being developed</p> <ul style="list-style-type: none"> - Students will be taught and emphasis given to key words and their definitions. - Solve complex angle problems. - <i>Some students</i> will find and use the angle sum of any polygon, investigate angles in parallel lines, understand and use parallel line angle rules and use known facts to obtain simple proof. - Know and use mental addition, subtraction, 	<p>through the SOL, largely in-line with other groups, accessing all core content. Some students will access additional challenge content.</p> <ul style="list-style-type: none"> - Previous learning links are made, along with real-life uses (one homework per unit is real-world based) and careers content. - Students will be taught and emphasis given to key words and their definitions. <p>Skills being developed</p> <ul style="list-style-type: none"> - Generate sample spaces for single events. - Calculate the probability of a single event. - Understand and use the probability scale. - Know the sum of all possible outcomes. - Find and use multiples. - Identify factors of numbers and expressions. - Recognise and identify prime numbers. - Recognise square and triangular numbers. 	<p>students will access additional challenge content.</p> <ul style="list-style-type: none"> - Previous learning links are made, along with real-life uses (one homework per unit is real-world based) and careers content. - Students will be taught and emphasis given to key words and their definitions. <p>Skills being developed</p> <ul style="list-style-type: none"> - Solve problems using direct proportion. - Explore conversion graphs. - Convert between currencies. - <i>Some students</i> will explore direct proportion graphs. - Explore relationships between similar shapes. - Understand scale factors as multiplicative representation. - Draw and interpret scale diagrams. - Interpret maps using scale factors and ratios. - Represent multiplication of fractions. 	<p>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.</p> <ul style="list-style-type: none"> - Previous learning links are made, along with real-life uses (one homework per unit is real-world based) and careers content. - Students will be taught and emphasis given to key words and their definitions. <p>Skills being developed</p> <ul style="list-style-type: none"> - Convert fluently between key fractions, decimals and percentages. - Calculate key fractions, decimals and percentages of an amount without a calculator. - Calculate fractions, decimals and percentages greater than 100%. - Percentage decrease with a multiplier. - Calculate percentage increase and decrease using a multiplier. 	<p>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.</p> <ul style="list-style-type: none"> - Previous learning links are made, along with real-life uses (one homework per unit is real-world based) and careers content. - Students will be taught and emphasis given to key words and their definitions. <p>Skills being developed</p> <ul style="list-style-type: none"> - Round numbers to powers of 10 and 1 significant figure. - Round numbers to a given number of decimal places. - Estimate the answer to a calculation. - <i>Some students</i> will understand and use error interval notation. - Calculate using the order of operations. - Calculate with money. - Convert metric measures of length. - Convert metric units of weight and capacity. 	<p>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.</p> <ul style="list-style-type: none"> - Previous learning links are made, along with real-life uses (one homework per unit is real-world based) and careers content. - Students will be taught and emphasis given to key words and their definitions. <p>Skills being developed</p> <ul style="list-style-type: none"> - Round numbers to powers of 10 and 1 significant figure. - Round numbers to a given number of decimal places. - Estimate the answer to a calculation. - <i>Some students</i> will understand and use error interval notation. - Calculate using the order of operations. - Calculate with money. - Convert metric measures of length. - Convert metric units of weight and capacity.
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Curriculum Map Y8

<ul style="list-style-type: none"> - Construct more complex polygons. - Interpret pie charts using proportion. - Interpret pie charts using a protractor. - Draw pie charts. - Understand and use the sum of angles at a point and on a straight line. - Understand and use the equality of vertically opposite angles. - Know and apply the sum of angles in a triangle and quadrilaterals, including to problem solve. <p>How will it be assessed?</p> <p>End of block assessments with next steps being linked to assessment misconceptions and errors. Teachers to model assessment solutions before students attempt their next steps.</p>	<ul style="list-style-type: none"> - multiplication and division subtraction of integer. - Know and use mental strategies for decimals and fractions. - Use factors to simplify calculations. - Use estimation as a method for checking mental calculations. - Use known number and algebraic facts to derive other facts. - Know when to use mental strategy, formal written or a calculator. - Identify and represent sets. - Interpret and create Venn diagrams. - Understand and use the intersection of sets. - Understand and use the union of sets. - Understand and use the compliment of a set. - Know and use the vocabulary of probability. <p>How will it be assessed?</p> <p>End of block assessments with next steps being linked to assessment misconceptions and</p>	<ul style="list-style-type: none"> - Find common factors of numbers including the HCF. - Find common multiples of numbers including the LCM. - Write a number as a product of its prime factors. - <i>Some students</i> use a Venn diagram to calculate HCF and LCM. - Make and test conjectures. - Use counterexamples to disprove a conjecture. - Understand the meaning and representation of ratio - Understand and use ratio notation. - Solve problems involving ratios of the form 1:n. - Solve proportional problems involving the ratio m:n. - Divide a value into a given ratio. - Express ratios in their simplest integer form. - <i>Some students</i> will express ratios in the form 1:n. - Compare ratios and related fractions. - Understand π as a ratio between 	<ul style="list-style-type: none"> - Multiply a fraction by an integer. - Find the product of a pair of unit fractions. - Find the product of a pair of any fractions. - Divide and integer by a fraction. - Divide a fraction by a unit fraction. - Understand and use the reciprocal. - Divide any pair of fractions. - <i>Some students</i> will multiply and divide improper and mixed fractions. - <i>Some students</i> will multiply and divide algebraic fractions. <p>How will it be assessed?</p> <p>End of block assessments with next steps being linked to assessment misconceptions and errors. Teachers to model assessment solutions before students attempt their next steps.</p>	<ul style="list-style-type: none"> - Express one number as a fraction or percentage of another without a calculator. - Express one number as a fraction of a percentage of another using a calculator methods. - Work with percentage change. - Choose appropriate methods to solve percentage problems. - <i>Some students</i> will find original amount given the percentage less than 100%. - <i>Some students</i> will find the original amount given the percentage greater than 100%. - <i>Some students</i> will choose appropriate methods to solve complex percentage problems. - Investigate positive powers of 10. - Work with numbers greater than 1 in standard form. - Investigate negative powers of 10. - Work with numbers between 0 and 1 in standard form. - Compare and order numbers in standard form. 	<ul style="list-style-type: none"> - <i>Some students</i> will convert metric units of area. - <i>Some students</i> will convert metric units of volume. - Solve problems involving time and the calendar. <p>How will it be assessed?</p> <p>End of block assessments with next steps being linked to assessment misconceptions and errors. Teachers to model assessment solutions before students attempt their next steps.</p> <p>End of year assessment of cumulative knowledge and skills.</p>
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		<p>errors. Teachers to model assessment solutions before students attempt their next steps.</p>	<p>diameter and circumference.</p> <ul style="list-style-type: none"> - <i>Some students</i> will understand gradient of a line as a ratio. <p>How will it be assessed?</p> <p>End of block assessments with next steps being linked to assessment misconceptions and errors. Teachers to model assessment solutions before students attempt their next steps.</p>		<ul style="list-style-type: none"> - Mentally calculate with numbers in standard form. - Add, subtract, multiply and divide numbers in standard form. - Use a calculator to work with numbers in standard form. - <i>Some students</i> will understand and use negative indices. - <i>Some students</i> will understand and use fractional indices. <p>How will it be assessed?</p> <p>End of block assessments with next steps being linked to assessment misconceptions and errors. Teachers to model assessment solutions before students attempt their next steps.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science (3)</p>	<p>Topic/Content Biology Exercise & Body</p> <p>In this section we will learn about the human respiratory system and prove that it provides the body with oxygen and removes carbon dioxide in the blood by the circulatory system. Damage to any of these systems can be debilitating if not fatal.</p>	<p>Topic/Content Chemistry Pure & Impure Substances</p> <p>Pure and impure substances are distinguished into Elements, mixtures and compounds. Mixtures can be separated by physical processes such as filtration, crystallisation, simple distillation, and</p>	<p>Topic/Content Physics Energy</p> <p>The concept of energy was introduced in the 19th Century and has been developed to explain ideas behind chemical and biological systems. There are many energy forms through which energy can be transferred and converted, but ultimately conserved. Limiting the use of fossil fuels and</p>	<p>Topic/Content Biology Plants</p> <p>In this section we investigate how the plant's transport system is dependent on and affected by environmental conditions to ensure that leaf cells are designed to be provided with the water and carbon dioxide that they need for photosynthesis and to</p>	<p>Topic/Content Chemistry Types of Substances</p> <p>The periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties. The arrangement of elements in the modern periodic table can be explained in terms of atomic</p>	<p>Topic/Content Physics Waves</p> <p>Wave behaviour is common in both natural and man-made systems. Waves carry energy from one place to another. In this section, we focus on light and sound and how the human body receives and processes these waves Modern technologies such as imaging and communication systems show how we can make the</p>

<p>Investigations into pulse rate and the effects of drug usage and smoking,</p> <p>How does this link to prior learning?</p> <p>KS2 name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Year 3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<p>chromatography. These physical processes do not involve chemical reactions and no new substances are made.</p> <p>How does this link to prior learning?</p> <p>In year 5 Students learn that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Students can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acids on bicarbonate of soda</p>	<p>pollution is key to our survival as a species</p> <p>How does this link to prior learning?</p> <p>No direct links to Energy at KS2 Year 7 - Electricity</p> <p>From simple circuits the ideas of efficiency, energy and conservation of energy are developed</p> <p>Non-negotiable Experiences in the learning scheme All lessons have real life context Energy Stores, Conserving energy Generating energy, power stations, pollution fossil fuels. Bouncing Ball Practical</p> <p>Skills being developed</p> <p>Method Writing Using Equipment Designing Tables Mean Average Simple Conclusions Evaluating Conclusions Evaluating Methods Explain scientific Ideas Research & Literacy Balanced Argument, Compare, Contrast</p>	<p>cope with an absence of light.</p> <p>How does this link to prior learning?</p> <p>Year 3 students can identify & describe the functions of different parts of flowering plants: roots, stem-trunk, leaves and flowers</p> <p>Students study what plants need for life and growth and how water is transported in plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Year 7 - Cells</p> <p>This builds on the idea of cells, organs and organ systems encountered in year 7 but develops the ideas and depth of</p>	<p>structure. Elements, Compounds and Mixtures are revisited in more depth. The majority of elements are metals. Metals are found to the left and towards the bottom of the periodic table. Non-metals are found towards the right and top of the periodic table.</p> <p>How does this link to prior learning?</p> <p>KS2 identify name and group a variety of everyday materials, based upon their simple physical properties of a variety of materials</p> <p>Year 5</p> <p>Classification from their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Students learn that some materials will dissolve in liquid to form a solution, and describe how to recover a substance</p>	<p>most of electromagnetic waves.</p> <p>How does this link to prior learning?</p> <p>First Encounters</p> <p>Students have simple concepts of light and sound from KS2 and general knowledge. This unit starts to explain the science behind these everyday phenomena.</p> <p>Year 3 students can recognise that they need light in order to see things and that dark is the absence of light. They notice that light is reflected from surfaces and recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Students recognise that shadows are formed when the light from a light source is blocked by a solid object</p>
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<p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Year 7 – Cells</p> <p>This builds on the idea of organs and organ systems encountered in year 7 but develops the ideas and introduces HSW skills</p> <p>Non-negotiable Experiences in the learning scheme All lessons have real life context</p> <p>Heart Dissection Lung Dissection Smoking Machine Exercise and Pulse Rate Bread Making</p> <p>Skills being developed</p> <p>Method Writing Using Equipment Designing Tables Bar Charts & Graphs Writing Conclusions Evaluating Conclusions Evaluating Methods Explain scientific Ideas Metacognition, Model Observations Research & Literacy</p>	<p>Year 7 - Particles</p> <p>This builds upon the idea of particles and states of matter developing separation techniques</p> <p>Non-negotiable Experiences in the learning scheme All lessons have real life context</p> <p>Investigations into making clean water using separation & purification techniques</p> <p>Skills being developed</p> <p>Method Writing Using Equipment Designing Tables Mean Average Simple Conclusions Explain scientific Ideas Observations</p> <p>How will it be assessed? End of Unit MCQ HSW Written Assessment Skills Reviews</p> <p>Short term - using exit tickets and Educake tasks to generate individual targets to address mis conceptions</p>	<p>How will it be assessed? End of Unit MCQ HSW Written Assessment Skills Reviews</p> <p>Short term - using exit tickets and Educake tasks to generate individual targets to address mis conceptions quickly. Medium term – mid & end of topic & HSW tests using diagnostic questions to direct students to individual next step tasks addressing areas of weakness and give summative progress data compared with FFT targets that feed into the tracking and intervention plans.)</p>	<p>knowledge of the plant organs and systems</p> <p>Non-negotiable Experiences in the learning scheme All lessons have real life context and Key GCSE</p> <p>Photosynthesis Stomata Investigation Starch Test Rate of Photosynthesis Respiration</p> <p>Skills being developed</p> <p>Method Writing Using Equipment Designing Tables Simple Calculations Simple Conclusions Evaluating Methods Explain scientific Ideas Metacognition, Model Unfamiliar Context Observations Research & Literacy</p> <p>How will it be assessed? End of Unit MCQ HSW Written Assessment Skills Reviews</p> <p>Short term - using exit tickets and Educake tasks to generate individual targets to address mis conceptions quickly. Medium term – mid & end of topic &</p>	<p>from a solution They demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>They explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acids on bicarbonate of soda</p> <p>Year 7 - Acids & Alkalis</p> <p>Students met ideas about reactions and simple word equations in year 7, but we now introduce elements, compounds and mixtures and show substances other than acids can react</p> <p>Non-negotiable Experiences in the learning scheme All lessons have real life context and Key GCSE</p> <p>Elements & Compounds Metals Equations</p> <p>Skills being developed</p> <p>Method Writing</p>	<p>find patterns in the way that the size of shadows change.</p> <p>Students can identify how sounds are made, associating some of them with something vibrating and recognise that vibrations from sounds travel through a medium to the ear</p> <p>They can and patterns between the pitch of a sound and features of the object that produced it & find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Non-negotiable Experiences in the learning scheme All lessons have real life context and Key GCSE</p> <p>The Eye The Camera The Periscope The Ear</p>
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	<p>Balanced Arguments, Compare, Bias</p> <p>How will it be assessed? End of Unit MCQ HSW Written Assessment Skills Reviews</p> <p>Short term - using exit tickets and Educake tasks to generate individual targets to address mis conceptions quickly. Medium term - mid & end of topic & HSW tests using diagnostic questions to direct students to individual next step tasks addressing areas of weakness and give summative progress data compared with FFT targets that feed into the tracking and intervention plans.)</p> <p>Topic/Content Biology Healthy Body The digestive system is an example of an organ system in which several organs work together to digest and absorb food. We look at the food groups and what these provide for our bodies and the effect of drugs and alcohol. In addition we investigate the calorific value of food</p> <p>How does this link to prior learning?</p>	<p>quickly. Medium term – mid & end of topic & HSW tests using diagnostic questions to direct students to individual next step tasks addressing areas of weakness and give summative progress data compared with FFT targets that feed into the tracking and intervention plans.)</p>		<p>HSW tests using diagnostic questions to direct students to individual next step tasks addressing areas of weakness and give summative progress data compared with FFT targets that feed into the tracking and intervention plans.)</p>	<p>Using Equipment Designing Tables Simple Conclusions Explain scientific Ideas Metacognition, Model Observations</p> <p>How will it be assessed? End of Unit MCQ HSW Written Assessment Skills Reviews</p> <p>Short term - using exit tickets and Educake tasks to generate individual targets to address mis conceptions quickly. Medium term – mid & end of topic & HSW tests using diagnostic questions to direct students to individual next step tasks addressing areas of weakness and give summative progress data compared with FFT targets that feed into the tracking and intervention plans.)</p>	<p>Skills being developed Method Writing Using Equipment Designing Tables Bar Charts & Graphs Simple Calculations Simple Conclusions Evaluating Conclusions Evaluating Methods Using Logical Approaches Explain scientific Ideas Metacognition, Mode Unfamiliar Context Observation</p> <p>How will it be assessed? End of Unit MCQ HSW Written Assessment Skills Reviews</p> <p>Short term - using exit tickets and Educake tasks to generate individual targets to address mis conceptions quickly. Medium term – mid & end of topic & HSW tests using diagnostic questions to direct students to individual next step tasks addressing areas of weakness and give summative progress data compared with FFT targets that feed into the tracking and intervention plans.)</p>
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Curriculum Map Y8

	<p>Year 7 content on Organs and Organ systems is expanded to look in depth at the digestive system. Food groups and tests are introduced.</p> <p>Non-negotiable Experiences in the learning scheme All lessons have real life context Concept and ethics of drug testing Energy from food and Obesity risks Modelling digestion The effects of drugs and alcohol</p> <p>Skills being developed Method Writing Using Equipment Designing Tables Bar Charts & Graphs Simple Calculations Simple Conclusions Evaluating Conclusions Evaluating Methods Using Logical Approaches Explain scientific Ideas Metacognition, Mode Unfamiliar Context Observation Bias, Compare, Balanced Argument</p>					
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Big Question: Why was Britain the global superpower by the end of 19th century?</p>	<p>Topic/Content HT1: How far did the Tudors transform England?</p> <ul style="list-style-type: none"> Who was Henry VIII? Would you have wanted to marry Henry VIII? How fair was Henry VIII to the four Thomas'? To what extent did the lives of ordinary people improve under Henry VIII? How and why did religion in England change under Henry? Was Henry VIII a 'good' or 'bad' King? How important were places like Hull to Henry? How much of a 'King' was Edward VI? How much changed whilst Edward VI 'ruled' England? 	<p>Topic/Content HT2: To what extent did Elizabeth I meet the expectations of her subjects?</p> <table border="1" data-bbox="548 638 784 1460"> <tr> <td>Who did Elizabeth I decide to marry?</td> </tr> <tr> <td>Why was the start of Elizabeth's reign so problematic? (double)</td> </tr> <tr> <td>Why was the start of Elizabeth's reign so problematic? (double)</td> </tr> <tr> <td>Why was Mary, Queen of Scots, such a threat to Elizabeth?</td> </tr> <tr> <td>Did Elizabeth manage to find a 'middle way' with religion?</td> </tr> <tr> <td>How close did Elizabeth's enemies come to</td> </tr> </table>	Who did Elizabeth I decide to marry?	Why was the start of Elizabeth's reign so problematic? (double)	Why was the start of Elizabeth's reign so problematic? (double)	Why was Mary, Queen of Scots, such a threat to Elizabeth?	Did Elizabeth manage to find a 'middle way' with religion?	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What role did Hull play the ECW?	Who made more mistakes at the battle of Marston Moor?	Why was the battle at Naseby so significant?	<p>Topic/Content HT4: How was Britain able to develop into the global superpower in the 18th and 19th centuries?</p> <table border="1" data-bbox="1189 598 1451 1428"> <tr> <td>Why did Britain want a global empire?</td> </tr> <tr> <td>Why did Britain want a global empire?</td> </tr> <tr> <td>How did triangular trade work?</td> </tr> <tr> <td>How rebellious were slaves travelling the Middle Passage?</td> </tr> <tr> <td>How did life change upon arrival to America?</td> </tr> <tr> <td>How difficult was life on a plantation?</td> </tr> <tr> <td>Why was slavery supported by so many in Britain?</td> </tr> <tr> <td>To what extent was William Wilberforce responsible for the abolition of slavery?</td> </tr> </table>	Why did Britain want a global empire?	Why did Britain want a global empire?	How did triangular trade work?	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(double)	<p>Topic/Content HT6: What was it like to live in Victorian and Edwardian Britain?</p> <table border="1" data-bbox="1852 566 2114 1444"> <tr> <td>What was life for young people like in early 1800s Britain?</td> </tr> <tr> <td>Why was there a crime problem in Victorian Britain?</td> </tr> <tr> <td>Why were the Whitechapel murders never solved?</td> </tr> <tr> <td>Why were the Whitechapel murders never solved?</td> </tr> <tr> <td>To what extent did life for young people improve by the early 1900s?</td> </tr> <tr> <td>How similar were the lives of the rich and poor of 19th century Britain?</td> </tr> <tr> <td>Who were the Chartists and what did they want?</td> </tr> </table>	What was life for young people like in early 1800s Britain?	Why was there a crime problem in Victorian Britain?	Why were the Whitechapel murders never solved?	Why were the Whitechapel murders never solved?	To what extent did life for young people improve by the early 1900s?	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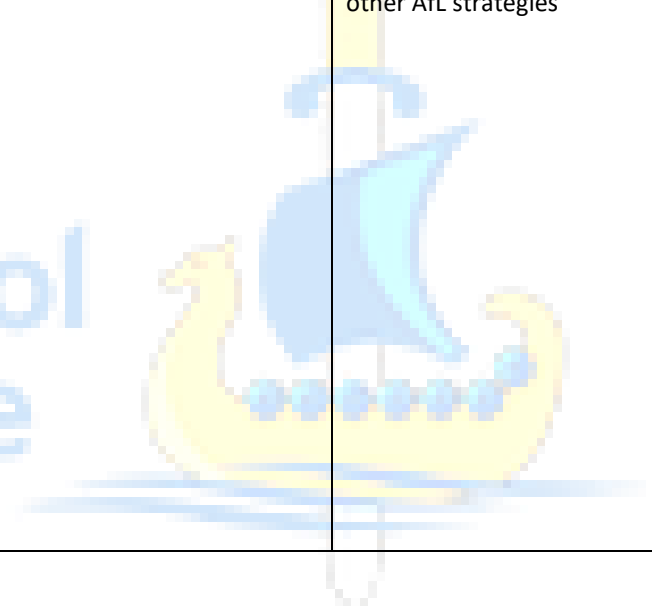
<ul style="list-style-type: none"> • How successful was Mary in governing England? • Does Bloody Mary deserve her name in History? (bloody or misunderstood) • Does Bloody Mary deserve her name in History? (bloody or misunderstood) <p>How does this link to prior learning?</p> <p>In the previous unit (end of Y7) students study the War of the Roses, the sequence of conflicts that cemented the Tudor dynasty onto the throne of England. In this unit we assess the impact their rule had on changing England, focused on LT themes throughout the year such as power, religion, war and the increasing sphere of power outside of the Monarchy (relating to British values ie) development and importance of Democracy). Main focus is on England’s developing power and the transfer of power</p>	<p>overthrowing her? (double)</p> <p>How close did Elizabeth’s enemies come to overthrowing her? (double)</p> <p>What caused the Spanish Armada?</p> <p>Why did the Spanish Armada fail in 1588?</p> <p>How did Elizabeth use herself as propaganda? (portraits)</p> <p>How useful is ‘Elizabeth’ as evidence to an Historian? (double)</p> <p>How useful is ‘Elizabeth’ as evidence to an Historian? (double)</p> <p>How does this link to prior learning?</p> <p>Elizabeth is the final Tudor monarch and, arguably, the most successful and balanced of them. As she was the first successful</p>	<p>Was executing Charles the right decision?</p> <p>Why did the Stuart dynasty end? (Glorious Revolution)</p> <p>How does this link to prior learning?</p> <p>In addition to the obvious chronological flow (Tudors succeeded by Stuarts), the main link to prior learning is through the themes embedded in the wider yearly question (see HT1 for details). These are centralised around the yearly “Big Question” enquiry question, which can be found in the far-left column.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>A 6-7 lesson sequence (from titles above) will be learnt and will contain a quality-focused demonstrate task. Students may opt from the remaining in the sequence.</p>	<p>To what extent was William Wilberforce responsible for the abolition of slavery?</p> <p>How did industrialisation impact on the power the empire?</p> <p>Would an industrial era factory have passed a health and safety inspection?</p> <p>How does this link to prior learning?</p> <p>This unit follows chronologically, but introduces a new set of themes. The first half of the year is centralised around the strengthening of England’s position within Europe and the transfer of power from Monarchy to Parliament. With this established Britain begins to develop a global empire. The second half of the year broadly focuses on the rise and fall of the British Empire, with a parallel focus on the growth of the USA to become the leading power. This sets the tone</p>	<p>Why was the Wild West so lawless? (double)</p> <p>Why was the Wild West so lawless? (double)</p> <p>How did the USA become so powerful by 1900?</p> <p>How did the USA become so powerful by 1900?</p> <p>How does this link to prior learning?</p> <p>Previous module focused on slavery, with the growth of Britain and the emergence of the U.S as a development line within. This unit focuses on the establishment and expanding power of the U.S, including emancipation following the U.S Civil War (links mid-module). Also, links to final module through migration from Britain (push/pull)</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>A 6-7 lesson sequence (from titles above) will be learnt and will contain a quality-</p>	<p>How far had life for the poor improved by 1910?</p> <p>Why did the Titanic cause such a wave?</p> <p>Why did the Titanic sink?</p> <p>Why did the Titanic sink?</p> <p>Why did the Titanic sink?</p> <p>How does this link to prior learning?</p> <p>Parallels made between the increasing opportunities in the U.S and problems within Britain that drove migration there, highlighted in almost all lessons in the sequence, including the Titanic investigation (second and third class heading to the U.S). In doing so, the reasons for Britain’s decline and the rise of the U.S are addressed. This feeds into the dependency of the U.K on the U.S in WW1 and remainder of the 20th century (studied in Y9)</p>
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<p>from the hands of the monarchy to Parliament</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>A 6-7 lesson sequence (from titles above) will be learnt and will have a quality-focused demonstrate task completed (lesson may take longer than 1hr). Students/classes may then control own learning for remaining lessons – this accommodates half-term length fluctuations and class preferences.</p> <p>Skills being developed</p> <p>Essay structuring and writing (multiple opportunities and teacher / self-assessment within single unit)</p> <p>Source analysis skills, with a larger focus on provenance – moving on from primarily inference in Y7.</p> <p>Use of period specific vocab (see PLCS) – tier 1,</p>	<p>female ruler on the English throne, it warrants a depth-study. A continuation of similar themes to HT1, with obvious parallels to be made.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>A 6-7 lesson sequence (from titles above) will be learnt and will contain a quality-focused demonstrate task. Students may opt from the remaining in the sequence.</p> <p>Skills being developed</p> <p>Complex explanation skills. A focus on duration (short-term) and type (PERMS) and extent (how much?) is mapped into activities in the double lessons within the wider sequence.</p> <p>This module reintroduces aspects of military History not seen since the BoH assessment in Y7. Naval focus</p> <p>How will it be assessed?</p>	<p>Skills being developed</p> <p>Students develop their complex explanation skills further through focus on extent, links between causal events and assessing the importance of different reasons in relation to a single issue, for example, in the execution of Charles I or the outcome of the Battle of Marston Moor</p> <p>This module continues developing an understanding military History, through a case study of the Battle of Marston Moor (and optional Naseby)</p> <p>How will it be assessed?</p> <p>Teacher assessed – The Gunpowder Plot (introducing the “narrative account analysing” aspect of GCSE, but in a reduced form.</p> <p>Self-assessed – writing with perspective about the Battle of Marston Moor</p> <p>Ongoing “conclusions” where appropriate</p>	<p>for the start of Y9 where we focus on WW1</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>A 6-7 lesson sequence (from titles above) will be learnt and will contain a quality-focused demonstrate task. Students may opt from the remaining in the sequence.</p> <p>Skills being developed</p> <p>Empathy and an understanding of what it means to be “free” (British Values x-over)</p> <p>Source skills focused on value of evidence by provenance</p> <p>Complex explanations through linking / the power of collective action</p> <p>How will it be assessed?</p> <p>Knowledge, understanding of historical skills and the ability to communicate this in an extended piece of writing is built in to the multi-skilled EOT2</p>	<p>focused demonstrate task. Students may opt from the remaining in the sequence.</p> <p>Skills being developed</p> <p>The unit has sub-themes (ie) treatment of the Natives, growth of U.S government authority etc.) which are returned to at multiple points during the unit. This helps students develop an understanding of long-term developments and the role that multiple factors have in relation to time, in a context completely separate previous units ie) focused on Britain.</p> <p>Linking to previous units through slavery and migration.</p> <p>Being critical of the idea of “freedom” ie) was it really freedom / at what expense?</p> <p>How will it be assessed?</p> <p>Teacher assessed – As essay on why the U.S became so powerful (final 2 lessons in sequence)</p> <p>Self-assessed – mixed activities</p>	<p>Non-negotiable Experiences in the learning scheme</p> <p>A 6-7 lesson sequence (from titles above) will be learnt and will contain a quality-focused demonstrate task. Students may opt from the remaining in the sequence.</p> <p>Skills being developed</p> <p>Writing hypothesis and challenging them when in light of newly presented evidence (Whitechapel Murders and Titanic)</p> <p>Complex explanations focused around change and continuity (S.O concepts), developing strands of extent, type and linking to groups in society.</p> <p>Utilising evidence in an extended piece of writing (Titanic)</p> <p>How will it be assessed?</p> <p>Knowledge, understanding of historical skills and the ability to communicate this in an extended piece of writing is built in to the</p>
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Curriculum Map Y8

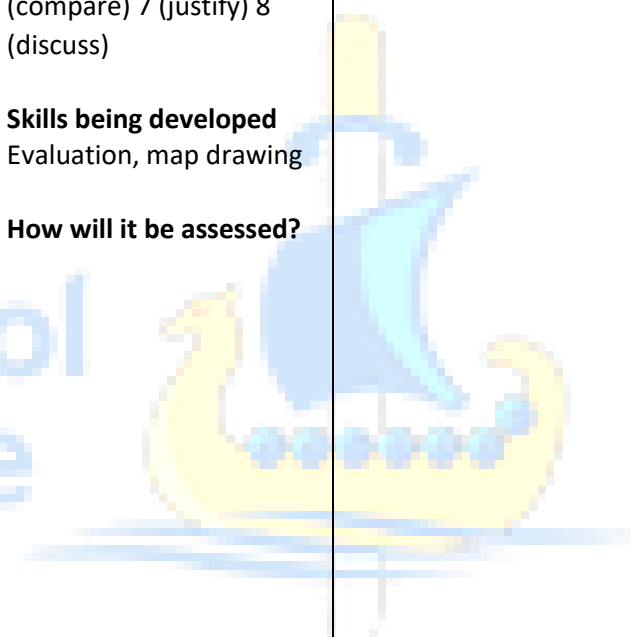
<p>2 and 3. This is more of a focus than in Y7 due to the nature of studying a shorter time period in-depth.</p> <p>How will it be assessed?</p> <p>Teacher assessed - An essay on Henry VIII</p> <p>Self-assessed – Essays on Henry’s Ministers and Mary I</p> <p>Ongoing “conclusions” where appropriate (threshold 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>Knowledge, understanding of historical skills and the ability to communicate this in an extended piece of writing is built in to the multi-skilled EOT1 assessment (based on KS3 assessment materials released by Pearson and PiXL and adapted to our needs)</p> <p>Self-assessment of complex features based on an essay relating to Elizabeth’s problems OR isolated explanations on rebellions against Elizabeth.</p> <p>Ongoing “conclusions” where appropriate</p> <p>Verbal questioning and other AfL strategies</p>	<p>Verbal questioning and other AfL strategies</p> <p>Content revisited for long-arch learning in summative assessment EOT 2 (End of Term 2)</p>	<p>assessment. Extended written question focused on the role of W.W in relation to abolition.</p> <p>Ongoing “conclusions” where appropriate</p> <p>Verbal questioning and other AfL strategies</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>multi-skilled End of Year (EOT3) assessment. Extended written question focused on the lives of people living in Britain - referencing whole unit</p> <p>Ongoing “conclusions” where appropriate</p> <p>Verbal questioning and other AfL strategies</p>
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<p style="text-align: center;">Geography (2) <i>How does the World work?</i></p>	<p>Topic/Content It's your planet How does this link to prior learning? In this unit, students will learn about the history of the earth. This will include theories of creation, geological time scales, and early human migration. Students will learn how geologists can use a range of evidence to determine what the earth was like in the past, and gain an appreciation for how this shapes our actions today with a local place study (Holderness Coast). Examples used will build on places studied in Y7 Some content (human migration, erosional processes) were introduced in Y7 Non-negotiable Experiences in the learning scheme Jointly planned resources used Mastery approach to cover 1 (locate), 2</p>	<p>Topic/Content Weather, Climate and Biomes How does this link to prior learning? This topic will introduce students to the concepts of weather and climate and build an understanding of why climates vary around the world. Students will begin by looking at the weather in the UK and conducting microclimate fieldwork on the school site. The world's biomes will be explored with a particular focus on the Amazon Rainforest and the Sahel. A range of climate hazards will be studied, including monsoons and typhoons, before students explore the idea of extreme weather in the UK and how this could change in the future with links to climate change. Students will develop their geographical skills</p>	<p>Topic/Content Glaciation How does this link to prior learning? This unit is designed to provide students with an insight into basic glacial features and processes. Glaciation isn't studied at GCSE so this unit is designed to provide students with a wider interest and complete picture of Geography. Students will study types of Glacier, glacial erosion and deposition, including landforms and relate it to both UK and European landscapes. Students will revisit Ordnance Survey Map skills and will build on their understanding of erosion from both Year 7 and the Y8 Rivers topic. Examples used will build on places studied in Y7 Non-negotiable Experiences in the learning scheme</p>	<p>Topic/Content Life on Earth How does this link to prior learning? This unit is intended to be an introduction to the larger concepts explored in the Living World GCSE unit. Students will be revisiting South America to build their knowledge of this continent. Evolution, adaptation and behaviours of animals will be examined. Students will develop core Geographical skills of justification and reading/drawing of food webs. Examples used will build on places studied in Y7 Some content (food webs, producers, consumers, habitats) were introduced in Y7 Non-negotiable Experiences in the learning scheme</p>	<p>Topic/Content Migration How does this link to prior learning? This short unit reinforces students' knowledge of place and builds on their North American look at migration in Mexico. The aim is not to spend too long on the original definitions but to look more at the impact migration has on a place from the point of view of conflict, character of places, pace of growth and multiculturalism. Examples used will build on places studied in Y7 Non-negotiable Experiences in the learning scheme Jointly planned resources used Mastery approach to cover 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss) Skills being developed</p>	<p>Topic/Content Conflict How does this link to prior learning? This unit introduces students to some of the major global issues that they we encounter again in Year 9. The focus here is about understanding conflict and developing an idea that there are multiple views in all geographical conflict and it can be hard to distinguish right from wrong. The conflict issues chosed have some overlap with history, looking at the geography of historical conflicts affecting Hull. Students will use the 'SPEED' model for classifying conflicts and will study climate conflicts, ocean issues and food production conflicts. Non-negotiable Experiences in the learning scheme Jointly planned resources used Mastery approach to cover 1 (locate), 2 (describe), 3 (draw), 4</p>
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<p>(describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss)</p> <p>Skills being developed Interpreting maps, latitude and longitude, describing change.</p> <p>How will it be assessed? 6th Lesson checkpoint</p> <p>Topic/Content Tectonics How does this link to prior learning? With an understanding of how the earth has formed, students will study how the earth's tectonic plates operate. Students will learn about how each of the four plate boundaries moves, and gain an appreciation for how each poses different risks to human life. Students will consider why places are impacted by tectonic hazards differently and make decisions based on hazard and risk when considering super volcanoes.</p>	<p>through map work, and the production and description of climate graphs.</p> <p>Examples used will build on places studied in Y7</p> <p>Some content (climate graphs, weather and climate and deforestation) were introduced in Y7</p> <p>Non-negotiable Experiences in the learning scheme Jointly planned resources used Mastery approach to cover 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss)</p> <p>Skills being developed Interpreting data, drawing climate graphs, map skills, interpreting photographs.</p> <p>How will it be assessed? 6th Lesson checkpoint</p> <p>Topic/Content</p>	<p>Jointly planned resources used Mastery approach to cover 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss)</p> <p>Skills being developed Describing processes, Using OS Maps to recognise glacial features</p> <p>How will it be assessed? 6th Lesson checkpoint</p> <p>Topic/Content Coasts How does this link to prior learning? This unit will introduce coasts, which is explored in more depth in the Physical Landscapes GCSE unit. With an understanding of the geology of the local area from It's your Planet and the Glaciation unit, students will investigate how and why the Holderness Coast has changed over</p>	<p>Jointly planned resources used Mastery approach to cover 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss)</p> <p>Skills being developed Ecosystem understanding and food webs</p> <p>How will it be assessed? How can we protect the biodiversity of the Planet? <i>To look at how we can protect species by the decisions we make in the UK</i></p> <p>Topic/Content Settlement How does this link to prior learning? This unit is intended to revisit some ideas from Y7 UK topic and Y7 Asia topic, revisiting the cities of Hull, London and Manila. Students will examine settlement theory including</p>	<p>Evaluation and drawing conclusion</p> <p>How will it be assessed? 6th Lesson Checkpoint</p> <p>Topic/Content Urbanisation How does this link to prior learning? In this unit students will learn about urbanisation and how it impacts land use and the environment across a variety of HIC and LIC case studies. Students will be using their creativity to apply ideas through design. Students will assess the impact of urbanisation and look at solutions. There is a specific focus on the impact that Urban change has had on Hull, their nearest large city.</p> <p>Examples used will build on places studied in Y7</p> <p>Some content (Megacities and cities in various parts of the world) were introduced in Y7</p>	<p>(explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss)</p> <p>Skills being developed Evaluation of issues, balanced arguments How will it be assessed? <i>How does the world work? Human processes summary and evaluation</i></p>
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	<p>Examples used will build on places studied in Y7</p> <p>Some content (basic plate movement, structure of a volcano and living near hazards) were introduced in Y7</p> <p>Non-negotiable Experiences in the learning scheme Jointly planned resources used Mastery approach to cover 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss)</p> <p>Skills being developed Map skills, explaining processes.</p> <p>How will it be assessed? How super are super volcanoes? To complete a Decision Making Exercise on Yellowstone National Park and justify my actions.</p>	<p>Rivers</p> <p>How does this link to prior learning? In this unit, students will explore rivers in the local area and examples from across the world. This will centre around river processes, human interaction with physical geography and the impacts of flooding. There will be opportunities to study local rivers, including land use on the Humber, flood events in Hull, and a decision making exercise based on creating a flood protection plan for Hull with a budget. Cross curricular links with History will see students explore how the use of the Humber has changed over time and how this shapes the local area.</p> <p>Examples used will build on places studied in Y7</p> <p>Some content (erosion, transportation and</p>	<p>time. Students will gain an understanding of the risks the local coastline faces and develop a plan to manage the coastline, bringing a real issue that planners and councils face to the classroom.</p> <p>Examples used will build on places studied in Y7</p> <p>Some content (erosional processes, coastal environments) were introduced in Y7</p> <p>Non-negotiable Experiences in the learning scheme Jointly planned resources used Mastery approach to cover 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss)</p> <p>Skills being developed Location descriptions, explaining processes, calculation.</p>	<p>patterns, shapes, sites and changes over time. This will be set in familiar examples. Students will solve the mystery about their local area regarding how Hull and Cottingham have 'merged' and will look at life in Megacities. Some GCSE ideas will start to be examined, these including opportunities vs challenges and advantaged and disadvantages. Study will finally apply what they have learned by creating examples of future settlements. Examples used will build on places studied in Y7</p> <p>Some content (Megacities in Asia, settlement types) were introduced in Y7</p> <p>Non-negotiable Experiences in the learning scheme Jointly planned resources used Mastery approach to cover 1 (locate), 2</p>	<p>Non-negotiable Experiences in the learning scheme Jointly planned resources used Mastery approach to cover 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss)</p> <p>Skills being developed Evaluation, map drawing</p> <p>How will it be assessed?</p>	
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		<p>deposition) were introduced in Y7</p> <p>Non-negotiable Experiences in the learning scheme Jointly planned resources used Mastery approach to cover 1 (locate), 2 (describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss)</p> <p>Skills being developed Grid references, maths, fieldwork.</p> <p>How will it be assessed? How can we protect people from flooding? <i>To explain the difference between hard and soft engineering and design a flood protection plan for Hull.</i></p>	<p>How will it be assessed? What challenges do coastlines around the world face? <i>To investigate the risks other coastlines face and compare this to the Holderness Coast.</i></p>	<p>(describe), 3 (draw), 4 (explain), 5 (interpret), 6 (compare) 7 (justify) 8 (discuss)</p> <p>Skills being developed Use of OS Maps, Solving a mystery,</p> <p>How will it be assessed? What will the settlements of the future look like? <i>To design a 2120 version of a village, town, city and megacity</i></p>		
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MFL FRENCH YEAR 8	<p>Topic/content Sports, technology use, free time activities</p> <p>How does this link to prior learning? Knowledge of er verbs How to say likes and dislikes Knowledge of masculine, feminine and plural nouns and adjectives</p> <p>Non-negotiable experiences in the learning scheme Definite articles, indefinite articles, plurals, Metacognition, use of full er verb Use of faire Time phrases Intensifiers</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Developing reading skills How to learn verbs Importance of grammar</p> <p>How will it be assessed? Mini assessments through vocabulary tests in order to test understanding of vocabulary and grammar</p>	<p>Topic/content Sports, technology use, free time activities</p> <p>How does this link to prior learning? Knowledge of er verbs How to say likes and dislikes Knowledge of masculine, feminine and plural nouns and adjectives</p> <p>Non-negotiable experiences in the learning scheme Definite articles, indefinite articles, plurals, Metacognition, use of full er verb Use of faire Time phrases Intensifiers</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Developing reading skills How to learn verbs Importance of grammar Recognising patterns</p> <p>How will it be assessed? 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>Topic/content Holidays, daily routine, numbers 1-100, future holiday plans</p> <p>How does this link to prior learning? Knowledge of j'ai and je suis Basic food Er verbs in the present tense Infinitives</p> <p>Non-negotiable experiences in the learning scheme Time phrases Reflexive verbs The perfect tense Aller Immediate future Je voudrais + infinitive</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Developing reading skills Writing from memory Transferable grammar knowledge Problem solving</p> <p>How will it be assessed? Mini assessments through vocabulary tests in order to test understanding of vocabulary and grammar</p>	<p>Topic/content Holidays, daily routine, numbers 1-100, future holiday plans</p> <p>How does this link to prior learning? Knowledge of j'ai and je suis Basic food Er verbs in the present tense Infinitives</p> <p>Non-negotiable experiences in the learning scheme Time phrases Reflexive verbs The perfect tense Aller Immediate future Je voudrais + infinitive</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Developing reading skills How to learn verbs Importance of grammar Problem solving</p> <p>How will it be assessed? 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>Topic/content Describing Paris, saying what you can do, ask for information, French festivals, Bastille day</p> <p>How does this link to prior learning? Use of je vais plus infinitive Use of infinitive constructions Opinions</p> <p>Non-negotiable experiences in the learning scheme On peut + infinitive Asking questions Aimer Opinions in the past The perfect tense</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Developing reading skills Using previous knowledge</p> <p>How will it be assessed? Mini assessments through vocabulary tests in order to test understanding of vocabulary and grammar</p>	<p>Topic/content Describing Paris, saying what you can do, ask for information, French festivals, Bastille day</p> <p>How does this link to prior learning? Use of je vais plus infinitive Use of infinitive constructions Opinions</p> <p>Non-negotiable experiences in the learning scheme On peut + infinitive Asking questions Aimer Opinions in the past The perfect tense</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Developing reading skills Using previous knowledge</p> <p>How will it be assessed? 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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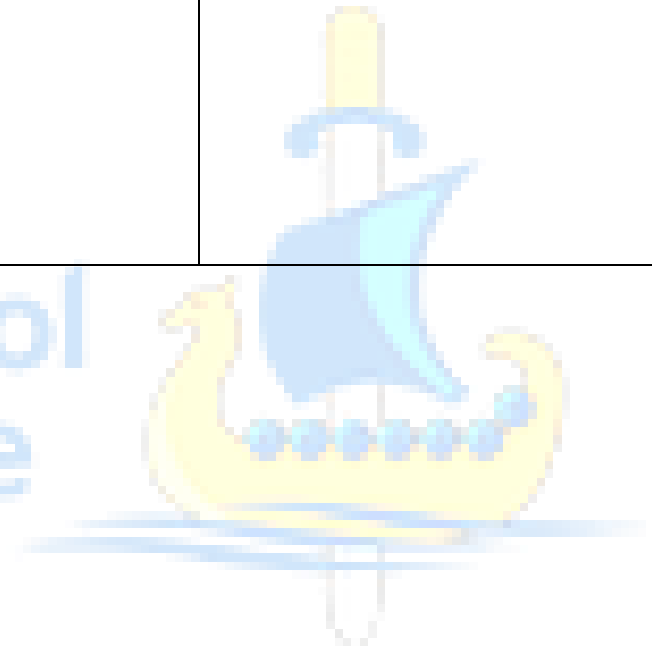
MFL GERMAN YEAR 8	<p>Topic/content School: Describing timetable, typical day, opinions of subjects, classroom, language.</p> <p>How does this link to prior learning? Basic word order, possessives my and your, present tense verbs</p> <p>Non-negotiable experiences in the learning scheme subordinate word order, using weil to give reasons and opinions prepositions in, an, auf and neben with the dative case, possessives his and her.</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Developing reading skills How to learn verbs Importance of grammar, giving your opinion.</p> <p>How will it be assessed? Mini assessments through vocabulary tests in order to test understanding of vocabulary and grammar</p>	<p>Topic/content School: Describing timetable, typical day, opinions of subjects, classroom, language.</p> <p>How does this link to prior learning? Basic word order, possessives my and your, present tense verbs</p> <p>Non-negotiable experiences in the learning scheme subordinate word order, prepositions in, an, auf and neben with the dative case, possessives his and her.</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Developing reading skills - understanding longer texts How to learn verbs Importance of grammar Recognising patterns Speaking skills – improving pronunciation.</p> <p>How will it be assessed? 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>Topic/content Town and area, tourism, planning summer holidays.</p> <p>How does this link to prior learning? numbers, present tense verbs, word order, indefinite article.</p> <p>Non-negotiable experiences in the learning scheme Using es gibt +ein/kein, practice with Euros and Cents, Using Ich möchte to say what you would like to buy.</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Developing listening skills – understanding longer more varied texts. Writing from memory Transferable grammar knowledge</p> <p>How will it be assessed? Mini assessments through vocabulary tests in order to test understanding of vocabulary and grammar</p>	<p>Topic/content Town and area, tourism, planning summer holidays.</p> <p>How does this link to prior learning? numbers, present tense verbs, word order, indefinite article.</p> <p>Non-negotiable experiences in the learning scheme Using werden to form the future tense, high frequency words.</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Developing writing skills – adapting a model, writing at length about a topic. How to learn verbs Importance of grammar</p> <p>How will it be assessed? 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>Topic/content Talking about holidays in the past, comparing then and now, holiday transport, activities, problems and weather.</p> <p>How does this link to prior learning? Talking about future holidays, es gibt, es ist and es hat, present tense verbs.</p> <p>Non-negotiable experiences in the learning scheme 3 Key verbs in the imperfect tense (es hatte, es gab, es war), forming and using the perfect tense with haben.</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Developing speaking skills – asking and answering questions Using previous knowledge</p> <p>How will it be assessed? Mini assessments through vocabulary tests in order to test understanding of vocabulary and grammar</p>	<p>Topic/content Talking about holidays in the past, comparing then and now, holiday transport, activities, problems and weather.</p> <p>How does this link to prior learning? Talking about future holidays, es gibt, es ist and es hat, present tense verbs.</p> <p>Non-negotiable experiences in the learning scheme Forming and using the perfect tense with sein, combining present and past tenses.</p> <p>Skills being developed Listening for gist Listening for detail Pronunciation Developing writing skills – writing a review in the perfect tense. Using previous knowledge</p> <p>How will it be assessed? 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)	<p>Topic/Content Food We aim for students to cook once a week during this rotation, developing higher level cooking skills to produce a range of sweet and savoury dishes. The following topics are covered during theory lessons: Costings and Nutrition research, Seasonality, Provenance and Food miles (including application).</p> <p>How does this link to prior learning? Students will now look at nutritional breakdown of dishes building upon knowledge of the Eatwell guide and foods that make healthy, balanced diets. Students will also develop more complex cooking techniques such as the ability to make Puff Pastry.</p> <p><i>If second or third what skills are developed from the first rotation:</i> Students can call upon prior knowledge to decide if something is healthy or otherwise.</p> <p>Non-negotiable Experiences in the learning scheme Learning how to cook and use more advanced equipment safely to produce a range of technical dishes. Students also understand food Provenance and Seasonality and are able to apply this to practical outcomes.</p> <p>Skills being developed Organisation Time management Collaboration Problem solving Higher level cooking skills</p> <p>How will it be assessed?</p>	<p>Topic/Content Design and Technology We aim for students to have an experience of working safely in a workshop environment with various tools, equipment and machines manufacturing useful products. Students will develop 3D design presentation skills including Perspective and Isometric design.</p> <p>How does this link to prior learning? Moving up from basic design presentation techniques to 3D Drawing skills that require a higher level of demand. Students are now including more detailed annotation to explain the thought process.</p> <p><i>If second or third what skills are developed from the first rotation:</i> Students are now working with professional tools and equipment and are able to select appropriate materials and finishes based on what they have learnt.</p> <p>Non-negotiable Experiences in the learning scheme Learning how to manufacture higher level, finished products, safely. Advanced design presentation skills including Isometric and Perspective drawing</p> <p>Skills being developed Teamwork, organisation, time management, designing, measuring and marking out and various professional practical skills such as 3D</p>	<p>Topic/Content Engineering This will be the students first experience of Engineering as this allows them to build up key skills required in Mathematics and Physics. In Engineering we look at Tension and Compression, Triangulation, Motion and Mechanisms, Gears and Gear Ratios, Pulleys and Pully Ratios, Systems and control, Basic circuit theory and Programming.</p> <p>How does this link to prior learning? This rotation is the first in Engineering that requires fundamental mathematical and Physics knowledge gained during Year 7</p> <p><i>If second or third what skills are developed from the first rotation:</i> Skills are develop from a cross-curricular perspective with topics such as calculating moments, ratios, mechanical advantage, Kinetic and potential energy. All fundamental Maths and Physics topics.</p> <p>Non-negotiable Experiences in the learning scheme Theory covered includes, Tension and Compression, Triangulation, Motion and Mechanisms, Gears and Gear Ratios, Pulleys and Pully Ratios, Systems and control, Basic circuit theory and Programming.</p> <p>Skills being developed Organisation, time management, and various Mathematical and Physical theory.</p> <p>How will it be assessed? Practical assessments and booklet Assessments in line with the schools marking policy. Students are RAG rated against 'I can' statements. Where they have shown a good</p>	<p>Topic/Content Year 8 into Year 9 Options Students have now covered all NC Content for KS3 Design and Technology so will undertake an options process that will guide their choices for Year 9.</p> <p>How does this link to prior learning? The purpose of the options process is to allow students to experience chosen subjects in greater depth during Year 9 in preparation for studying a Technology subject at GCSE. Each of the subjects will offer more advanced theory and practical skills to build upon knowledge gained at KS2 and during the Year 7 and Year 8 rotations.</p> <p><i>If second or third what skills are developed from the first rotation:</i> All students should, by this point have experienced two rotations of Food Technology and Design and Technology and one rotation of Textiles-Art and Engineering.</p> <p>Non-negotiable Experiences in the learning scheme By the end of Year 8 all N.C. KS3 POS skills have been covered.</p> <p>Skills being developed The aim of the options process is to allow students to develop more advanced skills in two of the four Technology subjects.</p> <p>How will it be assessed? The options process is designed to allow students an opportunity to rank order their preferred Technology subject</p>
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Curriculum Map Y8

<p>Practical assessments and booklet Assessments in line with the schools marking policy. Students are RAG rated against 'I can' statements. Where they have shown a good understanding of a particular topic they will be rated Amber, where they have mastered a topic they will be rated Green and finally if we feel more work is required for the student to fully understand the topic they will be rated red. This is then used to inform 'next steps' in the students learning.</p>	<p>contouring of natural timbers using rasps.</p> <p>How will it be assessed? Practical assessments and booklet Assessments in line with the schools marking policy. Students are RAG rated against 'I can' statements. Where they have shown a good understanding of a particular topic they will be rated Amber, where they have mastered a topic they will be rated Green and finally if we feel more work is required for the student to fully understand the topic they will be rated red. This is then used to inform 'next steps' in the students learning.</p>	<p>understanding of a particular topic they will be rated Amber, where they have mastered a topic they will be rated Green and finally if we feel more work is required for the student to fully understand the topic they will be rated red. This is then used to inform 'next steps' in the students learning.</p>	<p>areas. Students are then offered two of their preferred subject areas to study in greater depth during Year 9.</p>
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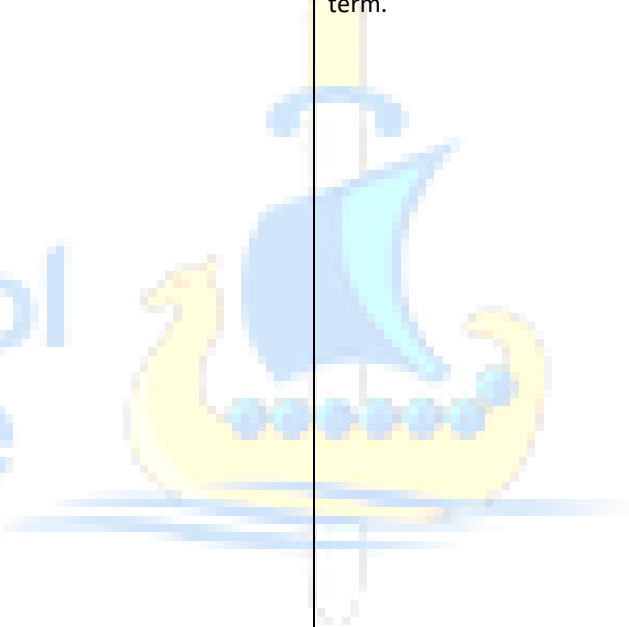
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PE (2)	<p>Topic/Content Fitness How does this link to prior learning? Pupils completed a unit of fitness in Year 7 which looked at baseline testing and methods of training and this will allow them to be able to make a programme suitable to use in the fitness suite once inducted.</p> <p>Non-negotiable Experiences in the learning scheme Health and Safety of how to use all of the equipment in the fitness suite. Hip hinge for lifting weights. Importance of posture for any weight bearing exercises. Correct techniques for use of dumbbell and kettlebell exercises. Making sure that the safety key is attached when using any CV equipment.</p> <p>Skills being developed Correct techniques for core strength including compound lifts. How to put together a training programme using principles of training. How to progress using target zones and perceived rate of exertion.</p> <p>How will it be assessed? Quantitative fitness tests.</p>	<p>Topic/Content Football/Rugby How does this link to prior learning? Pupils will have covered football and rugby during year 7. They will have covered basic skills such as passing, control, movement and defending. This unit will cover each skill in more depth and link to more advanced techniques.</p> <p>Non-negotiable Experiences in the learning scheme Identification and application of rules independently and being able to describe regulations of invasion games. - Development of skills and techniques (specific to the activity) in both practice and competitive game situations, which allow them to overcome their opponent/s. This will include being able to pass on the move, read the game to make better positional decisions. - Use of tactics to outwit opponents and gain an advantage.</p>	<p>Topic/Content Netball/Basketball How does this link to prior learning? Pupils will have covered netball and basketball during year 7. They will have covered basic skills such as passing, shooting, movement and defending. This unit will cover each skill in more depth and link to more advanced techniques.</p> <p>Non-negotiable Experiences in the learning scheme Identification and application of rules independently and being able to describe regulations of invasion games. - Development of skills and techniques (specific to the activity) in both practice and competitive game situations, which allow them to overcome their opponent/s. This will include being able to pass on the move, read the game to make better positional decisions. - Use of tactics to outwit opponents and gain an advantage. - Develop mental and physical fitness and movement.</p>	<p>Topic/Content Rounders/Badminton/Tennis/Volleyball How does this link to prior learning? Pupils will have covered rounders, badminton and tennis during year 7. They will have covered basic techniques, skills and rules. Volleyball is a new sport that they might not have any prior knowledge of.</p> <p>Non-negotiable Experiences in the learning scheme Develop striking and fielding skills in both practice and competitive game situations starting to consider hitting into space and body positioning to do this. Getting into 'ready' position for badminton and tennis. -Use of tactics (specific to the activity) to outwit their opponent/s in both team and individual games. -Working at maximum levels and developing techniques to improve performance in striking and fielding and net/wall games.</p>	<p>Topic/Content Trampolining How does this link to prior learning? Pupils will have completed a unit of trampolining in year 7, learning basic skills and techniques and health and safety procedures. They learnt basic jumps, shapes and seat drop techniques which will be developed in year 8.</p> <p>Non-negotiable Experiences in the learning scheme Developing a better understanding of aesthetics e.g. legs together, pointed toes, finishing balance and starting position. More advanced techniques to carry out basic skills such as seat drops, pike, straddle, tuck jumps – and being able to link these skills together into a 6 bounce routine. Continue to develop skills such as body tension, core strength and an aesthetic appreciation of performance.</p> <p>Skills being developed Twisting and half turns. Seat drop half twist. Half twist into seat drop. Front drops to hands and knee landing. Being able to link all those movements together to formulate a routine to</p>	<p>Topic/Content Athletics How does this link to prior learning? Pupils will have completed a unit of work in athletics in year 7. They will have covered each of the throws with basic technique and many of the track events with basic technique.</p> <p>Non-negotiable Experiences in the learning scheme Developing more advanced techniques for starts in sprints e.g. crouch, drive and pick up phases for different track events, a greater understanding of pacing, more dynamic movement for throws and scissor kick for high jump. -Working at maximum levels and developing techniques to improve performance in athletics events (track and field).</p> <p>Skills being developed Developing more advanced techniques for starts in sprints e.g. crouch, drive and pick up phases for different track events, a greater understanding of pacing, more dynamic</p>
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	<p>Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the SOL.</p>	<p>- 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>Skills being developed More advanced passing and control techniques and methods of defending. Teamwork, communication and movement by creating space for themselves and team mates. Laces and outside of the foot pass. Different body parts control. Jockeying for defending. Longer pass. Lines of running. Tackling in pairs. Defending as a unit.</p> <p>How will it be assessed? Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the term.</p>	<p>-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>Skills being developed More advanced passing and control techniques and methods of defending. Teamwork, communication and movement by creating space for themselves and team mates. Running pass. Lay up. Bank shot. Third stage defending. Man to man defending.</p> <p>How will it be assessed? Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the term.</p>	<p>Skills being developed</p> <p>Rounders – body positioning to be able to place the ball when batting to left, right or centre, short and long barriers when fielding and different techniques for catching differing speeds and heights of balls. Tennis - backhand and forehand drive technique including follow through and the importance of using legs. Badminton - forehand and backhand clears, net shots, correct serving technique. Volleyball - body positioning for dig, volley and serving technique and basic rules - 3 touches and scoring system.</p> <p>How will it be assessed? Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the term.</p>	<p>include one shape, one twist and one landing.</p> <p>How will it be assessed? Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the term.</p>	<p>movement for throws and scissor kick for high jump.</p> <p>How will it be assessed? Quantitative results in various events. Subjective professional teacher judgement based around each lesson and practical assessment lessons throughout the term.</p>
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Computing (1)	<p>Topic/Content Setting up folders/Reminder of using OneDrive/TEAMS/Student Shared Area/Email.</p> <p>8.1. Do Aliens Exist? Research methods, reliability of the Internet, data analysis using a spreadsheet, presenting information using DTP</p> <p>How does this link to prior learning?</p> <ol style="list-style-type: none"> Students have been taught how to use cloud computing in Y7 but will need a reminder to make sure that they are using the tool correctly, efficiently and confidently enough to use in other subjects. Students have been introduced to searching the internet in Y7 but will now look at bias and the reliability of the internet. Primary research is also introduced. They have learnt the basics of data analysis and using a spreadsheet in Y7 but will now be required to do this independently and choose the tools that they need to use to analyse the data and present their results. The final product is a leaflet which they have done previously with E-safety 	<p>Topic/Content 8.2. Technology Computer systems, hardware, software, history of computers, Networks and cloud computing</p> <p>8.3 Searching and Sorting. Database Queries, filtering/sorting and reports</p> <p>How does this link to prior learning? Students have looked at hardware and software in the Y7 Understanding Computers unit of work. Students have done some filtering and sorting using a spreadsheet in Y7 and this extends those skills into database software (Access) and then gives the opportunity of presenting the results in a report.</p> <p>Non-negotiable Experiences in the learning scheme Identify input, output and storage devices. Know the difference between hardware and software. Understand the difference between applications software, operating systems software and utilities software. Identify key points in the development of</p>	<p>Topic/Content 8.4. Computer Crime and Cyber Security Email scams, computer misuse, protecting personal data, copyright, health and safety</p> <p>How does this link to prior learning? Develops learning from 7.6 E-safety (dangers to technology).</p> <p>Non-negotiable Experiences in the learning scheme Name the major Acts concerning computer use Describe briefly some of the dangers of putting personal data on social networking sites. Describe briefly ways of protecting online identity Identify some of the signs of fraudulent emails and respond appropriately Adhere to Copyright Law when using written text, downloading music etc. List some of the Health and Safety hazards associated with computer use Describe how to safely dispose of an old computers safely.</p> <p>Skills being developed How to use computers safely and responsibly. How to keep yourself safe</p>	<p>Topic/Content 8.5. Introduction to algorithms and Python Programming Flow diagrams, variables, data types, selection, loops</p> <p>How does this link to prior learning? Develops understanding algorithms and programming from basic Scratch programming in Year 7. Builds Computational thinking skills from 7.1.</p> <p>Non-negotiable Experiences in the learning scheme Create algorithms and simple Python programs. Create programs using integers and strings. Use IF statements in programming. Use loops in programming.</p> <p>Skills being developed Writing algorithms and creating programs. Understanding data types, selection and loops.</p> <p>How will it be assessed? End of unit assessment.</p>	<p>Topic/Content 8.6. Data Representation Binary, images, sound, compression</p> <p>How does this link to prior learning? Builds on learning of hardware and software from 7.3 and 8.2 and also from 7.4 Binary and Control.</p> <p>Non-negotiable Experiences in the learning scheme Learn about different file formats: bitmap and vector graphics and the relationship with file size, sound files and text files. Understand that some compression methods loss data. Understand how data of various types can be represented and manipulated digitally, in the form of binary digits.</p> <p>Skills being developed Working independently to learn about data representation and then apply knowledge to a series of tasks. Computing theory/knowledge is developed.</p> <p>How will it be assessed? End of unit assessment.</p>	<p>Topic/Content 8.7. User Interfaces GUI, Menu, Command line, plan/design</p> <p>8.8. Interactive Button Quiz Computational thinking, planning, algorithms, selection, graphic manipulation</p> <p>How does this link to prior learning? 8.7. Build on computing theory/knowledge from 8.2 and 8.6. 8.8. Develop computational thinking skills from 7.1, 7.7, 8.5. Develop MS Ppt skills and graphic manipulation.</p> <p>Non-negotiable Experiences in the learning scheme 8.7. Learning about OS Functions, OS Types, User Interfaces, Accessibility and Design, Utility Software. 8.8. How to plan and develop a digital quiz using computational thinking skills and MS ppt software skills.</p> <p>Skills being developed 8.7. Working independently to learn about data representation and then apply knowledge to a series of tasks. Computing theory/knowledge is developed.</p>
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	<p>in Y7 but this time they will progress to using Desk Top Publishing instead of MS Word.</p> <p>Non-negotiable Experiences in the learning scheme</p> <ul style="list-style-type: none"> • Using cloud computing independently and confidently. • Carrying out primary and secondary research and understanding how to question reliability of data. • Use MS Excel to analyse and present data from primary research • Use MS Publisher to create a 4 page booklet for a given audience <p>Skills being developed Research skills, literacy skills, metacognition skills in planning a document, evaluation skills.</p> <p>How will it be assessed? Questionnaire will be marked for literacy and final brochure is assessed against the project criteria.</p>	<p>computers. Know the difference between the www and the Internet. Identify some advantages and disadvantages of using cloud technology. How to filter and sort data in a database table. How to create a database query using search criteria, how to create and edit a database report.</p> <p>Skills being developed Understand hardware and processing, how the internet works and what cloud computing is used for. Data manipulation: filtering, sorting, querying and presenting data from a database table.</p> <p>How will it be assessed? Self/peer assess class worksheets. Whole class feedback on development of computers poster and individual feedback on Cloud Computing poster. Self assess Searching and Sorting worksheet.</p>	<p>online. Protecting personal data. How will it be assessed? End of unit written assessment.</p>			<p>8.8. Software skills in MS Ppt. Metacognition skills in planning the project. Computational thinking skills in planning and executing the project.</p> <p>How will it be assessed? 8.7. Self/peer assessed worksheets/activities. 8.8. Whole class feedback.</p>
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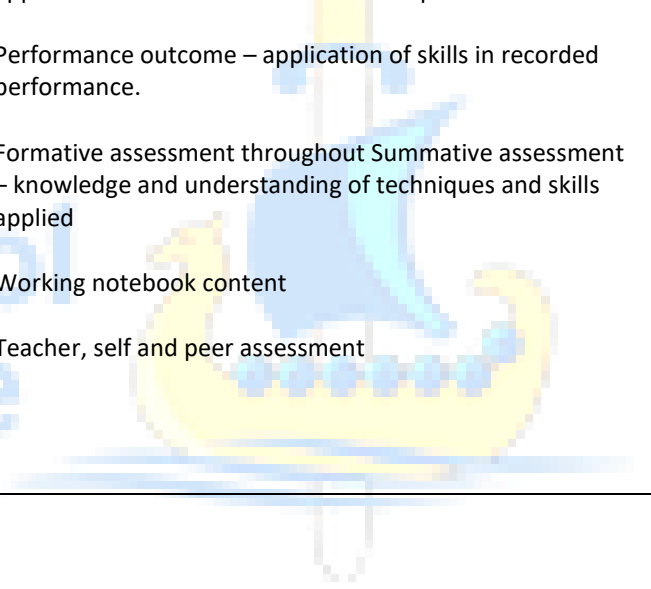


Drama (1)	<p>Topic/Content Non-Verbal Communication, Mime & Mask</p> <p>How does this link to prior learning? Creating character, techniques and conventions in developing characterisation and techniques in delivery (year 7 terms 1,2,3,4,5) Improvisation and devising skills (year 7 terms 1,2,3,5) Creating and developing narrative (year 7 terms 1,2,3,,5) Staging (year 7) Building on drama conventions (year 7 terms 1,2,3,4,5) Exploration of social/moral themes and issues Exploration of social/moral themes and issues – through PSHCE (Primary)</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Exploration and experiences in physical communication and focussed consideration / connection with emotive drivers to inform and aid delivery. Students given to question motivation in relationship scenarios, problem solving, confrontation, love and resolution challenges. Mastery of techniques and approaches (mask work etiquette) to establishing and delivering mask work performance.</p> <p>Skills being developed Learners to establish, develop and master their understanding, control and delivery of vocal pitch, pace, tone, projection, emphasis, mime, facial expression, gesture, control, expression, scenario, Trestle mask, clocking in/out, staging and spatial awareness, illusion, style, physical delivery to stereotype, archetype and status, mood and atmosphere, pace and timing, end on staging, direction, ensemble, exit, entrance, audience. Exploration and interpretation of script and text.</p> <p>How will it be assessed?</p>	<p>Topic/Content Monologue and Duologue</p> <p>How does this link to prior learning? Creating character, techniques and conventions in developing characterisation and techniques in delivery (year 7 terms 1,2,3,4,5, Y8 term 1) Improvisation and devising skills (year 7 terms 1,2,3,5, Y8 term 1) Creating and developing narrative (year 7 terms 1,2,3,5, Y8 term 1) Staging (year 7, Y8 term1) Building on drama conventions (year 7 terms 1,2,3,4,5) Exploration of social/moral themes and issues Exploration of social/moral themes and issues – through PSHCE (Primary)</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Reference to Homelessness and attitudes towards living on the streets within the ‘Real’ monologue Duologue reference relationships, conflict, teenage interaction in texts ‘Black Harvest’ and ‘Kicking Out’.</p> <p>Themes of Citizenship/Social/ Moral explored throughout the script work – exploration of character. Resolution, diversity homelessness, poverty and social status, social discrimination. Cultural capital gained through understanding of myths and morals, with links to creation context. Identifying key quotations</p> <p>Monologue and Duologue Evening</p> <p>Skills being developed Learners to develop and deliver knowledge, understanding and performance skills for the production of Monologue, characterisation, interpretation, dialogue, gesture, body language, facial</p>	<p>Topic/Content Devising: Scripted Documentary</p> <p>How does this link to prior learning? Creating character, techniques and conventions in developing characterisation and techniques in delivery (year 7 terms 1,2,3,4,5, Y8 1,2) Improvisation and devising skills (year 7 terms 1,2,3,5) Creating and developing narrative (year 7 terms 1,2,3,5, Y8 1,2) Staging (year 7 & Y8 1,2) Building on drama conventions (year 7 terms 1,2,3,4,5) Exploration of social/moral themes and issues Exploration of social/moral themes and issues – through PSHCE (Primary)</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Exploration of social, cultural and historical context within the text ‘<i>Our Day Out</i>’ Exploration of attitudes towards of the working classes/stereotypes / relationships with peers/teachers/parents/teenage interaction</p> <p>Themes of Citizenship/Social/ Moral explored throughout the script work – exploration of narrative/character. Exploration of vulnerability, race, class within the script. Exploration of themes/topics/issues as a focus point for documentary drama work, learner selected and researched.</p> <p>Skills being developed The management, exploration and performance delivery of characterisation, multi-role, physical, vocal, tone, pitch, multi-role, stereotype, caricature, chorus, focus points, interpretation, dialogue, gesture, body language, facial expression, convey, mood and atmosphere, relationship, dynamic, emotion, scenario, status, pace, script, narrative, delivery, motivation, audience, engage, documentary,</p>
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Curriculum Map Y8

<p>Learner processes to adopt mask, characterise to style, characterisation of the varying masks (multi-role), management of space and staging to mask performance, devising skills, emotive and intention communication in mask scenarios with use of physicality, action, gesture, movement and proxemics.</p> <p>Performance outcome – application of skills in recorded performance.</p> <p>Formative assessment throughout Summative assessment – knowledge and understanding of techniques and skills applied</p> <p>Working notebook content</p> <p>Teacher, self and peer assessment</p>	<p>expression, convey mood and atmosphere, duologue, relationship, dynamics, emotion, scenario, status, pace, script, narrative, delivery, motivation, intension, the fourth wall, audience, pathways, positioning, facings, proxemics, spatial awareness, audience engagement.</p> <p>How will it be assessed?</p> <p>Performance delivery of both scripted and devised monologue and scripted and devised duologues. The devised and constructed scenario, character creation, staging and performance.</p> <p>Performance outcome – application of skills in recorded performance.</p> <p>Formative assessment throughout Summative assessment – knowledge and understanding of techniques and skills applied</p> <p>Working notebook content</p> <p>Teacher, self and peer assessment</p>	<p>style, thematic, structure, narration, genre, breaking the fourth wall, audience interaction, fly on the wall.</p> <p>How will it be assessed?</p> <p>Scene delivery of selected scenes from Willy Russell’s ‘Out Day Out’ with understanding of context to inform performance choices.</p> <p>Performance outcome of Documentary with recorded scenes which communicate a coherent and well informed (researched) thematic purpose. Performance skills and application of dramatic devises used in presentation.</p> <p>Performance outcome – application of skills in recorded performance.</p> <p>Formative assessment throughout Summative assessment – knowledge and understanding of techniques and skills applied</p> <p>Working notebook content</p> <p>Teacher, self and peer assessment</p>
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Cottingham High School and Sixth Form College

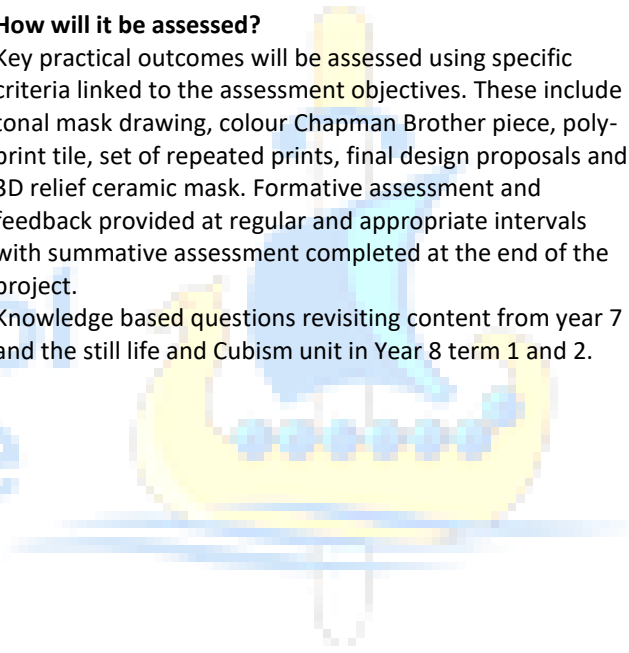


Art (1)	<p>Topic/Content STILL LIFE</p> <p>Pupils will continue to consolidate their practical art and design skills developed during year 7 in a more extended themed project, Still Life.</p> <p>They will explore the definition of what makes a still life and investigate how artists have presented and experimented with still life through different art genres and movements over time.</p> <p>Pupils will gradually develop a series of observational studies, starting with single objects, concentrating on accuracy of scale and proportion, consolidating their skills of manipulating line and tonal values in pencil. Studies of groups of objects observed from primary resources will follow, exploring the relationship between distance and scale, again, using line and tone.</p> <p>Pupils will investigate the work of Paul Cezanne and his still life representations. They will be able to describe and analyse his work making connections to the formal elements and using other subject specific terminology.</p> <p>They will complete a study of his work in oil pastel, re-visiting the colour theory introduced in year 7.</p> <p>They will explore the principals of printing using their original still life pieces, specifically mono-printing engaging with a range of textural surfaces and backgrounds and combining multiple colour schemes to create their outcomes.</p> <p>https://www.youtube.com/watch?v=sUqdnwtUoA0 Four centuries of Still life https://www.youtube.com/watch?v=k0SrEiEcpRM Cezanne Still Life https://www.youtube.com/watch?v=9PTDWBtg-4 Cezanne Still Life analysis https://www.youtube.com/watch?v=rRCi53wB4D4 Tips for arranging a still life</p>	<p>Topic/Content CUBISM</p> <p>Pupils will move in the second term to explore the art movement, Cubism.</p> <p>The first half of the project will start by looking at how still life was presented using cubist principles. Pupils will re-visit the formal elements of shape and form, but then develop their knowledge of how the cubist manipulated these with alternative viewpoint and perspective.</p> <p>They will investigate why the cubists developed their work in this way and the impact it had and continues to have in the art world. Key artists used to inform this are Pablo Picasso, Georges Braque and Juan Gris.</p> <p>Pupils will complete a series of continuous line drawings, building on Year 7 unit 1, of everyday objects, gradually building in the use of colour and layering multiple drawings together to create distortion.</p> <p>They will explore the concept of drawing quickly and pushing themselves to challenge the conventional principals of drawing, learning to take more creative risks.</p> <p>Pupils will use drawings produced in the early part of the project and bring these together into a final still life composition which they will then complete in a variety of mixed media, exploring pattern and texture.</p> <p>The second part of will consider the Cubist portraits, The Weeping Woman by Picasso. Pupils will apply their understanding of the key concepts of cubism to investigate this piece, completing a colour study in watercolour.</p> <p>Pupils will use a variety of found materials to create a cubist collage portrait, translating this into a final oil pastel portrait.</p> <p><u>What is Cubism? Art Movements & Styles - YouTube</u> What is Cubism? <u>Georges Braque and the Cubist Still Life 1928-1945 - YouTube</u> – Braque and cubist still life</p>	<p>Topic/Content AFRICAN MASKS</p> <p>Pupils will conclude their art and design experience in year 8 with a project based around African masks.</p> <p>They will be introduced to a range of different traditional mask designs from across the continent. They will consider the uses and purpose of masks in different cultures and consider the key design features and materials and methods of production traditionally used.</p> <p>Pupils will complete some tonal studies of traditional masks.</p> <p>The work of contemporary artists, the Chapman Brothers will be introduced to explore the use of more modern influences, but using traditional processes and materials in mask production. Pupils will complete a colour study of their work.</p> <p>Exploration of use of repeated patterns will take place using the poly-print technique to create intricate tiles and use these to create a repeated sequence of prints.</p> <p>Pupils will then bring these elements together into a final set of original mask design that incorporate traditional shapes, features and patterns, but also contemporary influences in the form of logos, subtly combined into the structure of the design. They will explore symmetry and repeated pattern designs.</p> <p>The project will conclude with the production of a ceramic 3D relief version of their final mask design. Pupils will work over a number of weeks, creating a clay slab, trimming the shape of the mask, building the relief using hand cut clay pieces and slip, applying base colour glazes and a final clear glaze.</p> <p><u>How is it made? The Making of African Masks - YouTube</u> <u>5 Fun Facts about African Masks - The Gypsetters</u></p>
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<p>How does this link to prior learning? Pupils will continue to embed the formal elements of art and design from year 7. Initially they will consider the use of line, tone and shape in their observational work. They will use colour theory to inform their work in response to Paul Cezanne. Using the mono-printing technique, they will embed the basic skills from unit 1 in year 7, adding alternative backgrounds and multiple colours to their outcomes. Continued development and consolidation of subject specific language and analytical responses to the work of artists extended to include higher order synthesis of ideas.</p> <p>Non-negotiable Experiences in the learning scheme Series of still life drawings completed in tonal dry media. Large scale oil pastel study of Paul Cezanne. Multiple mono-prints exploring texture and colour. Large scale oil pastel or acrylic study of their original still life, inspired by Cezanne. Analysis of the work of Cezanne and Michael Craig-Martin (Homework) Practical study inspired by Michal Craig Martin using found objects (Homework) 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>Skills being developed: Ability to observe accurately from observation to create a 2D line drawing. Refinement and application of tonal values using pencil to a collection of objects to create 3D form and understand the relationship between distance and scale. Ability to work in a larger scale to create an outcome.</p> <p>How will it be assessed? Key practical outcomes will be assessed using specific criteria linked to the assessment objectives. These include</p>	<p><u>Jerry Saltz on Picasso's "Weeping Woman" - YouTube</u> <u>Still Life with a Mandolin by Pablo Picasso (1881-1973) National Gallery of Ireland</u> – Picasso Still Life resource <u>Still Life: Le Jour, Braque (nga.gov)</u> – Braque Still life with narrated analysis.</p> <p>How does this link to prior learning? Links will be made to the previous theme of still life and also the work of Cezanne, who heavily influenced the ideas and concepts of the cubist masters, Picasso, Braque and Gris. Consideration of the formal elements introduced in Year 7, working with continuous line drawing, consideration of light and tone, manipulation of shape and form and exploration of pattern and texture in mixed media outcomes. Development of practical skills, but working in a more challenging way, working in ink and pen and a creation a more intricate collage piece. Use of subject specific language and analysis of key artist pieces, with more extended written outcomes produced.</p> <p>Non-negotiable Experiences in the learning scheme Continuous line drawings in ink/biro Study of cubist still life and Weeping Woman Mixed media still life cubist outcome Cubist collage portrait Cubist oil pastel portrait Demonstration of an understanding of the key principals of cubism 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>Skills being developed Ability to challenge the traditional concepts of drawing, taking more creative risks.</p>	<p><u>Picasso's works bear striking resemblances to these notable African pieces of art. - YouTube</u> <u>The Picasso Project, Mask, Terry Corbett - YouTube</u></p> <p>How does this link to prior learning? References to the work of the cubists and how they were inspired by traditional design features and geometric presentations of African masks. Embedding the formal elements of colour, shape, pattern, and texture – looking at repeated geometric man-made patterns. Use of a range of materials, continuing to develop skills, layering coloured pencil together. Continued understanding of the range of printing processes available, building on the mono-printing and lino-cut prints from year 7 and Year 8 – still life. Development of ceramic skills – moving from basic clay impression and scoring to application of layers of hand-cut pieces, using slip and coloured glazes. Use of subject specific language and analysis of key artist pieces, with more extended written outcomes produced in homework tasks.</p> <p>Non-negotiable Experiences in the learning scheme Tonal study of African masks Pencil crayon/Watercolour study of Chapman Brothers work Poly-print tiles inspired by traditional African repeated patterns used to create repeated prints. Set of design proposals for final clay mask incorporating contemporary references and traditional design features Final ceramic 3D relief mask. Written annotation to demonstrate understanding the processes completed, understanding of the contextual influences and evaluation of outcomes. 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>Skills being developed</p>
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	<p>tonal pencil still life, oil pastel study of the work of Paul Cezanne and larger scale study of their own work using oil pastel or paint. Formative assessment and feedback provided at regular and appropriate intervals with summative assessment completed at the end of the project.</p> <p>Knowledge based questions revisiting content from year 7 and gradually introducing theory as the unit progresses through the term.</p>	<p>Layering of multiple drawings together to create a distorted, fragmented outcome.</p> <p>Creating outcomes in a shorter timeframe, learning to prioritise key features.</p> <p>Refinement of working with found materials to create a mixed media outcome.</p> <p>Continued development and investigation into the properties of watercolours and oil pastels.</p> <p>How will it be assessed?</p> <p>Key practical outcomes will be assessed using specific criteria linked to the assessment objectives. These include cubist still life line drawings, mixed media still life, watercolour Weeping woman, cubist collage portrait and final oil pastel interpretation. Formative assessment and feedback provided at regular and appropriate intervals with summative assessment completed at the end of the project.</p> <p>Knowledge based questions revisiting content from year 7 and the still life unit in Year 8 term 1.</p>	<p>Further development of practical skills in a range of different materials. Development of layering pencil crayon and watercolour to create 3D form.</p> <p>Further extension of their knowledge and understanding of printmaking. Use of poly-print process to create repeated prints.</p> <p>More technical use of clay to build 3D relief. Use of hand-cut pieces and slip to bind them together. Use of colour glazes and the understanding of the firing process in the kiln.</p> <p>How will it be assessed?</p> <p>Key practical outcomes will be assessed using specific criteria linked to the assessment objectives. These include tonal mask drawing, colour Chapman Brother piece, poly-print tile, set of repeated prints, final design proposals and 3D relief ceramic mask. Formative assessment and feedback provided at regular and appropriate intervals with summative assessment completed at the end of the project.</p> <p>Knowledge based questions revisiting content from year 7 and the still life and Cubism unit in Year 8 term 1 and 2.</p>
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Music (1)	<p>Topic/Content</p> <p>Term 1 - Chinese and Indian World Music Term 2 - Popular Music from 1950-1980</p> <p>How does this link to prior learning?</p> <p>Students will be building on their work on structure from their Blues composition in year 7 and will be learning another scale that makes a piece of music sound a certain way, again like the Blues scale in year 7. Students have used a simple repeated harmony before but will develop their use of chords by learning to improvise and add rhythm in their accompaniments. Students are building on their knowledge of Early Popular Music by looking further at the progression of popular music from the Blues and Jazz. This time however, students will perform a piece of popular music rather than play one. They will also extend their knowledge on creating an accompaniment by learning to play chords (using the auto chord function on the keyboard) rather than drones</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Links to RE lessons on Buddhism (and Taoism and Confucism) and Hinduism. Links to History (effects of War on society). Looking at the work of published composers, music tech, sound engineering, recording, performing and composing for a purpose. Looking at jobs within the popular music industry and touring bands (development of amplified sounds and festivals). Understanding of other cultures. Development of music and instruments based on historical events. Music from around the world and other cultures. Links to Hinduism and Chinese religions. Working together, reciprocity, listening to others, how to listen respectfully.</p> <p>Skills being developed</p>	<p>Topic/Content</p> <p>Term 3 – Syncopated Rhythms and music from Latin America Term 4 – Classical Music</p> <p>How does this link to prior learning?</p> <p>Building on basic rhythms learned in year 7 with another composition and arrangement as part of a group, but this time using syncopated rhythms and more complicated structures. Students have looked at the beginning of Western Art Music with the Medieval-Baroque periods in music with the beginning of the development of scales and chords. They will look at how these were finalised with Mozart during the Classical Period Students will continue to sing and will now include harmony parts in all their songs.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Influence of science on the development of technology. Changed in technology leading to new styles of music and a new type of composer. Looking at the work of published composers and musical artists. Recording our work using basic sound engineering and technology. Looking at music in the club scene. 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>Skills being developed</p> <p>Rhythm, rhythmic values (dotted rhythmic values) Arranging, syncopation, ostinato, call and response, Mozart, Classical, piano and Clarinet, orchestra, scale, chord, various club dance style, edit, realisation, percussion, metronome, cubase</p>	<p>Topic/Content</p> <p>Term 5 - Music and the Media Term 6 – Musicals</p> <p>How does this link to prior learning?</p> <p>Students will use their previous knowledge of Cubase to record and edit their work using this medium. Students will have looked at using persuasive language in other subjects such as English, RE and History. Students have used scales and chords when writing their Dance compositions in term 4 and will continue to use chords to accompany their jingles. Some students may have been involved in musicals in drama and dance groups and many will have seen them either in the theatre or on TV. Students will continue to sing and will now include at least one harmony part in all their songs.</p> <p>Non-negotiable Experiences in the learning scheme</p> <p>Rap and poetry. The use of music in the media and advertising. Jobs in music in the media. Looking at the work of published composers and musical artists. Recording our work using basic sound engineering and technology. Jobs within the musicals industry from tour managers to planning. The use of language to make you feel a certain way. Race, gender and integration. The development of music to meet the needs of the media and sales. The hidden message of the musical. Race, gender and integration. Working together, reciprocity, listening to others, how to listen respectfully, treatment of others throughout history.</p> <p>Skills being developed</p> <p>Slogan. Jingle. Sequences and Repeats. Synthesizer. Rap. Broadway. The West End. Opera. Incidental Music. Overture. Solo. Duet. Ensemble. Overture. Numeracy Opportunities. Note durations, structure and balance, scales, chords.</p>
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Curriculum Map Y8

<p>Pentatonic, structure, Chinese instruments, harmony, improvising, ostinato, Indian instruments, Raga. Radar, Historical influences on music, chords, autochords, rock and electronic instruments, synthesizer, loops and sequencers</p> <p>Beats in a bar, time signatures, note durations, scales, penta/pentagon.</p> <p>How will it be assessed?</p> <p>Term 1 - A pentatonic Chinese composition Term 2 - Love Me Tender (Elvis Presley) performance</p>	<p>Beats in a bar, time signatures, note durations, structure and balance, scales, chords, intervals.</p> <p>How will it be assessed?</p> <p>Term 3 – Syncopated Rhythm Term 4 – Dance Composition</p>	<p>How will it be assessed?</p> <p>Term 5 – Jingle Composition Term 6 – Hamilton based Composition</p>
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Cottingham High School
and Sixth Form College



PSE (1)	<p>Topic/Content</p> <ol style="list-style-type: none"> Well being Physical and Mental Wellbeing Influences on health and healthy behaviours Ways to promote and maintain the long-term health of ourselves and others. Drugs and alcohol Alcohol and drug misuse and pressure relating to drug use Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia <p>How does this link to prior learning? Y7 Mental Health lessons. KS2: Respectful relationships and Caring relationships</p> <p>Non-negotiable Experiences in the learning scheme</p> <ol style="list-style-type: none"> Identify the link between physical and mental wellbeing. Describe strategies for improving physical and mental wellbeing. Explain ways to help those who need support with their physical and/or mental wellbeing Learning about the factors which influence our health and health behaviours, ways to promote and maintain the long-term health of ourselves and others. Describe the effects of caffeine consumption explain the risks associated with caffeine consumption. Evaluate strategies to reduce caffeine consumption. Identify a range of risks related to tobacco and e-cigarette use analyse a range of potential influences on young people to smoke. Demonstrate strategies for managing peer influence in situations involving tobacco and e-cigarettes/vapes. Explain that most young people their age do not use alcohol and analyse the reasons why young people's alcohol use is declining. Describe 	<p>Topic/Content</p> <ol style="list-style-type: none"> Identity and Relationships. Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception. Community and Careers Equality of opportunity in careers and life choices, and different types and patterns of work. <p>How does this link to prior learning? KS2: Respectful relationships and Caring relationships Y8 Discrimination. Y7 Diversity and Building Relationships.</p> <p>Non-negotiable Experiences in the learning scheme</p> <ol style="list-style-type: none"> Explore and appreciate what makes us similar or different in society. Be aware of relevant terminology around LGBTQ identities. Demonstrate understanding of how people can be treated differently. Describe discrimination and explain how it happens. Explain what HBT bullying is and the effects this can have on people. Explain that HBT bullying is not acceptable. Learn: about the features of healthy and unhealthy relationships and how to negotiate and communicate effectively; about gender stereotypes and gender-based peer influence and how to challenge or resist it; about the benefits and challenges of social media for developing and maintaining relationships and how to manage online risks; about sexual bullying and why it occurs; about the impact of inappropriate sexual behaviour and how to challenge or resist it; about the legal, emotional and social consequences of sharing sexual images; how to reject unwanted requests for sexual images; about the meaning and importance of consent in relationships; how to seek, give and not give consent in different situations. To: Identify challenges and describe the feelings experienced when overcoming them; analyse challenges posed in the workplace; Plan how to overcome a fear or challenge; Identify problems of 	<p>Topic/Content</p> <ol style="list-style-type: none"> Digital Literacy Online safety, digital literacy, media reliability and gambling hooks. Emotional Well-being Mental health and emotional wellbeing including body image and coping strategies. <p>How does this link to prior learning? Y7 Well being, Y8 Wellbeing, Y7 Transition and Safety, Y7 Health and puberty.</p> <p>Non-negotiable Experiences in the learning scheme</p> <ol style="list-style-type: none"> Learn: about online communication, how to use social networking sites safely. how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation, how to respond and seek support in cases of online grooming, how to recognise biased or misleading information online, how to critically assess different media sources, how to distinguish between content which is publicly and privately shared, about age restrictions when accessing different forms of media and how to make responsible decisions, how to protect financial security online, how to assess and manage risks in relation to gambling and chance-based transactions. Learn: about attitudes towards mental health, how to challenge myths and stigma, about daily wellbeing, how to manage emotions, how to develop digital resilience, about unhealthy coping strategies (e.g. self-harm and eating, disorders), about healthy coping strategies. <p>Skills being developed</p> <ol style="list-style-type: none"> How to make decision and manage peer influence about films and online viewing. To know how relationships are portrayed in television, film and online and how this can affect relationship expectations, behaviours and values, to understand the potentially harmful impact of increasing sexualisation in the media. To recognise the impact of
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<p>the effects of alcohol misuse. Describe strategies to manage influences on alcohol use. Identify sources of support for alcohol misuse. Describe the reasons why people drink alcohol and the impact it can have. Identify and assess the risks of underage drinking. Suggest strategies to manage peer pressure around alcohol misuse and identify sources of guidance and support. Describe the reasons why some people smoke. Understand the harm smoking does to your health. Know who to ask for advice and where to look for guidance on resisting pressure to smoke, including on the NHS Smokefree website. Use different strategies to resist pressure to smoke.</p> <p>3. To: demonstrate an increased understanding and awareness of people with learning disabilities and autism within a diverse society; recognise disablist language and bullying: how, where and why it happens and the potential physical and emotional impacts of these behaviours on people with learning disabilities and autism and the communities to which they belong; Describe or demonstrate ways of challenging disablist language, bullying, discrimination and prejudice; Identify and evaluate steps that have been taken or could be taken in law and in the community, to change attitudes towards and support people with learning disabilities and autism.</p> <p>Describe the meaning of bullying and cyberbullying and the impact it can have on an individual Explore challenging scenarios and their appropriate responses Explain where to seek support and advice on bullying/cyberbullying.</p> <p>Skills being developed</p> <p>1. Finding strategies to support your own and others' mental health. To identify ways in which societal changes can impact on health and health behaviours. To be able to explain ways a person can contribute to their own and others' personal health and wellbeing</p>	<p>different scales and what is needed to solve them; Illustrate the use of an adaptable approach to solving problems; Understand that problem solving is a core transferable skill and identify its usefulness in a work setting; Work in a team to solve a problem.</p> <p>Skills being developed</p> <p>1. Learn: the qualities of positive, healthy relationships, how to demonstrate positive behaviours in healthy relationships, about gender identity and sexual orientation, about forming new partnerships and developing relationships, about the law in relation to consent, that the legal and moral duty is with the seeker of consent, how to effectively communicate about consent in relationships, about the risks of 'sexting' and how to manage requests or pressure to send an image, about basic forms of contraception, e.g. condom and pill.</p> <p>2. Learn: about equality of opportunity in life and work, how to challenge stereotypes and discrimination in relation to work and pay about employment, self-employment and voluntary work, how to set aspirational goals for future careers and challenge expectations that limit choices.</p> <p>How will it be assessed? Entry and Exit confidence checkers</p>	<p>social media on body image. To know who to ask for advice and where to look for guidance on body image and online stress, to use techniques for minimising stress that may arise from a negative perception of our body image influenced by social media. To think critically about the information they see online. To understand the power of the media in influencing decision making, to understand that not everyone who contacts them online is trustworthy.</p> <p>2. To learn what we mean by 'body image' and how it can be influenced the by the media and advertising. To learn how to respond to the media and advertising in a way that promotes positive body image and begin to build emotional resilience. To have the ability to analyse one of many sources of potential body confidence pressure. To have an increased understanding of similarities, differences and strengths and to have increased confidence, resilience and self-esteem. Learning how to manage the stress that may result from excessive use of social media or as a result of interacting with online content, including FOMO.</p> <p>How will it be assessed? Entry and Exit confidence checkers</p>
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Curriculum Map Y8

	<p>in different contexts. To suggest ways of promoting improved health at a community level.</p> <p>2. Learn: about medicinal and reactional drugs, about the over-consumption of energy drinks, about the relationship between habit and dependence, how to use over the counter and prescription medications safely, how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes, how to manage influences in relation to substance use, how to recognise and promote positive social norms and attitudes</p> <p>3. Learn: how to manage influences on beliefs and decisions, about group-think and persuasion, how to develop self-worth and confidence, about gender identity, transphobia and gender-based, discrimination, how to recognise and challenge homophobia and biphobia, how to recognise and challenge racism and religious discrimination.</p> <p>How will it be assessed? Entry and exit confidence checkers.</p>		
RE	<p>The RE Curriculum for Key Stage 3 is currently under review and being developed as part of a locally agreed syllabus. More detail will be provided here shortly</p> <p>In the meantime, the content and sequencing are drawn from the National Curriculum programme of study for RE.</p>	<p>High School Form College</p>	