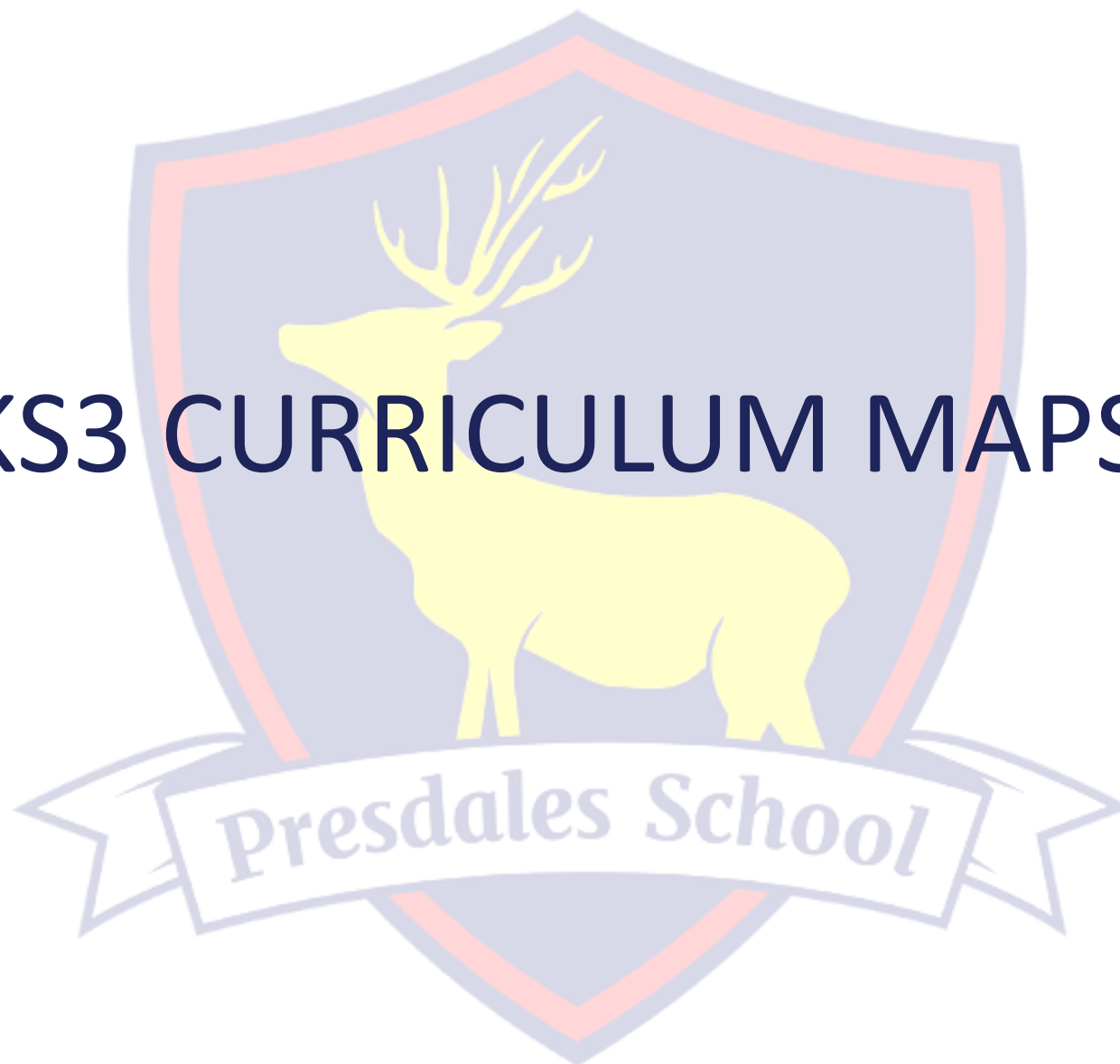


# KS3 CURRICULUM MAPS



# ART

Year	Autumn Term	Spring Term	Summer Term
7	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>• Baseline test *</li> <li>• Pencil drawing course</li> <li>• Mark making</li> <li>• Tone and Texture</li> </ul>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>• Painting course</li> <li>• Colour theory</li> <li>• Colour mixing*</li> <li>• Brush control</li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>• Studying architecture within cultures</li> <li>• Experimenting with media</li> <li>• Islamic Architecture Study Page*</li> </ul>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>• Pen drawing course</li> <li>• Mark making, tone, texture</li> <li>• Artist Research*</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>• Art Movements: Fauvism</li> <li>• Fauvist painting</li> <li>• Fauvist Research*</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>• Techniques: Printmaking</li> <li>• Experimenting with different prints</li> <li>• Cultural Architecture Print*</li> </ul>
8	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>• Researching Day of the Dead Festival</li> <li>• Create Cultural Research page *</li> <li>• Experimentation with media</li> </ul>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>• Baseline Portrait</li> <li>• Portraiture/Proportions</li> <li>• Tonal Pencil Self portrait *</li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>• Art Movements: Abstract Expressionism &amp; Cubism</li> <li>• Artist Research</li> <li>• Abstract Relief Portrait*</li> </ul>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>• Designing Sugar Skulls</li> <li>• Sugar Skull 3-D*</li> <li>• Painting Sugar Skulls</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>• Tonal Self Portrait</li> <li>• Celebrity Portrait</li> <li>• Artist Research*</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>• Abstract Portraits inspired by Research</li> <li>• Group work*</li> </ul>
9	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>• Introduction to photography</li> <li>• Rules of composition / Photographic Techniques</li> <li>• Artist Research</li> <li>• Scrapbook Presentation Page*</li> </ul>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>• Surrealism Artist Research Page*</li> <li>• Developing Design Ideas</li> <li>• Creating Personal outcomes</li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>• Artist Research</li> <li>• Design Ideas</li> <li>• Fantasy Fashion Study Page*</li> </ul>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>• Mini GCSE project: Flight</li> <li>• Mixed Media drawing study page*</li> <li>• Art Movement: Surrealism</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>• Box Art / Mobile Art outcome*</li> <li>• Fantasy Fashion Project</li> <li>• Moodboard</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>• 3D Fashion Item*</li> <li>• Photoshoot of 3D Fashion item</li> <li>• Group work</li> </ul>

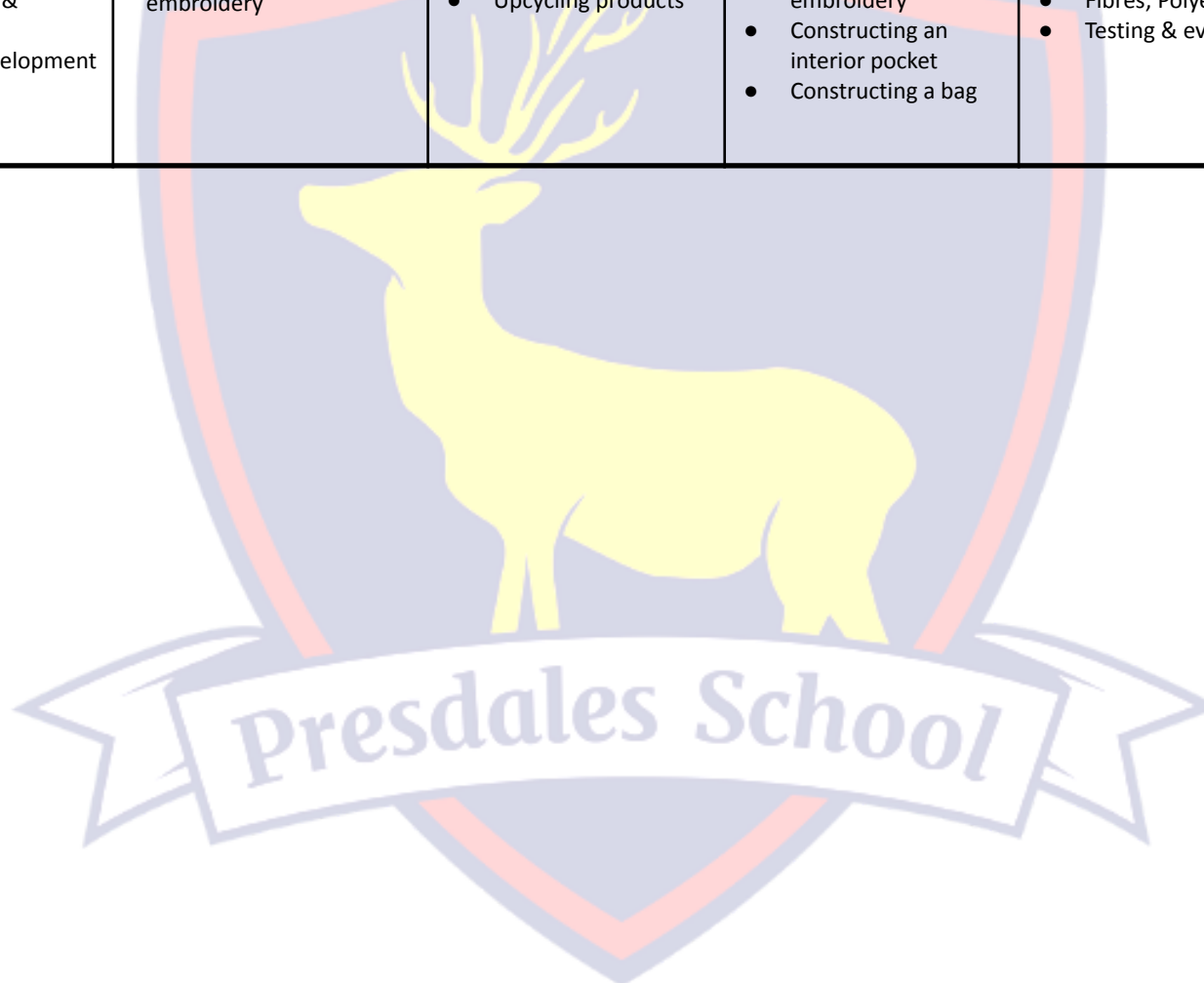
# Computing

Year	Autumn Term	Spring Term	Summer Term
7	<u>Autumn 1: Computer Basics</u> E-Safety Baseline test Login on to the Presdales systems How to search safely online How to use read/write software Multiple-choice test	<u>Spring 1: Computer Systems</u> Computer parts Memory: Primary and secondary Operating systems and software Multiple-choice test	<u>Summer 1: SCRATCH and EOY</u> How to use SCRATCH, basic functions (3) Revision (1) Written EOY test (2 week period)
	<u>Autumn 2: Digital Literacy 1</u> Bebras Competition Google Suite : Docs, Slides, Sheets Written test	<u>Spring 2: Networks and the Internet</u> Types of networks and topologies Network security threats and measures	<u>Summer 2: SCRATCH</u> Game creation on SCRATCH using code club
8	<u>Autumn 1: Data Representation</u> E-Safety Binary and logic Images and sound files Multiple-choice test	<u>Spring 1: Python</u> How to use Python including : inputs, outputs, arithmetic operators Written test	<u>Summer 1: Python and EOY</u> Python game design Revision (2) Written EOY test (2 week period)
	<u>Autumn 2: Digital Literacy 2</u> Bebras Competition Google Suite : Docs, Slides, Sheets Written test	<u>Spring 2: Algorithms</u> Computational thinking Flow diagrams	<u>Summer 2: Pre-Production</u> Mood boards Mind maps Visualisations Storyboards Scripts
9	<u>Autumn 1: Python</u> E-Safety Pseudocode If statements For loops	<u>Spring 1: Digital Literacy 3</u> Professional emails Word - Referencing Excel - Sorting, Conditional formatting	<u>Summer 1: Cryptography</u> Ciphers (2) Murder mystery (1) Revision (2) Multiple choice EOY (2 week period)
	<u>Autumn 2: Python</u> Bebras competition While loops Lists Written test (in place of written EOY)	<u>Spring 2: Key Skills for Work and Life</u> Digital or Technical skills Online banking Skill development	<u>Summer 2: Animation</u> Flipbooks Stop motion SCRATCH

## Design and Technology

	Year 7		Year 8		Year 9	
<b>Food Preparation and Nutrition</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>
	<ul style="list-style-type: none"> <li>• Kitchen hygiene</li> <li>• Kitchen utensils</li> <li>• Washing up</li> <li>• Eatwell Guide</li> <li>• Food science - enzymic browning, dextrinisation, heat transfer</li> <li>• Adapting basic recipes</li> <li>• Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn to make:</li> <li>• Fruit fusion</li> <li>• Cookies</li> <li>• Pizza toasts</li> <li>• Savoury rice</li> <li>• Bread rolls</li> <li>• Fruit/cheese scones</li> <li>• Development practical</li> </ul>	<ul style="list-style-type: none"> <li>• Bacterial contamination and growth</li> <li>• Food science - plasticity, caramelisation, gelatinisation</li> <li>• World cuisine - British</li> <li>• Food provenance - sustainability</li> <li>• Adapting basic recipes</li> <li>• Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn to make:</li> <li>• Vegetable soup</li> <li>• Rock buns</li> <li>• Mince 'meat' sauce</li> <li>• Fruit crumble</li> <li>• Macaroni cheese</li> <li>• Upside down fruit cake</li> <li>• Development practical</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing &amp; evaluating</li> <li>• Food science - coagulation, gelatinisation</li> <li>• World cuisine - French</li> <li>• Food choice</li> <li>• Teen diets</li> <li>• Adapting basic recipes</li> <li>• Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn to make:</li> <li>• Ratatouille</li> <li>• Fruit galette</li> <li>• Quiche</li> <li>• Chilled cheesecake</li> <li>• Sweet &amp; sour</li> <li>• Development practical</li> </ul>
<b>Product Design</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>
	<ul style="list-style-type: none"> <li>• Brief/Specification</li> <li>• Thermoforming &amp; Thermosetting Plastics</li> <li>• Sustainability</li> <li>• Product Analysis</li> <li>• Smart &amp; Modern Materials</li> <li>• Design Development</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Sketching</li> <li>• Template/Model Making</li> <li>• Cross &amp; Draw Filing</li> <li>• Quality Assurance</li> <li>• Line Bending</li> <li>• Forming/Shaping Plastic</li> <li>• Testing/QC</li> </ul>	<ul style="list-style-type: none"> <li>• Design Brief</li> <li>• Soft &amp; Hard Woods</li> <li>• Sustainability</li> <li>• Manufactured Boards</li> <li>• Design Development</li> <li>• Computer Aided Design (CAD) 2D Design</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Drawing (Orthographic)</li> <li>• Marking Out</li> <li>• Cutting using hand tools</li> <li>• Working with Wood</li> <li>• Using 2D Design</li> <li>• Computer Aided Manufacture (CAM) Laser Cutter</li> </ul>	<ul style="list-style-type: none"> <li>• Graphical Communication</li> <li>• How Technical Drawings are used in Industry</li> <li>• Working with Paper and Boards</li> <li>• Iterative Design</li> <li>• CAD-TinkerCAD</li> </ul>	<ul style="list-style-type: none"> <li>• Perspective</li> <li>• Rendering</li> <li>• Orthographic Projection</li> <li>• Isometric</li> <li>• Working with Paper</li> <li>• Using CAD programme</li> <li>• CAM-3D Printing</li> </ul>

<b>Textiles</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>
	<ul style="list-style-type: none"> <li>• Task analysis</li> <li>• H&amp;S in children's toys</li> <li>• Knitted construction</li> <li>• E-Textiles</li> <li>• Pattern lay &amp; templates</li> <li>• Design Development</li> <li>• Evaluation</li> </ul>	Designing Using the sewing machine Hand stitching Applying decoration; buttons, applique, embroidery	<ul style="list-style-type: none"> <li>• Brief/Specification</li> <li>• Product analysis</li> <li>• Block printing</li> <li>• Woven construction</li> <li>• Pattern templates</li> <li>• Upcycling products</li> </ul>	<ul style="list-style-type: none"> <li>• Developing patterns</li> <li>• Confidence using the sewing machine</li> <li>• Applying decoration; printing &amp; embroidery</li> <li>• Constructing an interior pocket</li> <li>• Constructing a bag</li> </ul>	<ul style="list-style-type: none"> <li>• Brief/Specification</li> <li>• Product analysis</li> <li>• Issues in fashion</li> <li>• Different types of seams and their uses</li> <li>• Fibres; Polyester</li> <li>• Testing &amp; evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Designing fashion garments</li> <li>• Applying decoration; reverse applique &amp; couching</li> <li>• Applying casings for elastic</li> <li>• Constructing hems</li> <li>• Applying patch pockets</li> </ul>



Drama			
Year	Autumn Term	Spring Term	Summer Term
7	<u>Autumn 1</u> <b>Introductory Unit</b> Group work activities, basic skills and confidence focus. End of ½ term baseline assessment.	<u>Spring 1</u> <b>Pantomime</b> Stylised Drama, engagement of audience through techniques.	<u>Summer 1</u> <b>Page to Stage- Oliver Twist</b> Scripted Drama, stage directions, communicating character.
	<u>Autumn 2</u> <b>The Haunted Lift</b> Responding to poetic stimulus, structuring narrative. Applying learnt skills in first sol.	<u>Spring 2</u> <b>Radio Play</b> Vocal skills, soundscape, performance technology. End of ½ term assessment.	<u>Summer 2</u> <b>Page to Stage- Oliver Twist</b> Scripted Drama, stage directions, communicating character. End of term assessment.
8	<u>Autumn 1 &amp; 2</u> <b>Darkwood Manor</b> Exploring genre and storytelling, performing with T.I.R and whole class improvisation to create narrative.	<u>Spring 1 &amp; 2</u> <b>Presenting and Performing Hard to Swallow</b> A set text study focusing on central themes and issues of the play. Learning lines, directing scenes, Communicating character intention to audience.	<u>Summer 1 &amp; 2</u> <b>Matilda the Musical</b> Musical Theatre Unit staging key scenes from the junior production combining acting, music and
	<u>Autumn 1 &amp; 2</u> <b>History of Theatre</b> Greek to present day, styles and conventions of Drama, social & historical context, influential playwrights.	<u>Spring 1 &amp; 2</u> <b>Presenting and Performing Hard to Swallow</b> End of Term Assessment	<u>Summer 1 &amp; 2</u> <b>Matilda the Musical</b> End of Term Assessment
9	<u>Autumn 1 &amp; 2</u> <b>Devised Drama</b> End of Term Assessment	<u>Spring 1 &amp; 2</u> <b>Presenting and Performing</b> End of Term Assessment	<u>Summer 1 &amp; 2</u> <b>Blood Brothers</b> ½ Term Assessment of duologue.
	<u>Autumn 1 &amp; 2</u> Responding to a range of drama stimulus, learning about key Theatre practitioners, contributing to a group creating and developing performance.	<u>Spring 1 &amp; 2</u> A set text study focusing on central themes and issues of the play. Learning lines, directing scenes, Communicating character intention to audience.	<u>Summer 1 &amp; 2</u> GCSE Set text study Explore, plot, central themes, Key characters and perform a duologue to an audience.



# English

Year	Autumn Term	Spring Term	Summer Term
7	<u>Autumn 1</u> Introductory Unit: starting school and inspirational people extracts. Introduction to Reading Plus and Accelerated Reader <b>Assessment point 1 - non-fiction writing:</b> informative letter to new teacher	<u>Spring 1</u> Creative Writing Detective Fiction (Stream 1) - reading extracts from detective novels. Satellite text: High-Rise Mystery Creative writing based on myths and legends (Stream 2) Fiction writing focus - introduce your own character.	<u>Summer 1</u> Poetry Reading focus - analysing a poem <b>Assessment point 3 - reading:</b> analysing how a character is presented in an extract.
	<u>Autumn 2</u> Novel: Coraline (Stream 1) A Girl Called Justice/Series of Unfortunate Events (Stream 2) Reading focus: analysing characters in an extract	<u>Spring 2</u> <b>Assessment point 2 - fiction writing:</b> introducing a character. Fairy Tales on Film Media and oracy focus - exploring representation	<u>Summer 2</u> Shakespeare: Macbeth (Stream 1) Introduction to Shakespeare (Stream 2) Reading and oracy focus - exploring character and context
8	<u>Autumn 1</u> Novel: The Fox Girl and the White Gazelle Reading and non-fiction writing focus - forming and expressing an opinion. <b>Assessment point 1- non-fiction writing:</b> a persuasive article about the friendship in the novel.	<u>Spring 1</u> Novel: Northern Lights (Stream 1) Murder Most Unladylike (Stream 2) Fiction writing focus - developing tension and a sense of place in extracts inspired by the novel.	<u>Summer 1</u> Poetry - Ballads Reading focus - exploring language, structure and form. <b>Assessment point 3 - reading:</b> analysing how tension is created in a fiction extract.
	<u>Autumn 2</u> Shakespeare play: A Midsummer Night's Dream Reading focus: analysing characters and relationships	<u>Spring 2</u> <b>Assessment point 2: fiction writing</b> - describing an experience, creating tension and a sense of place. The Apprentice - persuasive techniques and understanding of audience and purpose. Oracy focus - persuasive pitch for a new product	<u>Summer 2</u> Modern play: The Exam by Andy Hamilton Oracy and script writing focus - writing and performing scenes and monologues
9	<u>Autumn 1</u> Shakespeare play: Much Ado About Nothing. <b>Assessment point 1 - non-fiction writing:</b> Opinion piece on why the play's characters and themes are still popular.	<u>Spring 1</u> Poetry Reading focus - comparing traditional and modern poems, analysing language, structure and form.	<u>Summer 1</u> Women in 19th Century Fiction - exploring extracts from 19C novels. Reading focus - exploring characters in context. <b>Assessment point 3 - reading:</b> analysing how characters and relationships are affected by contexts in a 19C extract.
	<u>Autumn 2</u> Novel - Divergent Reading and oracy focus - presentation exploring characters and themes	<u>Spring 2</u> Creative Writing - dystopian short stories, focused on character development and structuring narrative. Extracts from The Hunger Games for inspiration. <b>Assessment Point 2 - fiction writing:</b> short story in the dystopian genre, with focus on structure and character development.	<u>Summer 2</u>

# Geography

Year	Autumn Term	Spring Term	Summer Term
7	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>Baseline test *</li> <li>What is Geography?</li> <li>Japan - The physical geography. Natural Hazards - including typhoons and volcanoes</li> </ul>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>Antarctica</li> <li>Spring term assessment</li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>Map skills - mastering skills through use of local Ordnance Survey map to include; direction, symbols, distance, height and four and six-figure grid references</li> </ul>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>Japan - The human geography</li> <li>Autumn Term Assessment</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>Weather and climate</li> <li>Microclimate fieldwork in grounds</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>Preparing for assessment - end of year examination</li> <li>The physical landscape of the UK - Coasts</li> </ul>
8	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>Ecosystems</li> <li>Tropical Rainforests</li> </ul>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>The Global Fashion Industry</li> <li>Spring Term Assessment</li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>Coral Reefs</li> <li>Coral Reef presentations</li> </ul>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>Assessment</li> <li>Rainforest friendly Christmas</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>Climate change</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>End of Year Examination</li> <li>Sustainability</li> </ul>
9	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>Plate tectonics</li> </ul>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>Development</li> <li>MINT Countries</li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>Unit 1 of GCSE</li> <li>The Living World</li> </ul>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>Focus on earthquakes</li> <li>Autumn term assessment</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>Development continued</li> <li>Spring term assessment</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>Living World continued</li> <li>End of Year Examination</li> </ul>



# History

Year	Autumn Term (Assessment)	Spring Term (Assessment)	Summer Term (Assessment)
7	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>• <b>What is History?</b></li> <li>• Sources: Mystery of the Skeletons. Introduction to History.</li> <li>• <u>Baseline Test</u></li> <li>• <b>Migration and Early Settlers to Britain:</b> Hunter Gatherers, Romans, Vikings and Anglo Saxons</li> <li>• Health Check Knowledge Quiz 1</li> </ul>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>• <b>Medieval Life:</b> Was it really so bad being a Medieval peasant?</li> <li>• Health Check Knowledge Quiz 2</li> <li>• <b>Power of the Church:</b> Why was the Medieval Church so powerful?</li> <li>• Board game - power of church. Peer Assessed.</li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>• <b>Power: Could Kings do whatever they liked?</b></li> <li>- Thomas Becket &amp; Henry II</li> <li>- Guided Practice: Narrative Account</li> <li>- King John &amp; Magna Carta</li> <li>- Black Death</li> <li>• End of Year Exam</li> </ul>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>• <b>Norman Conquest</b></li> <li>- Battle for the throne, Stamford Bridge, Battle of Hastings</li> <li>• Guided Practice: Explain why PEE</li> <li>• <b>Norman Control</b></li> <li>- Feudal System, Domesday Book, Harrying of the North, Castles of control</li> <li>• Knowledge Organiser / Poster: Explain how the Normans established control of England.</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>• <b>Contested power, contested land</b></li> <li>• Crusades</li> <li>• Silk Roads - Byzantine Empire &amp; Mongols</li> <li>• Mid Year Assessment</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>• <b>Power Continued:</b></li> <li>- Peasant Revolt - Peer Assessed Narrative Account</li> <li>- Top Trumps: Kings &amp; Queens</li> <li>• <b>Hundred Years War 1337-1453</b></li> <li>• <b>War of the Roses 1455-187</b></li> <li>• Health Check Knowledge Quiz 3</li> </ul>
8	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>• <b>Early Modern England and the Religious Question</b></li> <li>• Who were the Tudors? Following on from Wars of the Roses</li> <li>• Henry VIII and his six wives = a study in court and political faction</li> <li>• Religious Rollercoaster</li> <li>• How did people react to the Religious Changes? (Use of Sources)</li> </ul>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>• <b>The Age of Revolution</b></li> <li>• Causes of the English Civil War</li> <li>• Essay: Why did people go to war in 1642? (Causation)</li> <li>• Civil War, Levellers, Quakers, Diggers, World Upside Down, Execution of Charles I</li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>• <b>Transatlantic Slave Trade and Empire</b></li> <li>• Transatlantic Slave Trade &amp; Akum Drum</li> <li>• Tipu Sultan &amp; Silver Casket - Empire</li> <li>• Intro to Industrial Revolution</li> <li>• End of Year Exam (Recall &amp; Sources)</li> </ul>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>• <b>Golden Age of Elizabeth</b></li> <li>• Elizabeth I - Blind Date, Mary Queen of Scots, Spanish Armada</li> <li>• Black Tudors</li> <li>• Letter to King James from Elizabeth I (peer-assessed - a narrative)</li> <li>• The Stuarts - James I / VI &amp; Gunpowder Plot</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>• <b>The Age of Revolution and Transatlantic Slave Trade</b></li> <li>• Witchcraft</li> <li>• Revolution from 1660 to 1745</li> <li>• Intro to Slavery</li> <li>• Knowledge Test (Recall)</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>• <b>Industrial Age &amp; Suffrage</b></li> <li>• Industrial Revolution - Quarry Bank Mill</li> <li>• Quarry Bank Mill Essay (Causation)</li> <li>• Working Conditions</li> <li>• Living Conditions - Cholera</li> <li>• Suffrage - Peterloo, Chartists, Women's Suffrage</li> </ul>

9	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>● <b>Global Conflict</b></li> <li>● What were the Causes of the First World War?</li> <li>● <b>Essay: 'What were the Causes of the First World War?' (Causation)</b></li> <li>● The Trenches, key battles and Home Front including recruitment and conscription</li> </ul>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>● <b>How is History interpreted? Rise of Dictators</b></li> <li>● Complete Russia; <b>self / peer-assessment paragraph on Did life improve? (Narrative / Consequences)</b></li> <li>● Ireland: How can History be interpreted differently? Easter Rising, Michael Collins &amp; partition</li> <li>● Rise of Hitler</li> <li>● <b>Knowledge Test</b></li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>● <b>How should the Second World War be remembered?</b></li> <li>● What were the Causes of the Second World War? <b>Complete analysis and pull together to write an essay. (Causation)</b></li> <li>● How did the Allies win the Second World War? Overview of the key turning points of WWII</li> <li>● <b>End of Year Exam (Recall &amp; Sources)</b></li> </ul>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>● <b>Global Conflict and Revolution</b></li> <li>● Armistice, impact of the FWW &amp; Treaty of Versailles</li> <li>● <b>Treaty of Versailles Assessment - interpretations</b></li> <li>● Did Russia improve for ordinary people after 1917?</li> <li>● Look at Tsar Nicholas II, Lenin and Stalin</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>● <b>Global Conflict</b></li> <li>● Complete the Rise of Hitler and control of Nazi Germany</li> <li>● <b>Source Analysis of the Hitler Youth - inference (self-assessment)</b></li> <li>● What were the Causes of the Second World War? Looking at the main events from 1933 to 1939</li> <li>● <b>Essay if time</b></li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>● <b>How and why should the Holocaust be remembered?</b></li> <li>● What part did Britain play in the Second World War? = Dunkirk, Battle of Britain &amp; Blitz</li> <li>● Tearing the heart out of the German Army = Stalingrad</li> <li>● D-Day</li> <li>● Pearl Harbour &amp; Atomic Bombs</li> <li>● Holocaust</li> </ul>



# Mathematics

## Pathway : Cubic

Year	Autumn Term	Spring Term	Summer Term
7	<u>Autumn 1:</u> <ul style="list-style-type: none"> <li>Number Skills</li> <li>Algebra - expressions, functions &amp; formulae</li> </ul>	<u>Spring 1:</u> <ul style="list-style-type: none"> <li>Ratio &amp; proportion</li> <li>Perimeter &amp; area</li> </ul>	<u>Summer 1:</u> <ul style="list-style-type: none"> <li>Sequences</li> <li>Graphs</li> </ul>
	<u>Autumn 2:</u> <ul style="list-style-type: none"> <li>Fractions</li> <li>Angles, triangles &amp; quadrilaterals</li> </ul>	<u>Spring 2:</u> <ul style="list-style-type: none"> <li>3D shapes</li> <li>Decimals</li> <li>Solving Equations</li> </ul>	<u>Summer 2:</u> <ul style="list-style-type: none"> <li>Data</li> </ul>
8	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>Fracors &amp; powers</li> <li>Angles - parallel lines and polygons</li> <li>Area &amp; circumference of circles</li> <li>Pythagoras' theorem</li> </ul>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>3D shapes</li> <li>Surface area &amp; volume</li> <li>Transformations</li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>Linear graphs</li> <li>Pie charts &amp; scatter graphs</li> </ul>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>Statistics</li> <li>Algebra skills</li> <li>Real-life graphs</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>Recurring decimals</li> <li>Working with percentages</li> <li>Decimal calculations</li> <li>Scales &amp; bearings</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>Probability</li> </ul>
9	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>Reciprocals &amp; laws of indices</li> <li>Standard form</li> <li>Simplifying surds</li> <li>Percentages</li> <li>Quadratics</li> </ul>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>Direct &amp; inverse proportion</li> <li>Arcs &amp; sectors of circles</li> <li>Congruence &amp; similar shapes</li> <li>Non-linear graphs</li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>Transformations</li> <li>Constructions</li> <li>Mathematical reasoning &amp; proof</li> </ul>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>Inequalities &amp; equations</li> <li>Changing the subject</li> <li>Compound measures</li> <li>Bounds</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>Graphical solutions</li> <li>Trigonometry</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>Frequency polygons</li> <li>Stem and leaf diagrams</li> <li>Grouped data</li> <li>Cumulative frequency</li> </ul>

# Mathematics

## Pathway : Quadratic

Year	Autumn Term	Spring Term	Summer Term
7	<u>Autumn 1:</u> <ul style="list-style-type: none"> <li>Number Skills</li> <li>Algebra - expressions, functions &amp; formulae</li> </ul>	<u>Spring 1:</u> <ul style="list-style-type: none"> <li>Ratio &amp; proportion</li> <li>Area &amp; perimeter</li> <li>Surface area &amp; volume</li> </ul>	<u>Summer 1:</u> <ul style="list-style-type: none"> <li>Sequences and graphs</li> </ul>
	<u>Autumn 2:</u> <ul style="list-style-type: none"> <li>Fractions &amp; percentages</li> <li>Lines and angles</li> </ul>	<u>Spring 2:</u> <ul style="list-style-type: none"> <li>Decimals</li> <li>Equations</li> </ul>	<u>Summer 2:</u> <ul style="list-style-type: none"> <li>Data</li> </ul>
8	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>Powers &amp; roots</li> <li>Multiples, factors &amp; primes</li> <li>2D &amp; 3D geometry</li> </ul>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>Real-life graphs</li> <li>Decimals &amp; ratio</li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>Straight-line graphs</li> <li>Transformations</li> </ul>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>Statistics</li> <li>Algebraic powers &amp; brackets; equations</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>Angles - polygons &amp; parallel lines</li> <li>Fractions, decimals &amp; percentages</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>Probability</li> </ul>
9	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>Indices &amp; standard form</li> <li>Rearranging formula</li> <li>Working with expressions</li> </ul>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>Sequences</li> <li>Linear graphs</li> <li>Quadratic graphs</li> <li>Transformations</li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>Polygons</li> <li>Congruent &amp; similar shapes</li> <li>Trigonometry</li> <li>Constructions</li> </ul>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>Area &amp; circumference of circles</li> <li>Pythagoras' theorem</li> <li>Prisms &amp; cylinders</li> <li>Bounds</li> <li>Equations &amp; inequalities</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>Probability</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>Data</li> </ul>

# Mathematics

## Pathway : Linear

Year	Autumn Term	Spring Term	Summer Term
7	<u>Autumn 1:</u> <ul style="list-style-type: none"> <li>• Calculations</li> <li>• Working with algebra</li> </ul>	<u>Spring 1:</u> <ul style="list-style-type: none"> <li>• Angles &amp; lines</li> <li>• Factors &amp; multiples</li> </ul>	<u>Summer 1:</u> <ul style="list-style-type: none"> <li>• Sequences</li> <li>• Coordinates &amp; lines</li> </ul>
	<u>Autumn 2:</u> <ul style="list-style-type: none"> <li>• Fractions, decimals &amp; percentages</li> </ul>	<u>Spring 2:</u> <ul style="list-style-type: none"> <li>• Triangles &amp; quadrilaterals</li> <li>• Perimeter &amp; area</li> <li>• Decimals</li> </ul>	<u>Summer 2:</u> <ul style="list-style-type: none"> <li>• Data</li> </ul>
8	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>• Number work</li> <li>• Ratio</li> <li>• 2D &amp; 3D shapes</li> </ul>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>• Angles</li> <li>• Fractions &amp; percentages</li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>• Factors, multiples &amp; primes</li> <li>• LCM &amp; HCF</li> <li>• Sequences</li> </ul>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>• Statistics</li> <li>• Expressions &amp; equations</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>• Transformations</li> <li>• Decimals</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>• Probability</li> </ul>
9	<u>Autumn 1</u> <ul style="list-style-type: none"> <li>• Prime factor decomposition</li> <li>• Laws of indices</li> <li>• Calculations &amp; estimation</li> <li>• Sequences &amp; equations</li> </ul>	<u>Spring 1</u> <ul style="list-style-type: none"> <li>• 2D &amp; 3D geometry</li> <li>• Graphs</li> </ul>	<u>Summer 1</u> <ul style="list-style-type: none"> <li>• Area of triangles</li> <li>• Area &amp; circumference of circles</li> <li>• Probability</li> </ul>
	<u>Autumn 2</u> <ul style="list-style-type: none"> <li>• Statistics</li> <li>• Fractions, decimals &amp; percentages</li> </ul>	<u>Spring 2</u> <ul style="list-style-type: none"> <li>• Ratio &amp; proportion</li> <li>• Measures</li> </ul>	<u>Summer 2</u> <ul style="list-style-type: none"> <li>• Polygons</li> <li>• Transformations</li> </ul>

## MODERN FOREIGN LANGUAGES

French			
Year	Autumn Term	Spring Term	Summer Term
7	<u>Autumn 1</u> Hobbies & interests, likes, dislikes & opinions, talking about animals & life at school. Nouns & gender, articles, present tense verbs -er verbs and 'avoir' Phonics	<u>Spring 1</u> Talking about your life online, revisiting hobbies and why you like them, talking about what you find stressful and colours Verbs + infinitive, word families, revisit negative forms with infinitive, the verb 'voir', interrogative adjectives Phonics	<u>Summer 1</u> Revisit School (school subjects, opinions, facilities) The verbs 'faire' & 'aller', revisit partitive articles, adjectives and agreements. À + definite article Phonics
	<u>Autumn 2</u> Talking about daily life, the natural world & what we love doing. The verb 'être', infinitives and the negative form Phonics	<u>Spring 2</u> Describing pictures, revisit animals and their location, talking about clothes & personal appearance. 'il/elle' meaning 'it', adjective agreement, position of adjectives, prepositions of place, partitive articles. Revisit regular verbs in the 3rd person Phonics	<u>Summer 2</u> Revisit School (facilities, school day & citizenship) The pronoun 'on', infinitives of -ir & -re verbs, the near future tense Phonics
8	<u>Autumn 1</u> Hobbies & interests, likes, dislikes & opinions, talking about animals & life at school. Talking about Daily Life Nouns & gender, articles, present tense verbs -er verbs and 'avoir', the negative form Phonics	<u>Spring 1</u> Colours, Describing pictures, revisit animals and their location, talking about clothes & personal appearance. The verb 'voir', the interrogative adjective, 'il/elle' meaning 'it', adjective agreement, position of adjectives, prepositions of place, partitive articles. Revisit regular verbs in the 3rd person Phonics	<u>Summer 1</u> Talking about role models, saying what you and your friends are like, what makes a good friend. Talking about jobs The relative pronoun 'qui', revisit adjectives, comparative adjectives, 'je voudrais' & 'il faut' + infinitive verbs, adverbs of frequency. Revisit the negative forms (and 'ne...jamais'). The verb 'vouloir' Referring to the future and past
	<u>Autumn 2</u> Talking about the natural world & what we love doing. Talking about your life online, revisiting hobbies and why you like them, talking about what you find stressful The verb 'être', infinitives and the Verbs + infinitive, word families, revisit negative forms with infinitive, Phonics	<u>Spring 2</u> Revisit School (school subjects, opinions, facilities, school day & citizenship) The verbs 'faire' & 'aller', revisit partitive articles, adjectives and agreements. À + definite article The pronoun 'on', infinitives of -ir & -re verbs, the near future tense Phonics	<u>Summer 2</u> Talking about nationalities and languages ,breakfast, classic dishes and festivals in the Francophone world. Describing future plans Prepositions with countries & towns, the verb 'prendre', revisiting the partitive article, expressions with 'avoir', revisiting the near future tense and 'je voudrais', reflexive verbs, revisiting 'on' and introducing the simple future tense



9	<u>Autumn 1</u> Revisit of: articles, genders, numbers, possessive adjectives, present tense of 'avoir' & 'être', regular -er verbs, question forms and words, negative form. School (school subjects, opinions, facilities, school day & citizenship) The verbs 'faire' & 'aller', revisit partitive articles, adjectives and agreements. À + definite article The pronoun 'on', infinitives of -ir & -re verbs, the near future tense Phonics	<u>Spring 1</u> Talking about nationalities and languages, breakfast, classic dishes and festivals in the Francophone world. Describing future plans Prepositions with countries & towns, the verb 'prendre', revisiting the partitive article, expressions with 'avoir', revisiting the near future tense and 'je voudrais', reflexive verbs, revisiting 'on' and introducing the simple future tense Phonics	<u>Summer 1</u> Talking about holiday activities (& eco friendly choices), a charity placement, visiting friends, disastrous journeys Perfect tense with 'avoir' & 'être' of regular verbs, time phrases in the past and sequencers. Imperfect tense of 'avoir, être & faire' Phonics
	<u>Autumn 2</u> Talking about role models, saying what you and your friends are like, what makes a good friend. Talking about jobs The relative pronoun 'qui', revisit adjectives, comparative adjectives, 'je voudrais' & 'il faut' + infinitive verbs, adverbs of frequency. Revisit the negative forms (and 'ne...jamais'). The verb 'vouloir' Referring to the future and past Phonics	<u>Spring 2</u> Talking about inclusion, family types, Green solutions for our planet, daily routine and working for a better future. Predicting noun gender from spelling, indefinite pronouns, revisit possessive adjectives, the verb 'devoir', present tense of reflexive verbs, revisit future tense (irregular verbs) Phonics	<u>Summer 2</u> Talking about going out, cycling, Francophone street artists  The perfect tense of irregular verbs, revisit adjectives (the BAGS rule), direct object pronouns

Presdales School

## German

Year	Autumn Term	Spring Term	Summer Term
7	<u>Autumn 1</u> Introductions, countries and nationalities, dates and birthdays. End of topic assessment	<u>Spring 1</u> School, school routine in Germany, personality, time. Hundertwasser art. End of topic assessment	<u>Summer 1</u> Where I live, the weather, my house. Food and drink in Germany. End of Year exam
	<u>Autumn 2</u> Family, animals and pets, numbers, colours. Christmas in Germany. Present tense. End of topic assessment	<u>Spring 2</u> Free time activities, likes and dislikes, how often you do these activities. Future Tense. End of topic assessment	<u>Summer 2</u> Eating out, buying an ice cream, clothing End of topic assessment
8	<u>Autumn 1</u> Introductions, countries and nationalities, dates and birthdays. End of topic assessment	<u>Spring 1</u> School, school routine in Germany, personality, time. Hundertwasser art. End of topic assessment	<u>Summer 1</u> Where I live, the weather, my house. Food and drink in Germany. End of Year Exam.
	<u>Autumn 2</u> Family, animals and pets, numbers, colours. Christmas in Germany. Present tense. End of topic assessment	<u>Spring 2</u> Free time activities, likes and dislikes, how often you do these activities. Future Tense. End of topic assessment	<u>Summer 2</u> Eating out, buying an ice cream, clothing End of topic assessment
9	<u>Autumn 1</u> Holiday destinations, means of travel, accommodation and duration. Perfect tense. End of topic assessment	<u>Spring 1</u> Daily routine, time (24 hour clock), festivals in Germany speaking countries, organising a party. End of topic assessment	<u>Summer 1</u> Healthy lifestyle End of Year Exam.
	<u>Autumn 2</u> Description of appearance and personality, relationships and helping at home End of topic assessment	<u>Spring 2</u> Hobbies, parts of the body and illnesses, healthy lifestyle End of topic assessment	<u>Summer 2</u> Media –TV, film, music and books End of topic assessment

Italian			
Year	Autumn Term	Spring Term	Summer Term
7	<u>Autumn 1</u> <b>Context</b> greetings and establishing the basics <b>Grammar</b> chiamarsi (1st, 2nd, 3rd person singular) <b>Phonics</b> basic pronunciation overview (alphabet) vowels [ch] <b>Vocabulary</b> classroom language spelling your name numbers days of the week birthday	<u>Spring 1</u> <b>Context</b> Who is Befana? saying what subjects you study and when saying where people are from <b>Grammar</b> indefinite article (consolidation) and introduce definite article essere (1st, 2nd and 3rd person singular and plural) revisit singular adjectival agreements with essere introduce plural adjectival agreements <b>Phonics</b> silent h e.g. ho, hai, ha <b>Vocabulary</b> revisiting days of the week nationalities	<u>Summer 1</u> <b>Context</b> talking about family describing what people look like (hair, eyes, build, height) describing personality describing famous people <b>Grammar</b> revisit avere and essere revisit adjective agreement extending use of verbs in third person singular introduction to regular -are verbs e.g. portare <b>Phonics</b> revisit vowels and hard and soft c <b>Vocabulary</b> hair, eyes, build, height adjectives
	<u>Autumn 2</u> <b>Context</b> Saying what's in your pencil case and schoolbag <b>Grammar</b> Nouns (singular and plural) Indefinite article avere (1st, 2nd and 3rd person singular) Negatives <b>Phonics</b> ca/ce/ci/co/cu <b>Vocabulary</b> revisiting numbers there is / there are	<u>Spring 2</u> <b>Context</b> Saying which school subjects you like and why <b>Grammar</b> mi piace / mi piacciono adjectival agreements <b>Phonics</b> revisit [ch] <b>Vocabulary</b> revisiting birthdays, age	<u>Summer 2</u> <b>Context</b> Exam repairs Research the city of Rome saying what people do <i>Key question - Cosa fai?</i> <b>Film: Lizzie McGuire</b> <b>Grammar</b> present tense revisit and extend regular -are verbs introduce high-frequency irregular verbs (fare, andare) As necessary after exam <b>Phonics</b> As necessary after exam <b>Vocabulary</b> high frequency -are verbs e.g. ballare, mangiare, portare, studiare As necessary after exam

8	<p><u>Autumn 1</u>  <b>Context</b>  Talking about clothes – likes &amp; dislikes  Describing and giving opinion on school uniform  What you wear to a party / favourite outfit  Does it suit me? Why/why not?  <b>Grammar</b>  portare – consolidation of present tense – are verbs  consolidation of mi piace/mi piacciono  consolidation of plural and singular nouns and adjective agreements  Demonstrative adjectives - <i>questo</i> etc  <b>Phonics</b>  ci/ce gl  che/ghe (f. plural)  <b>Vocabulary</b>  Clothing, adjectives, colours  <b>Research an Italian brand – create bookmark</b></p>	<p><u>Spring 1</u>  <b>Context</b>  Suggesting  Invitations – asking if someone wants to do something.  Suggesting time and place. Giving excuses, saying what you have to do (ie why you can't come).  <b>Grammar</b>  Key question – vuoi + infinitive  Time using alle  Modal verbs (focus on tu/io forms)  <b>Phonics</b>  Consolidation of phonics from Year 7  uo  <b>Vocabulary</b>  potere &amp; volere &amp; dovere  Days of week / times  Places to meet  Conversational vocab – volentieri, certo etc  Revisiting hobbies vocabulary from Autumn 2</p>	<p><u>Summer 1</u>  <b>Context</b>  Talking about food – likes and dislikes, what you eat for meals, ordering food in a market/shop.  Ordering a pizza in a pizzeria  <b>Grammar</b>  Revisiting mi piace/mi piacciono  Mangiare revisiting -are verbs in present tense  Revisiting singular and plural nouns  Partitive article  <b>Phonics</b>  Revisiting 'gi', 'gli' &amp; consolidation of phonics from Year 7  <b>Vocabulary</b>  Food vocabulary  Restaurant vocabulary</p>
	<p><u>Autumn 2</u>  <b>Context</b>  Talking about hobbies – what you like doing and how often.  <b>Grammar</b>  Mi piace + infinitives  Present tense verbs  Adverbs of frequency  <b>Phonics</b>  Consolidation of phonics from Year 7  <b>Vocabulary</b>  Infinitives of hobbies verbs  Adverbs of frequency</p>	<p><u>Spring 2</u>  <b>Context</b>  Talking about what you did last weekend  <b>Grammar</b>  Intro to past tense using familiar verbs with focus on io form (set 1 irregulars)  <b>Phonics</b>  Consolidation of phonics from Year 7  <b>Vocabulary</b>  Revisiting hobbies vocabulary from Autumn 2</p>	<p><u>Summer 2</u>  <b>Context</b>  Exam  repairs  Film: watching and reviewing  <b>Grammar</b>  As necessary after exam  <b>Phonics</b>  As necessary after exam  <b>Vocabulary</b>  As necessary after exam  Film review vocabulary</p>

9	<p><u>Autumn 1</u> <b>Context</b> Talking about where you live in terms of town/country, describing the house (including type of house) &amp; rooms. Saying what is in your bedroom, including where (eg. next to the bed is..)</p> <p><b>Grammar</b> Revisiting c'è, ci sono Revisiting adjective agreements Revisiting noun genders and plurals Prepositions of place Abitare – revisiting present tense -are verbs</p> <p><b>Phonics</b> Consolidation of phonics from Year 7 &amp; 8 Where stress falls and accents</p> <p><b>Vocabulary</b> Places (eg in città) Type of house Rooms / Furniture Prepositions of place Revisiting colours</p>	<p><u>Spring 1</u> <b>Context</b> Practising being in a town - giving directions, ordering food in a bar &amp; restaurant (in preparation for Rome trip). Finding out about Carnevale in February</p> <p><b>Grammar</b> Revisiting prepositions of place Imperative Revisiting noun genders and plurals</p> <p><b>Phonics</b> Consolidation of phonics from Year 7 &amp; 8 and how to say 'euro'</p> <p><b>Vocabulary</b> Revisiting places in town Verbs relating to directions Food and drink Revisiting numbers How to say prices</p> <p><b>Extra: Making Carnevale masks for display</b></p>	<p><u>Summer 1</u> <b>Context</b> Talking about future holiday plans</p> <p><b>Grammar</b> Revisiting and building on future tense</p> <p><b>Phonics</b> Consolidation of phonics from Year 7 &amp; 8</p> <p><b>Vocabulary</b> revisiting and building on Holidays vocabulary</p>
	<p><u>Autumn 2</u> <b>Context</b> Describing your town with adjectives and what is in the town. Saying where you would like to live in the future.</p> <p><b>Grammar</b> Revisiting c'è, ci sono Revisiting prepositions of place Revisiting noun genders and plurals Vorrei + abitare</p> <p><b>Phonics</b> Consolidation of phonics from Year 7 &amp; 8</p> <p><b>Vocabulary</b> Places in town Adjectives to describe town</p>	<p><u>Spring 2</u> <b>Context</b> Holidays: revisit present tense to describe holiday habits and preferences Talking about a past holiday Finding out Pasqua coming up to Easter</p> <p><b>Grammar</b> Revision of perfect tense Sono andata</p> <p><b>Phonics</b> Consolidation of phonics from Year 7 &amp; 8</p> <p><b>Vocabulary</b> Types of holiday Holiday preferences (+ revisit adjectives) Modes of transport Countries Holiday activities Weather</p>	<p><u>Summer 2</u> <b>Context</b> Exam repairs Italian film: La vita e' bella</p> <p><b>Grammar</b> As necessary after exam</p> <p><b>Phonics</b> As necessary after exam</p> <p><b>Vocabulary</b> As necessary after exam Film review vocabulary Reviewing a film and talking about a favourite actor/actress.</p> <p><b>Grammar</b> Ho visto / adjective agreements</p> <p><b>Phonics</b> Consolidation of phonics from Year 7 &amp; 8</p> <p><b>Vocabulary</b> Phrases and adjectives to describe films Adjectives to describe actors</p>

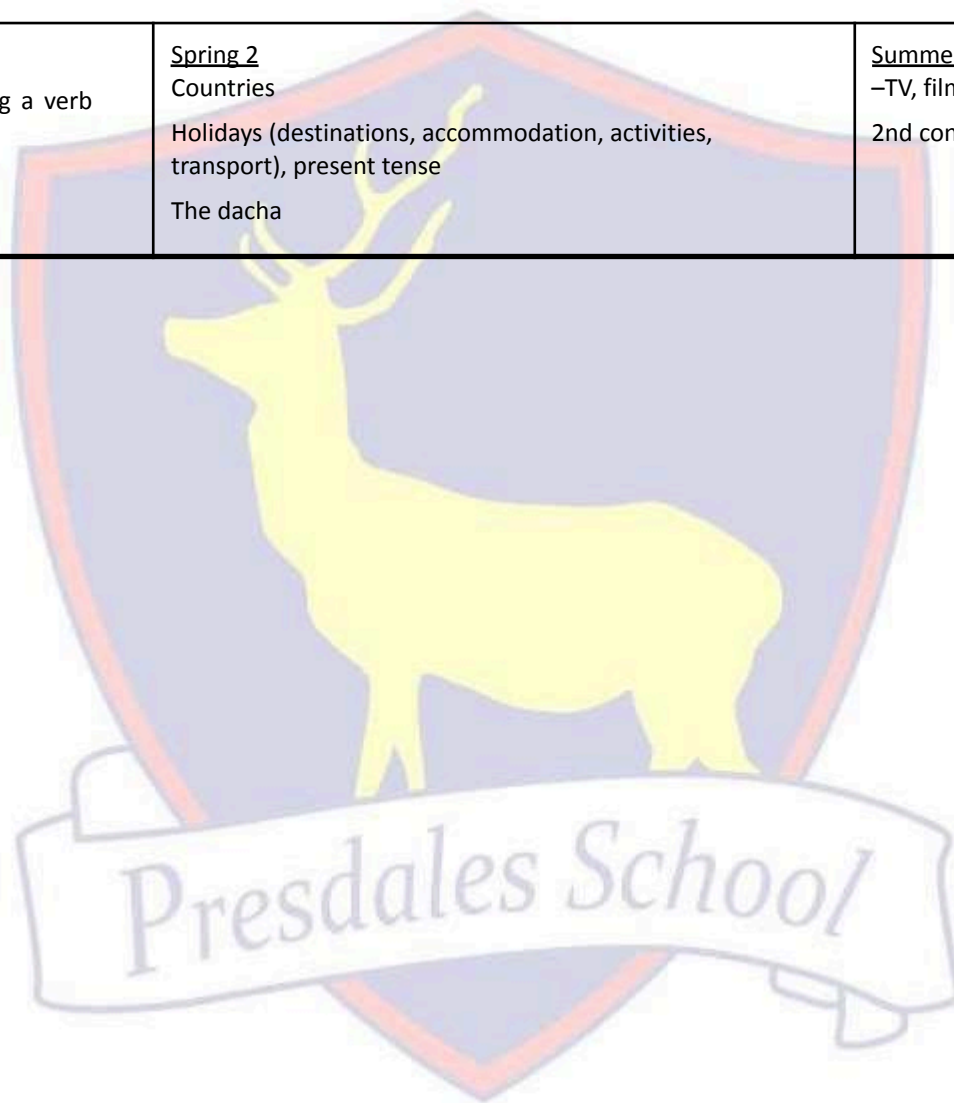


# Russian

Year	Autumn Term	Spring Term	Summer Term
7	<u>Autumn 1</u> The Cyrillic alphabet (handwritten), numbers 1-10, introductions, greetings Russia: facts and figures Kokoshniki History of the Cyrillic alphabet	<u>Spring 1</u> Classroom objects. Questions, requests and instructions for use in lessons My, your (inf.) Plurals and gender of nouns Spelling rule	<u>Summer 1</u> Saying how old you are. Family. Names, ages, opinions of other people. Numbers 20-100 Where I live: compass points, places in town Directions Giving reasons for opinions
	<u>Autumn 2</u> As above On-going peer assessment of alphabet acquisition. Vowels, stress Baba Yaga and Kochei Russian Christmas	<u>Spring 2</u> The Cyrillic alphabet :printed Foods and drinks Sports: giving opinions, using connectives Numbers 11-20 Shopping phrases Pets. I have, you have, etc. Wild animals of Russia The samovar	<u>Summer 2</u> Times and days of the week Transport. Where you go when and how you get there Colours Russian transport
8	<u>Autumn 1</u> The Cyrillic alphabet (handwritten), numbers, classroom language and items, introductions. Famous Russians On-going assessment of alphabet acquisition.	<u>Spring 1</u> My family, days, times, animals. Possession, the spelling rule. Patronymic names, Shrove week and Women's Day.	<u>Summer 1</u> Free time activities, likes and dislikes using infinitives. Personal pronouns and present tense group one verbs. End of Year Exam.
	<u>Autumn 2</u> The Cyrillic alphabet (handwritten continued and printed), expressing needs. Giving opinions on sports and foods. Gender of nouns, how to form plurals. New Year celebrations in Russia. End of topic assessment	<u>Spring 2</u> Shopping in Russia. Describing the items one can buy. Easter in Russia. End of topic assessment	<u>Summer 2</u> My area and transport options Future Tense. How Russians live, transport in Russia, Russian Dacha.
9	<u>Autumn 1</u> Free time. More varied opinion verbs. Using the infinitive. Frequencies and more time phrases.	<u>Spring 1</u> Months, seasons, ordinal numbers,dates Weather, present tense School: the school day, subjects and opinions After school activities- the compound future The Russian climate How Russian schools differ from ours	<u>Summer 1</u> Past tense holidays (incl. weather) and plans for the summer End of Year Exam.



	<u>Autumn 2</u> Free time: Conjugation 1 verbs. Using a verb table. Forming past tenses. Russian music.	<u>Spring 2</u> Countries Holidays (destinations, accommodation, activities, transport), present tense The dacha	<u>Summer 2</u> Media –TV, film 2nd conjugation verbs
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# Spanish

Year	Autumn Term	Spring Term	Summer Term
7	<u>Autumn 1</u> Greetings, classroom language, introducing yourself, the alphabet, phonics. End of topic assessment	<u>Spring 1</u> Pets, colours, describing people, countries & nationalities, present tense (ir) regular verbs. End of topic assessment	<u>Summer 1</u> Weather, hobbies, future tense. End of Year exam
	<u>Autumn 2</u> Numbers, ages, dates & birthdays, Spanish festivals, siblings, Christmas in Spain. End of topic assessment	<u>Spring 2</u> School subjects, opinions, telling the time, clothes/uniform. End of topic assessment	<u>Summer 2</u> Food, typical food in Spain, likes/dislikes, going to a restaurant. End of topic assessment
8	<u>Autumn 1</u> Greetings, classroom language, introducing yourself, the alphabet, phonics. End of topic assessment	<u>Spring 1</u> Pets, colours, describing people, countries & nationalities, present tense (ir) regular verbs. End of topic assessment	<u>Summer 1</u> Weather, hobbies, future tense. End of Year Exam.
	<u>Autumn 2</u> Numbers, ages, dates & birthdays, Spanish festivals, siblings, Christmas in Spain. End of topic assessment	<u>Spring 2</u> School subjects, opinions, telling the time, clothes/uniform. End of topic assessment	<u>Summer 2</u> Food, typical food in Spain, likes/dislikes, going to a restaurant. End of topic assessment
9	<u>Autumn 1</u> Using ser/estar, relationships with family & friends, meeting up with people. End of topic assessment	<u>Spring 1</u> Epiphany celebrations, New Year's Resolutions (future tense recap), daily routine, fashion, describing a picture. End of topic assessment	<u>Summer 1</u> Modes of transport, buying a train ticket, role plays, describing a picture. End of Year Exam.
	<u>Autumn 2</u> Preterite tense, holidays in the past, Christmas in Spain. End of topic assessment	<u>Spring 2</u> Imperfect tense, what you used to do/wear when younger, Easter/Semana Santa in Spain. End of topic assessment	<u>Summer 2</u> Research Project: The Hispanophone World, links with film project: <i>Valentín</i> End of topic assessment

# Music

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<b>The Language of Music</b> <ul style="list-style-type: none"> <li>Grade 2 songs</li> <li>Reading rhythms</li> <li>Performing Ukulele Melodies</li> </ul>	<b>Carol Service</b> <ul style="list-style-type: none"> <li>Vocal skills</li> <li>Pitched percussion skills</li> <li>Major/minor scales and improvisation</li> <li>CLASS CONCERT 1</li> </ul>	<b>Chinese New Year Global Perspectives 1</b> <ul style="list-style-type: none"> <li>Reading from notation 3 part percussion music</li> <li>Grade 1 Reading Skills</li> <li>Dragon Dance with percussion</li> <li>3 part percussion composition</li> </ul>	<b>Pentatonic Scale</b> <ul style="list-style-type: none"> <li>Grade 2 songs</li> <li>Pitched percussion/ukulele</li> <li>Pentatonic scale</li> <li>Improvisation and notation of 5 notes compositions</li> <li>CLASS CONCERT 2</li> </ul>	<b>The orchestra and musical stories 1</b> <ul style="list-style-type: none"> <li>Music describing the sea</li> <li>Instruments of the orchestra</li> <li>Texture, timbre creating an intended effect</li> </ul>	<b>Chord sequences and Rock and Pop songs 1</b> <ul style="list-style-type: none"> <li>Ukulele Chords</li> <li>Grade 2 Rock and Pop songs</li> <li>Preparing a song for Presdales Rocks</li> <li>CLASS CONCERT 3</li> </ul>
8	<b>African Drumming Global Perspectives 2</b> <ul style="list-style-type: none"> <li>Djembe drumming &amp; ensemble skills</li> <li>Pulse, rhythm, syncopation, polyrhythms</li> <li>Community and cultural context</li> <li>Siyahamba from Grade 3 syllabus</li> </ul>	<b>The Language of Music 2 - Keyboard Skills</b> <ul style="list-style-type: none"> <li>finger technique</li> <li>Notation</li> <li>4 beat rhythmic patterns</li> <li>Chords and melody</li> <li>A minor compositions</li> <li>Grade 2 Reading Skills</li> <li>CLASS CONCERT 4</li> </ul>	<b>The Orchestra and Musical Stories 2</b> <ul style="list-style-type: none"> <li>The Planets Suite, listening and performing</li> <li>Texture, timbre and melody and mood</li> <li>Class performance of "Mars"</li> </ul>	<b>The Orchestra and Musical Stories 2</b> <ul style="list-style-type: none"> <li>Composing a class planet's suite</li> <li>Song performance for Spring concert</li> <li>CLASS CONCERT 5</li> </ul>	<b>Digital Composition 1</b> <ul style="list-style-type: none"> <li>Music and movement</li> <li>Features of music for dance and exercise</li> <li>Tempo, rhythm</li> <li>Drum kit, bass, chords &amp; melody</li> <li>Composing music for a PE warm up matching music with movement</li> <li>CLASS CONCERT 6</li> </ul>	<b>Rock and Pop 2</b> <ul style="list-style-type: none"> <li>Preparing Grade 3 songs for Presdales rocks.</li> <li>Band and ensemble performing skills</li> <li>Visual and aural cues</li> <li>Communication with audience</li> <li>CLASS CONCERT 7</li> </ul>
9	<b>Samba Global Perspectives 3</b> <ul style="list-style-type: none"> <li>5 part percussion performances</li> <li>Groove, break, ostinato</li> <li>Grade 4 song Mas Que Nada</li> </ul>	<b>The Language of Music 3 - Keyboard Skills 3</b> <ul style="list-style-type: none"> <li>Melody and countermelody</li> <li>5 finger technique</li> <li>Composition/songwriting</li> <li>CLASS CONCERT 8</li> </ul>	<b>The Orchestra and Musical Stories 3</b> Flight and Digital Composition <ul style="list-style-type: none"> <li>Links with Art project on Flight</li> <li>Listen to and describe music depicting flight</li> <li>Timbre, Texture, Instrumentation</li> <li>Learning to use Bandlab</li> </ul>	<b>Flight and Digital Composition 2</b> <ul style="list-style-type: none"> <li>Using Bandlab to create music to accompany own artwork in joint concert/exhibition</li> <li>CLASS CONCERT 9</li> </ul>	<b>Rock and Pop 3</b> <ul style="list-style-type: none"> <li>Sisters are Doing it for Themselves</li> <li>Female singer-songwriters with a political message</li> <li>Features of music by Nina Simone, Annie Lennox, Kate bush and others</li> </ul>	<b>Rock and Pop 3</b> <ul style="list-style-type: none"> <li>Performing Grade 4+ rock and pop songs by Nina Simone, Kate Bush, Annie Lennox for Presdales Rocks</li> </ul>

PRE			
Year	Autumn Term	Spring Term	Summer Term
7	<u>Autumn 1</u> Introduction to Philosophy: consideration of big questions. How do Christians answer the big question 'Why are we here?' and what impact does this have on their lives? How does it impact how they view the environment?	<u>Spring 1</u> Religious practices: why are initiation rites important? With focus on Brit Milah and Christian baptism.	<u>Summer 1</u> Religious expression: how are ideas about God expressed through the faith of Hinduism? Hindu mythology, culture and ritual: artwork, deities, symbol, Ramayana
	<u>Autumn 2</u> Introduction to Humanism and how humanists answer the question, 'Why are we here?' Group project work on the six major world religions.	<u>Spring 2</u> Continuation of looking at initiation rites, with focus on the humanist naming ceremony.	<u>Summer 2</u> <b>School exams</b> Hindu expressions of the divine: Divali, puja and Hindu dance
8	<u>Autumn 1</u> <b>What can we learn from religions about how to treat others?</b> Buddhism - who was Siddhartha Gautama? What were the Four noble truths? How does the Eightfold path guide Buddhists in how to treat others?	<u>Spring 1</u> Religious practices: why are rites of passage important? With focus on Bar/Bat Mitzvah, Christian confirmation and the Sikh Amrit ceremony.	<u>Summer 1</u> <b>What is it like being a part of a minority faith in Britain?</b> Focus on Islam: headscarves and different approaches to wearing them. Should religious symbols be banned in public places? Sikhism: 5Ks.
	<u>Autumn 2</u> <b>What can we learn from religions about how to treat others?</b> Judaism - Abraham; Moses; Ten Commandments.	<u>Spring 2</u> A study of religions and worldviews in modern Britain. The Census; <b>Is Britain a Christian Country?</b> Debate arguments for and against.	<u>Summer 2</u> <b>School exams</b> <b>Why do people keep their faith in times of adversity?</b> Islam - the life of Malala; what it is like under Taliban rule; how her faith sustains her. The Holocaust; Anne Frank; comparison of her approach to faith and Malala's.
9	<u>Autumn 1</u> Ethics: Prejudice and Discrimination. The Civil Rights Movement. The Life of Martin Luther King Jr and his Christian beliefs. Biblical teachings on racism.	<u>Spring 1</u> Philosophy: Arguments for and Against the existence of God, including humanist views. Near-death experience and how convincing it is as a source of faith.	<u>Summer 1</u> What is life worth? A consideration of the value of animal life and human life. The teachings from a Hindu perspective.
	<u>Autumn 2</u> The Life of Malcolm X and his involvement in the Civil Rights movement. How his faith changed through his life and how Islam influenced him. A comparison of the two leaders. Is it right to strive for justice 'by any means' necessary?	<u>Spring 2</u> How does religious experience lead to faith? Focus on pilgrimage. Group project on pilgrimage site.	<u>Summer 2</u> <b>School exams</b> What is life worth? A consideration of the value of animal life and human life. The teachings from a Christian and humanist perspective. Debate Animal testing - the arguments for and against, and how different worldviews respond to it.

# Physical Education

Year	Autumn Term	Spring Term	Summer Term
7	<u>Autumn 1</u> Dance (cheerleading) <ul style="list-style-type: none"> <li>Counting and arm actions</li> <li>Formations and pathways</li> <li>Canon and unison</li> <li>Jumps</li> <li>Adding gymnastics</li> <li>Performance skills</li> <li>Routine performance</li> </ul> Hockey <ul style="list-style-type: none"> <li>Grip/dribbling</li> <li>Passing and receiving</li> <li>Modified games</li> <li>Passing and shooting</li> <li>Block tackle</li> <li>Modified game-focusing on group weaknesses</li> </ul>	<u>Spring 1</u> Gymnastics <ul style="list-style-type: none"> <li>Jumps, rolls, balances and locomotion</li> <li>Large apparatus - Springboard/trampoline</li> <li>Squat vaults</li> <li>Straddle vaults</li> <li>Handspring flat back</li> <li>Rolls/long vaults</li> <li>Handspring development</li> <li>Performing routines</li> </ul> Football <ul style="list-style-type: none"> <li>Dribbling</li> <li>Passing</li> <li>Possession</li> <li>Shooting</li> <li>Tackling</li> <li>Mini games</li> </ul>	Athletics <ul style="list-style-type: none"> <li>Track</li> <li>Field</li> </ul> Swimming <ul style="list-style-type: none"> <li>Water confidence</li> <li>Backcrawl</li> <li>Front crawl</li> <li>Breaststroke</li> <li>Butterfly</li> <li>Water competence</li> <li>Synchronised swimming</li> </ul> Rounders <ul style="list-style-type: none"> <li>Ball familiarisation</li> <li>Fielding</li> <li>Bowling</li> <li>Batting</li> <li>Batting placement</li> <li>Fielders role</li> <li>Game play/tactics</li> </ul>
	Theory linked through practical: Identify the phases of a warm up and cool down.	Theory linked through practical: Identify and locate major muscles	
	<u>Autumn 2</u> Fitness <ul style="list-style-type: none"> <li>Circuit training</li> <li>Cone ringer</li> <li>Formula 1</li> <li>Cardio cards</li> <li>Aerobics</li> <li>Interval training</li> <li>Fitness suite</li> </ul> Netball <ul style="list-style-type: none"> <li>Passing</li> <li>Footwork</li> <li>Dodging</li> <li>Defending</li> <li>Shooting</li> <li>Positioning</li> <li>Game play</li> </ul>	<u>Spring 2</u> Basketball <ul style="list-style-type: none"> <li>Dribbling</li> <li>Passing and receiving</li> <li>Maintained possession</li> <li>Set shot</li> <li>Lay-up</li> <li>Game play</li> </ul> Orienteering <ul style="list-style-type: none"> <li>Orientation of a map</li> <li>Orientation of a school map</li> <li>Orientation of a school map</li> <li>Compass work</li> <li>Compass work around courts</li> <li>Compass work around school</li> </ul>	Tennis <ul style="list-style-type: none"> <li>Forehand</li> <li>Backhand</li> <li>Service</li> </ul>
	Theory linked through practical: Identify and locate major bones	Theory linked through practical: Identify the pathway of air	Theory linked through practical: The equations of anaerobic and aerobic exercise and understand the difference between the 2 using sporting examples. Theory linked through practical: Explain the components of a balanced diet and their role using food examples.



8	<u>Autumn 1</u> Fitness <ul style="list-style-type: none"> <li>• Boxercise</li> <li>• Circuit training</li> <li>• 5 Guys 'Shake it off'</li> <li>• HIIT</li> <li>• Just dance</li> <li>• Fitness suite/ dice fitness</li> <li>• Burning off your roast dinner</li> </ul> Trampolining <ul style="list-style-type: none"> <li>• Shape jumps</li> <li>• Half turn and full turn</li> <li>• Back landing</li> <li>• Seat landing</li> <li>• Front landing</li> <li>• Routines</li> </ul> Theory linked through practical: Justify the purpose of warm ups and cool downs.	<u>Spring 1</u> Dance <ul style="list-style-type: none"> <li>• Basic Bhangra moves</li> <li>• Motif</li> <li>• Develop motif (canon/unison)</li> <li>• Develop relationships</li> <li>• Develop formations</li> <li>• Develop use of levels</li> <li>• Performance skills</li> </ul> Netball <ul style="list-style-type: none"> <li>• Recap passing/footwork</li> <li>• Timing of pass</li> <li>• Possession play/dodging</li> <li>• Shooting</li> <li>• Interceptions</li> <li>• Positions</li> <li>• Match play</li> </ul> Theory linked through practical: Explain the 3 different somatotypes and link to specific sports people.	Athletics <ul style="list-style-type: none"> <li>• Track</li> <li>• Field</li> </ul> Swimming <ul style="list-style-type: none"> <li>• Water confidence</li> <li>• Backcrawl</li> <li>• Front crawl</li> <li>• Breaststroke</li> <li>• Butterfly</li> <li>• Life saving</li> </ul> Rounders <ul style="list-style-type: none"> <li>• Ball familiarisation</li> <li>• Fielding</li> <li>• Bowling development</li> <li>• Batting and ball placement</li> <li>• Fielders tactics</li> <li>• Role of backstop</li> <li>• Game play/ tactics</li> </ul>
	<u>Autumn 2</u> Badminton <ul style="list-style-type: none"> <li>• Grip and rally</li> <li>• Serve backhand/forehand</li> <li>• Net shot</li> <li>• Overhead clear</li> <li>• Drop shot</li> <li>• Singles game play</li> </ul> Hockey <ul style="list-style-type: none"> <li>• Recap dribbling and passing</li> <li>• Reverse stick V drag</li> <li>• Block and jab tackle</li> <li>• Shooting</li> <li>• Attacking short corners</li> <li>• Positioning formations</li> <li>• Game play</li> </ul> Theory linked through practical: Describe the 5 functions of the skeletal system	<u>Spring 2</u> Gymnastics (Acro) <ul style="list-style-type: none"> <li>• Individual balances</li> <li>• Pair balances</li> <li>• Trio balances</li> <li>• Group balances</li> <li>• Developing routine</li> <li>• Performance of routines</li> </ul> Football <ul style="list-style-type: none"> <li>• Develop passing, dribbling</li> <li>• Turning/outwitting opponent</li> <li>• Use of space</li> <li>• Heading</li> <li>• Shooting</li> <li>• Defensive strategies</li> <li>• Game play/positions</li> </ul> Theory linked through practical: Identify the structure of the heart	Tennis <ul style="list-style-type: none"> <li>• Forehand</li> <li>• Backhand</li> <li>• Service</li> <li>• Doubles play</li> </ul> Theory linked through practical: Describe what EPOC (oxygen debt) is. Explain how to recover from vigorous exercise and why it's important. Explain the reasons needed for a balanced diet and maintaining hydrated.



9	<p><u>Autumn 1</u></p> <p>Trampolining</p> <ul style="list-style-type: none"> <li>Refining landings</li> <li>Twisting in and out of landings</li> <li>Linking front, seat and back landings</li> <li>Sequences</li> </ul> <p>Netball</p> <ul style="list-style-type: none"> <li>Match play</li> <li>Umpiring basics</li> <li>Channelling</li> <li>Attack and set plays</li> <li>Defensive set play</li> <li>Match play</li> <li>Tournament</li> </ul> <p>Theory linked through practical: Identify the different joints</p>	<p><u>Spring 1</u></p> <p>Fitness</p> <ul style="list-style-type: none"> <li>Boxercise</li> <li>Tower climb circuits</li> <li>Clubbercise</li> <li>Yoga</li> <li>Domino's pizza fitness</li> <li>RHR, WHR and recovery</li> <li>Fitness tests</li> </ul> <p>Basketball</p> <ul style="list-style-type: none"> <li>Recap dribbling and passing</li> <li>Lay up</li> <li>Triple threat/ faking</li> <li>Defence (man-to-man)</li> <li>Full court games</li> <li>Tournament</li> </ul> <p>Theory linked through practical: Describe how antagonistic pairs of muscles create opposing movement at joints to allow physical activity</p>	<p>Athletics</p> <ul style="list-style-type: none"> <li>Track</li> <li>Field</li> </ul> <p>Swimming</p> <ul style="list-style-type: none"> <li>Recap strokes</li> <li>Water polo</li> <li>Water volleyball</li> <li>Water aerobics</li> <li>Synchronised swimming</li> </ul> <p>Rounders</p> <ul style="list-style-type: none"> <li>Ball familiarisation</li> <li>Fielding</li> <li>Bowling development</li> <li>Batting development</li> <li>Fielders tactics</li> <li>Decision making</li> <li>Game play/tactics</li> </ul> <p>Cricket</p> <ul style="list-style-type: none"> <li>Batting</li> <li>Bowling</li> <li>Fielding</li> <li>Tactics</li> </ul> <p>Theory linked through practical: Explain how you can prevent injury - warm up, not over train, clothing and footwear, taping, hydration, stretching, correct techniques, rest etc.</p> <p>Explain the difference between short and long term effects of exercise on the body.</p>
	<p><u>Autumn 2</u></p> <p>Tag- Rugby</p> <ul style="list-style-type: none"> <li>Passing backwards/ ball handling</li> <li>Scoring a try/ running forward</li> <li>Mini games</li> <li>Offside rule</li> <li>Kicking</li> <li>Game play</li> </ul> <p>Badminton</p> <ul style="list-style-type: none"> <li>Recap grip and serve</li> <li>Recap net, overhead clear and drop shot</li> <li>Lift shot</li> <li>Smash</li> <li>Shot selection/ combinations</li> <li>Doubles play</li> </ul> <p>Theory linked through practical: Explain what movement occurs at the joints.</p>	<p><u>Spring 2</u></p> <p>Volleyball</p> <ul style="list-style-type: none"> <li>Volley</li> <li>Dig</li> <li>Serve</li> <li>Serve rotation</li> <li>4 v 4 games</li> <li>Game play/ tactics</li> </ul> <p>Handball</p> <ul style="list-style-type: none"> <li>Dribbling and passing</li> <li>Dribbling with 3 step rule</li> <li>Maintaining possession</li> <li>Shooting</li> <li>Defending</li> <li>Game play/ tactics</li> </ul> <p>Theory linked through practical: Explain the pathway of the blood.</p>	

# Science

Year	Autumn Term	Spring Term	Summer Term
7	<p><b>How Science Works</b> Working in the science lab; practical skills; asking scientific questions and variables; drawing tables and evaluating data; analysing data.</p> <p>The following topics are taught in a rota within the term, after the How Science Works topic.</p> <p><b>Ecology</b> Ecosystems; food chains and food webs; interdependence and food security; adaptations</p> <p><b>States of Matter</b> Solids, liquids, and melting; gases and boiling; melting and boiling points; pure and impure substances; dissolving; chromatography; evaporation to separate; distillation; filtration; solubility; explaining evaporation</p> <p><b>Simple Circuits</b> Introduction to circuits; current and voltage; making measurements in a series circuit; static electricity</p>	<p>The following topics are taught in a rota within the term.</p> <p><b>Cells and Organisation</b> Using a microscope; plant and animal cells; specialised cells; unicellular organisms; diffusion; levels of organisation; the human skeleton; muscles; joint and movement; structures of lungs and breathing</p> <p><b>Elements and Compounds</b> Elements; compounds; making compounds; trends in the Periodic Table</p> <p><b>Energy and Waves</b> Energy stores and pathways; energy transfers and efficiency; introduction to waves; sound; light</p>	<p><u>The following topics are taught in a rota within the term.</u></p> <p><b>Dynamic Earth</b> Rocks and minerals; inside Earth; making and breaking rocks; fossil fuels</p> <p><b>Forces and Motion</b> Types of forces; Newton's laws; drag forces and friction; speed; distance-time graphs; mass and weight; gravity and the solar system</p> <p>After end-of-year exam; the following topic will be taught.</p> <p><b>Reproduction in Animals and Plants</b> Reproductive systems and puberty; fertilisation and implantation; healthy pregnancy and birth; menstruation; plant reproduction; seed dispersal</p> <p><b>Heating Things</b> Temperature; conduction; insulation; radiation</p>
8	<p><b>Further How Science Works</b> Working in the science lab; presenting data and evaluating sources of error; analysing and evaluating data</p> <p>The following topics are taught in a rota within the term, after the How Science Works topic.</p> <p><b>Health and Digestion</b> Food and diet; a balanced diet; food tests; the digestive system; digestive enzymes; effect of temperature on amylase; bile and lipase</p> <p><b>Chemical reactions</b></p>	<p>The following topics are taught in a rota within the term.</p> <p><b>Photosynthesis and Respiration</b> Photosynthesis; structure of plants; structure of plant roots; linking photosynthesis, breathing, and respiration; aerobic vs anaerobic respiration; effect of exercise</p> <p><b>Acids and Alkalis</b> Acids and alkalis; indicators; pH; reactions of acids; neutralisation; acid rain</p> <p><b>Forces and Motion (advanced)</b> Acceleration and speed-time graphs; drag and Newton's 3<sup>rd</sup> law; terminal velocity, Hooke's law; pressure; moments</p>	<p>The following topics are taught in a rota within the term.</p> <p><b>Energy in Reactions</b> Exothermic and endothermic reactions; combustion; thermal decomposition</p> <p><b>Advanced Electricity</b> Making measurements in parallel circuits; resistance in series; magnetic fields; electromagnets</p> <p>After end-of-year exam; the following topic will be taught.</p> <p><b>Particles in Action</b></p>

	<p>Chemical and physical change; rearranging atoms; word and symbol equations; conservation of mass; reactions in solution; reactivity series; periodic patterns</p> <p><b>Looking and listening</b> Reflection; seeing colours in white light; refraction; lens and the eye; ultrasound</p>		<p>Density, floating and sinking, convection, pressure in fluids</p> <p><b>Variation</b> Variation, evolution by natural selection; artificial selection and food production; classification and biodiversity; extinction and conservation</p> <p>After end-of-year exam; the following topic will be taught.</p>
9	<p><u>Autumn</u> <u>Teacher A GCSE Cell Biology</u> Advanced cell structure and specialism.</p> <p>Stem cells and cell differentiation.</p> <p>Microscopy.</p> <p>Mitosis and the cell cycle.</p> <p>Transport in cells via diffusion, osmosis or active transport</p>	<p><u>Spring</u> <u>Teacher A GCSE Infection and Response</u></p> <p>Communicable diseases and how viruses, bacterial, fungal and protist diseases operate. How the human body defends against disease and how vaccinations, antibiotics and painkillers work.</p> <p>The discovery and development of drugs.</p>	<p><u>Summer</u> <u>Teacher A GCSE Earth and Atmosphere</u></p> <p>The Earth's atmosphere is dynamic and forever changing.</p> <p>We will look at how to predict weather and climate change.</p> <p>The problems caused by increased levels of air pollutants and the solutions that help to reduce the impact of human activity.</p>
	<p><u>Autumn</u> <u>Teacher B GCSE Atomic Structure and the Periodic table</u></p> <p>Advanced structure of the atom focussing on arrangement of the electrons.</p> <p>How the periodic table was developed and how we use it to make sense of their physical and chemical properties.</p> <p>The arrangement of elements in the modern periodic table can be explained in terms of atomic structure which provides evidence for the model of a nuclear atom with electrons in energy levels.</p>	<p><u>Spring 2</u> <u>Teacher B GCSE Energy</u></p> <p>Energy transfers and efficiency</p> <p>The amount of work done and power of machines</p> <p>Calculating the amount of energy stored within objects</p> <p>Reducing energy losses.</p> <p>Advantages and disadvantages of various energy resources used for the generation of electricity</p>	<p><u>Summer</u> <u>Teacher B GCSE Particle model of matter</u></p> <p>Using kinetic theory to explain physical properties of solids, liquids and gases including density.</p> <p>How the energy of a substance is stored as the temperature of an object changes and changes of state.</p> <p>Calculating the specific heat capacity of metals.</p> <p>Explaining how gases exert a pressure of surfaces</p>