



Felsted

Curriculum, Learning Standards & Assessment Information for Parents

2020 – 2021

Courtauld House
Years 7 & 8

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1 Head of Years 7 & 8 (Courtauld House)

CURRICULUM, LEARNING STANDARDS & ASSESSMENT INFORMATION FOR PARENTS OF PUPILS IN YEARS 7 and 8 (Courtauld House)

Dear Parents,

I hope that this booklet will be useful to you and help you to understand more about academic and pastoral matters at Felsted Prep School.

The guidelines that follow will provide you with details of the structure and philosophy of our assessment procedures, and also broad descriptions of the work your children will cover in each subject in a particular year. We are very pleased this year to once again be publishing our Felsted Learning Standards, linking our curriculum to our grading and reporting systems and helping you and your children understand where they are in terms of their performance and progress. We hope to enable them to lead their learning more independently over time by knowing where they are and what they need to do to move forwards. Our Felsted Learning Standards are based on a detailed curriculum review and ensure that we are very competitive nationally as well as independent in terms of offering a broad and inspiring curriculum.

Obviously, this booklet cannot answer every question, but I hope it will make you feel more involved in the academic process as well as allowing you to support your children's learning at home. If you do have any queries please contact your child's Tutor.

Mr M.C. Stringer
Head of Courtauld House

2 The Curriculum in Years 7 & 8

Our curriculum, which is based on the Independent Schools' Common Entrance 13+ Syllabus, has been redesigned to give greater emphasis to the excitement of learning, passion for subjects and the acquisition of essential skills such as computing, comprehension and investigational techniques. By **streaming and setting** pupils in many subjects, we are able to differentiate according to their strengths and weaknesses. This greater flexibility in what is being taught and examined allows us to cater more effectively for the individual, extending the academically able and offering support to those that need more help. Thus, the emphasis is on developing higher order thinking rather than just acquiring factual knowledge. We believe that this approach will provide strong foundations for what is taught in Year 9 and the children will have acquired the learning skills needed at GCSE, the International Baccalaureate or standard A levels.

Assessments

Pupils are constantly assessed in the classroom both formally and informally through their oral and written contribution, the manner in which they take responsibility for themselves and their learning, as well as the way in which they change and develop. A system of oral feedback is used by the teachers as well as written feedback which will concentrate on positive areas of the piece of work as well as suggesting the 'Next Step' for improvement or enhancement. This is very much in line with our teaching strategy of Assessment for Learning.

Assessment Policy

Statement about summative assessment at FPS: (This has been taken from the Assessment Policy)

- Class tests created by individual teachers and used in day to day lessons such as mental number or vocabulary tests. These are used to improve children's mental recall and establish what they have learned so far, in addition to informing future planning.
- Throughout the year, we use a range of Standardised Tests in Verbal Reasoning, English (including Reading, using a computer based Accelerated Reading Scheme, Spelling & Writing) and Mathematics that give national comparisons with pupils in the same age cohort as your child. These are recorded on our central database so that we have a 'tracked' history for your child as he/she moves through the school.
- Where appropriate, end of topic tests are used to establish a general attainment level. This information is normatively referenced for parents so they know where their children are in the cohort.
- End of year exams decide each pupil's level of attainment in each subject using a levelled and agreed standard. Top, medium and less able work samples allow for this standard to be compared on an annual basis. This information is normatively referenced for parents so that they know where their child is in the cohort. Pupil's achievement will be reported to reflect where the pupils are working in relation to FPS expected standards.
- Felsted Prep School operates a system of **continuous assessment** which is monitored by **Form Tutors** (with whom your son/daughter meets each morning for registration and for longer sessions during the week). We regard the pupil - teacher - tutor - parent link as extremely important and to aid this link, all pupils have a Chromebook.
- We have also added our Smiley Faces system to the School MIS to give you instant feedback on your child's performance in class

Chromebooks are an essential piece of equipment used in Courtauld House.

Pupils in Years 7 & 8 use their Chromebooks to access, via MIS: their timetable of lessons, details of the work that they need to do for Prep, spelling & vocabulary lists, reminders about Music lessons, Smiley Faces, Plus & Minus Points, Targets (set in conjunction with their tutors) and personal achievements. In addition much of their course work is placed in their online Google Classroom.

3 Reporting

A full report aims to clarify curriculum content and the learning experience for your child. It measures performance against the self and cohort and gives a picture of where your child stands. This system will be further developed this year. The report comments on effort and formative development, allowing for quantifying of grading and emergence of character through reference to contribution, attitude, learning approaches etc. It also aims to set out specific short term and achievable targets going forward.

A summary report gives an Effort and Achievement Grade and focuses on a brief comment on effort and formative development and target setting to keep you up to date. The annual Parents' Meeting allows for you to meet the teachers and catch up in a different way.

Our reporting schedule is included in this pack. It is expected that performance that is not in line with expectation will have been raised either with or by parents when necessary.

4 Tutors & Tutorials & Target Setting (5Ps)

During each term, pupils will meet with their tutors to discuss and review their academic progress (they will also discuss social matters and monitor co-curricular interests). Part of this review process is to set realistic **TARGETS** for each pupil over the next few months. With the tutor's guidance, the pupil will aim to work largely on targets based around the 5Ps (Participation, Attitude and Behaviour, Planning and presentation of work, Pace, Perseverance & Proofreading). These Ps encourage the use of thinking and planning before taking action, keeping organised, working at an appropriate pace for different abilities, working to the best of one's ability and knowing how to articulate this individually and in pair and group work, using different registers for presentation and responding accordingly, improving the quality of work through checking, sharing and teacher marking and taking part in all of this and the requirements of the lesson and prep. We usually find that there is always something that one can do to improve in the spirit of the Olympic legacy, 'Know your personal best and beat it!' Agreed targets are then communicated between pupil, Tutor and Subject Teachers in order to ensure consistency of approach and consequent improvement.

5 Plus & Minus Points

These are given for "**out-of-class**" activities and behaviour. **Plus Points** are gained for helpfulness, politeness, good manners, effort in games, activities and music, and for such acts as reading in Chapel etc. **Minus Points** are given for poor behaviour, unkindness towards others etc. Each + and - point goes towards individual and League totals. **Minus Points** are also given for Detentions.

6 Fundamentals Cards and Credit Cards

Pupils in Years 7 and 8 (Courtauld House) carry 'Fundamentals Cards' with them in their blazer pockets. These cards can be marked by staff for minor incidents (poorly dressed, missing equipment etc) both inside and outside the classroom. A Fundamentals Card holds three signatures and there are green, yellow and red cards. Each time a card is filled the pupil moves onto the next colour. Minus points and/or detentions will follow the filling of a card. Rewards will be awarded for any cards that are not signed during a half term period at the Fundamentals Party and how many times a card is signed will impact on the Courtauld House Leadership Scheme.

The Credit Cards work in the opposite manner. Unusually good behaviour is rewarded with a signature on the Credit Card. There are three cards to be filled, bronze, silver and gold and rewards are awarded to those pupils who manage to get all three Cards signed.

7 Smiley Faces

This system ties in with the Senior School. A 'green' Smiley Face is an instant recognition of a pupil's positive contribution in class or reflects or reflects an excellent piece of coursework, prep or independent study. A 'yellow' Smiley Face reflects a rather apathetic performance in class, coursework or prep. A 'red' Smiley Face reflects an unsatisfactory performance in class, coursework or prep. The Faces appear on the MIS and may be accompanied by a teacher's comment which can be instantly viewed by both the pupil and parents.

Impressive pieces of work or projects may be referred to the Head of Courtauld House who may award a Phase P Award.

Outstanding pieces of work or projects may be referred to the Headmaster.

Each Smiley Face counts as +1 point towards end of term individual and League totals.

At the end of each term, pupils are rewarded as follows:

- Top 10 pupils in Years 7 & 8 – Gold Certificates + £5 Amazon tokens
- Next 10 pupils – Silver Certificates
- Third 10 pupils – Bronze Certificate

8 Detention

Detention is an opportunity to make up for lost time. This can be because more time is needed to complete work or because insufficient effort has been made to do so. The required work can be completed or redone to the expected standard in detention (during morning break). An email will be sent home by the Tutor to inform parents of a regular detention. Detentions can also be given for unacceptable behaviour and again an email would be sent home.

Further lack of effort or further poor behaviour would necessitate your son/daughter being placed in a Courtauld House detention. This takes place on Wednesday afternoon for about an hour (beginning at 4.00 pm). Pupils are informed of the Detention by the previous day – therefore, they will not be permitted to depart early on a Wednesday afternoon if in Wednesday detention. They would also be unavailable for School sports fixtures on that day.

Further misbehaviour or lack of effort would lead to two hour Courtauld House Detention (beginning at 4.00 pm). Again pupils would not be available for School Sports fixtures on that day.

The next step after this would be a Head's Detention, usually held on a Saturday afternoon after School.

Detentions lose either -1, -2 or -3 points.

9 Leadership Opportunities

The number of leadership opportunities in Courtauld House are many and varied and some pupils in Year 8 have been given a position of responsibility within their League to help develop leadership and responsibility. Overall they range from positions of leadership within Leagues and Forms to the Courtauld Committee, the Boarding House, sport, the Arts, Eco leaders and many others. "Independence, opportunity, leadership and responsibility" are very much the key areas of life in Courtauld House and all our pupils are given the opportunity to display these qualities. Throughout both years the pupils will be working towards their white, bronze, silver, gold or platinum Courtauld House Diploma Awards to be gained at the end of Year 8.

10 Transfer to Senior Schools for Year 9

Our curriculum and teaching allows us to prepare individual pupils for a wide range of senior schools, some of whom require pupils to sit the Common Entrance Examination in some or all subjects, whilst others have their own transfer examinations or assessments.

Some pupils are encouraged to sit **Academic Scholarships** to their chosen senior school (except Felsted School where Academic Awards are confirmed in February following internal testing) and we are always willing to discuss with parents how best we can prepare your child for these Examinations.

Further, many schools including Felsted School are now looking for pupils with **Outstanding Talent** to apply for specific scholarships in areas such as Art, Design & Technology, Drama, Music and Sport. Some schools also offer All-Rounder Awards. During Year 7, pupils with specific talents in these areas will be encouraged to develop their abilities and interests beyond the classroom in activity and after-school club sessions. In the Autumn Term of Year 8, the relevant Head of Department will recommend certain pupils to apply for Scholarships. This process will be done internally and Parents will be informed as required.

Further details of Academic Awards and other Scholarships to Felsted School are available upon request, but if at any time you wish to discuss your child's scholarship potential, or the essential requirements for an application, then please feel free to contact Mr Stringer, Head of Years 7 and 8.

11 Assessment and Examinations and Parent/Teacher Meetings & Reports

Examination subjects:

English, Mathematics, Science, Spanish, French, German, History, Geography, Religious Studies, Latin, Computing

Non-examination Academic Subjects: Journalism and Media

Enrichment subjects: Art, Drama, DTE, Music and Physical Education

YEAR GROUP	Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
Courtauld House Year 7	Tutor Letter including a settling-in paragraph (+Tutorial)	SUMMARY Report for Examination subjects (+Tutorial)	SOT Tutorial	Parents' & Pupils' Meeting + FULL Report for Enrichment subjects + Revision Pack	Internal Open Morning at SS School Exams English, Mathematics Science and Spanish (Week 6)	School Exams (Week 7) Humanities, Latin & MFL2 FULL Report for Examination subjects + Tutor's & Headmaster's Reports
Courtauld House Year 8	Tutor Letter (+Tutorial)	FULL Report for ALL subjects + Tutor's & Headmaster's Reports (+Tutorial)	SOT Tutorial	Parents' & Pupils' Meeting + Tutorial + Revision Pack	School Exams Humanities, Latin & MFL2 (Week 6)	School Exams English, Mathematics, Science & Spanish (Week 7) Tutor's & Headmaster's Reports only

*These plans are subject to change depending on the COVID-19 Government Guidelines

12 Curriculum Overview

PSHE - Personal, Social, (Citizenship), Health and Economic Personal) is an overarching principle which permeates all aspects of our School's curriculum, co-curricular activity and resource management. ESR guides our school development towards equipping our Young Felstedians with the skills, creativity and behaviours to be the change makers who will run the economy within the ecological limits of our planet. Our children will have the ability to value our world and the ability to understand the systemic and interdisciplinary nature of sustainability and social responsibility.

A Felsted education seeks to:

- ❖ Build a moral and inclusive responsibility around valuing and protecting what is precious in the world, leading to longer term values for people and planet, including trust
- ❖ Build emotional intelligence and a caring attitude
- ❖ Build values orientation that shapes culture
- ❖ Set up examples in all teaching disciplines, the sustainable curriculum, that teach profound and cross-linked thinking about unsustainable practices and behaviour and how to develop more sustainable practices and resources
- ❖ Develop that thinking into encouraging innovative and radical approaches for education and the future
- ❖ Develop that thinking into the capacity to think short-term and long term perspective on impacts in education and the future

And build young citizens who: Value and appreciate the planet they live on, its finite resources, who they and others are and what they can do to protect and enhance the current and future position. They will be more optimistic and outward looking, have an integrated, systemic understanding of the world and a fair number of those young citizens will be developing leaders who will be able to make decisions from every angle, leading and building a sustainable future together and the capacity to take action in a more accountable way. They will lead on the need to focus on sustainability as a separate function and integrate it into the whole, taking social responsibility for their actions and understanding that they will impact on the economies of the future.

Felsted Prep School also aims to give its pupils a broad educational experience in the following areas: linguistic, mathematical, scientific, technological, human and social, spiritual and moral, physical and aesthetic and creative. It also runs a personal, social, health and citizenship education course in every year to develop its pupils, assist with teaching them right from wrong, help lead them to becoming confident and positive contributors to their community and effective users of its services and facilities, take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism. It also provides differentiated learning experiences for children of varying abilities in all learning areas.

Linguistic: Through a variety of linguistic experiences pupils are encouraged to develop their linguistic skills through listening, speaking, reading and writing. The majority of classrooms display posters on basic linguistic skills and seek to reinforce these when the opportunity arises. The School teaches linguistic skills formally through English, Modern Foreign Languages and Latin lessons. Spanish is taught from Reception to Year 8, a choice of Spanish with French or German is offered in Years 7 & 8. Latin is offered in Years 7 and 8. Extra support for English is offered throughout the School where necessary. Journalism and Media is offered to those pupils in Years 7 and 8 who are unsuited to studying two Modern Foreign Languages and who would benefit from further study of English.

Mathematical: Through a variety of mathematical experiences pupils are encouraged to make calculations, understand and appreciate relationships and patterns in number and space and develop their capacity to think logically and express themselves clearly. Their understanding and knowledge of mathematics is developed in a variety of ways, through practical activity, exploration, discussion, theory etc.

Scientific: Science teaches an understanding of nature, natural phenomena and materials. It aims to stimulate a child's curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to observe, form hypotheses, conduct experiments, ask scientific questions, record their findings and begin to appreciate the ways science will affect their future on a personal, national, and global level.

Technological: Through information and communication technology pupils learn to use equipment and components and plan, develop, communicate and store ideas and information. Through Design Technology they learn to design and work with tools and equipment, materials and components both individually and as a team to produce good quality products. They acquire evaluation skills.

Human and Social: Through learning about people and their environment and how human action now and in the past has influenced events and conditions, pupils gain knowledge and understanding of the world around them both past, present and future. Personal, social, health, citizenship, economic education (PSHCEE) prepares them for the world around them and the world that they are going into; they are invited to think about the world of work and related skills throughout their Young Felstedian experience.

Spiritual and Moral : Through opportunities to experience, study and lead acts of worship during Chapel and Religious Studies lessons, pupils are encouraged to understand Christianity and other religious philosophies and associated values. They reflect on the teachings of Christianity and other major world religions and consider the impact of such teaching in everyday life. Pupils are encouraged to think about their own moral standing, spiritual beliefs and make choices about their contributions to the immediate and wider community. They are invited to take opportunities to make a positive impact on the world around them in a variety of contexts. Moral lessons are taught, modelled and encouraged throughout the School using well-rehearsed mnemonics such as 'RUBY' and 'HOWDI' in lessons, assemblies and beyond.

Physical: Through a variety of activities, sports and movements pupils will be encouraged to adopt a physically active life-style and gain an understanding of cardiovascular health and fitness, posture, nutrition, hydration, muscular strength, flexibility and endurance. They develop pupils' motor skills and are provided with knowledge of health and fitness, so that the relationship between physical activity and general health is understood. i.e. the need for personal hygiene. They will experience situations that will develop a greater understanding of "aesthetics" and movement appreciation and be encouraged to use their imagination and mentally visualise what they are trying to achieve as part of their ability to assess their learning, through planning, performing and evaluating.

Aesthetic and creative: Through opportunities to make, create, compose and invent, all pupils are encouraged to develop their aesthetic and creative selves. Most subjects call for personal, imaginative and often practical responses and the emphasis on kinaesthetic and visual in the classroom allow for plentiful occasions for the aesthetic and creative to be developed.

13 More Academically Able (MAA)

At Felsted Prep School we value the individuality of every child and acknowledge the importance of helping every child to recognise the spectrum of their capabilities in order to fulfil their potential.

At Felsted we have used the term 'More Academically Able' (MAAs) to describe children at the upper end of the spectrum of academic ability and also to denote those with special ability in sport or the arts, with a recommendation that 5% - 10% of children should be thus designated. Many of these children receive Scholarships or MSA's for their talents. Our MAAs are identified through a combination of teacher recommendation, results from cognitive ability tests and in-class assessments. These will be ongoing to allow for recognition at any point in a child's development. Indeed, we encourage all partners in children's education to be "on the lookout for excellence" thus promoting a positive school ethos that is geared towards success. To enable these young Felstedians to fulfil their potential, it is vital to use a combination of assessment methods.

The School aims to help all children attain their full potential by providing teaching that takes account of their individual needs and extends and enriches their learning. We aim to making learning enjoyable and challenging and offer many opportunities for pupils to extend their learning. We aim to enable children to become good learners through focusing on Assessment for Learning (AfL) and to help pupils develop social and intellectual abilities. Higher order thinking is developed using Blooms Taxonomy as a guide to develop thinking skills. MAAs have opportunities to be involved in Scholarship classes and Masterclass lessons. They have opportunities to work towards nationally and internationally recognised examinations/competitions as well as individual tutorials and one-to-one support. Each department has their own policy in place for working with MAAs which explains their specific provision.

Mrs C.F. Bury
Director of Learning

Miss A. Bushby
Assistant Director of Learning

14 Enhanced Learning

The two main aims of our Department are simple: to help each pupil achieve their highest possible academic level by the time they leave the Prep School; and to give them confidence in and acceptance of their unique ways of learning.

The Enhanced Learning Team liaise closely with parents, Form Tutors and Heads of Phase to find solutions together when a concern is raised. We have a number of screening, diagnostic and standardised assessments that we can use to clarify difficulties and help us to target support precisely. All Subject Teachers have access to and use the findings from our assessments or Individual Education Plans to give them a full picture of the needs of children in their classes.

Learning Support may take the form of small group sessions to target vital foundation skills, or individual teaching in a 1:1 setting. In Courtauld House, touch typing is also offered for children for whom this is recommended in an external or internal educational assessment.

The department works closely with outside professionals such as Speech Therapists, Occupational or Physiotherapists, Visual Stress Consultants, Educational Psychologists and Consultant Paediatricians where needed. While some of the interventions that we use to support the children's learning may change as the children learn, change and develop, our aims are constant.

Whilst giving specialist skills tuition and knowledgeable guidance to the children in our care, we continue to encourage each child to keep trying; give praise and appreciation for the effort they put in; and nurture the belief that our pupils will reach their goal.

Ms M. Murphy

Head of Learning Support

FELSTED LEARNING STANDARDS
GRADE DESCRIPTORS FOR ALL SUBJECTS

<i>(Previous Grades)</i>	<i>New Levels to be used from 2018-19</i> <i>Year 7</i>	<i>New Levels to be used from 2018-19</i> <i>Year 8</i>
<i>A*</i>		6
<i>A</i>	5	5
<i>AB</i>	4	4
<i>B</i>	3	3
<i>C</i>	2	2
<i>D</i>	1	1

We would like to stress this is not a GCSE level, but a numbered system based on our own Felsted Prep Learning Standards

Teachers consider a range of factors when awarding effort grades and use their professional judgement if they feel that pupils display behaviour at different levels across the criteria. Key here is whether the pupils show consistency in their approach both within the classroom and when working independently of prep assignments:

- Punctuality and organisation
- Personal attitude - on task throughout the lesson, focused and not distracting others
- Participating in and contributing to the lesson
- Presentation - care and attention to written work

1 | Excellent

2 | Good

3 | Requires improvement

4 | Unsatisfactory

15 English

YEAR 7 – READING

TOPIC	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
RESPONDING TO READING	<p>Listen and respond to an increasing range of genres.</p> <p>Begin to read to different audiences and in different contexts.</p> <p>Identify similarities in differing versions of a text.</p> <p>Select and recite longer poems, rehearsing to improve performance.</p> <p>Make more informed choices in selecting texts and talk about the types of text they prefer.</p> <p>Make a personal response to a text providing textual reference in support (e.g. commenting on themes and conventions in a variety of genres).</p> <p>Use feedback to improve the presentation of ideas.</p>	<p>Listen and respond to text found through online research.</p> <p>Extend the range of text types they can read aloud confidently.</p> <p>Identify differences between different versions of a text and say which they prefer.</p> <p>Select and recite poems, making the meaning clear based on authorial intent.</p> <p>Show awareness of different factors which influence decisions when selecting texts (e.g. personal preferences, recommendations and reviews, genre type, familiar authors, front cover, blurb). Begin to be reflective and evaluative in reading.</p> <p>Respond positively to feedback on their contributions to discussions.</p> <p>Increasingly explain their reasons for their views on what they have read in depth.</p>	<p>Extend the range of texts listened to by using multimedia (e.g. tapes, news reports and items researched online).</p> <p>Read aloud to a range of audiences, including the whole class and children of differing ages, using all skills learned.</p> <p>Retell the main points from more than one version of a text, showing ability to identify/comment on similarities and differences.</p> <p>Select/recite a longer poem, using knowledge of authorial intent, to convey meaning to others and improve performance.</p> <p>Choose and read books independently. Participate in discussions on books which they have read, outlining personal preferences, citing knowledge of author/text type and showing respect for the views of others.</p> <p>Identify and discuss themes and conventions in a variety of genres, extending their own ideas and making use of feedback and guidance to improve their contributions.</p> <p>Use feedback on presentation/debate to explain more succinctly what they have read, and provide in-depth reasoning for their views.</p>	<p>Notice how different audiences choose and respond to the texts they listen to.</p> <p>Use voice and gesture to convey the emotions in a text.</p> <p>Retell the main points, sometimes using direct quotes from the text.</p> <p>Independently use strategies to engage the reader when reciting a poem (e.g. intonation, tone, volume, gesture, movement).</p> <p>Describe their favourite characters from texts they have read and explain why they appeal to them.</p> <p>Begin to use more technical vocabulary when discussing sections of text.</p> <p>Recognise when it is appropriate to provide examples to evidence their views.</p>

TOPIC	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
LINQUISTIC SKILLS	<p>Attempt to tackle unfamiliar vocabulary, sometimes recognising when a word sounds incorrect.</p> <p>Identify at least one feature of an author's use of language (e.g. short sentences, figurative language, first person, formal words, etc.)</p> <p>Identify some features relating to organisation at text level (e.g. 'each section starts with a questions').</p> <p>Recognise that vocabulary varies to match purpose and context and to engage the reader.</p>	<p>Tackle, more independently, unfamiliar vocabulary through support is needed with complex scientific/subject-related words. Recognise more frequently when a word sounds incorrect.</p> <p>Identify more than one feature of an author's use of language, beginning to offer some basic explanation when prompted.</p> <p>Identify some elements of structural choices and offer a comment showing some awareness of the writer's theme or purpose (e.g. 'The writer has organised the text into...' or 'He wants to show...').</p> <p>Begin to explain, with support, why vocabulary varies for purpose and context, considering the effect on the readers.</p>	<p>Tackle unfamiliar vocabulary with confidence, including complex scientific words, and recognise when a word sounds incorrect.</p> <p>Identify features of an author's use of language, with some explanation (e.g. 'short sentences are used to convey urgency').</p> <p>Identify and comment upon several aspects of structural choice, showing awareness of the writer's theme or purpose (e.g. 'It shows you all the dangers and then has a section on how to keep safe').</p> <p>Explain why vocabulary varies for purpose and context in order to engage the reader.</p>	<p>Attempt to tackle more complex sentences, many of which contain unfamiliar words, recognising when a word sounds incorrect.</p> <p>Collaborate with others to discuss why a writer has chosen a particular word, phrase or title.</p> <p>Identify how some features, relating to text organisation, contribute to effect (e.g. how an author build up to an unexpected ending).</p> <p>Begin to recognise that some words are more apt than others and select the most suitable for purpose.</p>
LITERAL COMPREHENSION	<p>Make use of information retrieval skills across most curriculum areas independently.</p> <p>Answer literal questions by paraphrasing.</p> <p>Ask and answer literal questions across all curriculum areas.</p>	<p>Retrieve and collate information from more detailed source material (e.g. as part of research into a topic).</p> <p>Begin to check the accuracy of the answers they provide.</p> <p>Begin to make links between subjects and themes to generate questions across all curriculum areas.</p>	<p>Use information-retrieval skills independently across all curriculum areas, using and understanding more detailed source materials.</p> <p>Answer literal questions by paraphrasing, giving detail where necessary, checking for accuracy and amending in the light of new information.</p> <p>Formulate/answer questions across all curriculum areas, making links between subjects and themes.</p>	<p>Begin to select the most relevant source of information for the purpose.</p> <p>Make use of skimming and scanning techniques to locate specific details needed to answer literal questions on a text.</p> <p>Identify the key points in a text and create literal questions.</p>

TOPIC	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
INFERENCEAL COMPREHENSION	<p>With support, make inferences and deductions based on textual evidence (e.g. making conclusions about a character on the basis of their actions).</p> <p>Justify predictions, more confidently, based on a growing knowledge of text types.</p> <p>Identify, with some prompts, similarities between texts or versions.</p> <p>Begin to show inference on evidence from the whole text (e.g. reference to what happened earlier or later on).</p> <p>Begin to pose inference questions on the whole text to help deduce aspects (e.g. how some aspects of a character develops).</p> <p>Identify some obvious features of a writer's use of language (e.g. the author repeats the word 'slowly' for effect).</p> <p>Identify a viewpoint from the text confidently adding an explanation (e.g. 'The author shows sympathy to the main character and makes the reader want to help him').</p> <p>Show, with prompts, a general awareness of the effect upon the reader when answering questions about a text.</p>	<p>Make, increasingly, accurate inferences and deductions based on textual evidence (e.g. making conclusions about a character on the basis of speech and actions).</p> <p>Justify predictions, based on a firmer knowledge of text types and some explicit meanings.</p> <p>Identify similarities and sometimes differences between texts or versions, with some explanation (e.g. narrative convention in traditional tales).</p> <p>Show increasing inference on evidence from the whole text (e.g. reference to some threads within a story).</p> <p>Pose more challenging inference questions on the whole text to help deduce aspects (e.g. how a character develops over the course of a text).</p> <p>Identify, with increasing understanding various features of the writer's use of language (e.g. the author repeats the word 'slowly' and makes the characters speak in short sentences for effect).</p> <p>Identify the main purpose across a growing number of texts. Recognise and comment upon how the structure of a text contributes to, and presents meaning.</p> <p>Show increasing awareness of the effect on the reader, with some explanation (e.g. 'After reading the facts, they make you want to do something to help save the rainforest').</p>	<p>Comment and make inferences and deductions based on textual evidence, drawing conclusions about a character on the basis of speech and actions.</p> <p>Justify predictions about a text, based on secure knowledge of text types and explicit meanings.</p> <p>Identify similarities and differences between texts or versions and narrative convention in traditional tales with some explanation. Begin to recognise poetic conventions in different poems they read.</p> <p>Comment, showing inference on evidence from the whole text (e.g. referencing threads throughout a story).</p> <p>Pose inference questions on the whole text to help deduce aspects (e.g. how a character and plot develop).</p> <p>Identify various features of a writer's use of language (e.g. the characters speak in short sentences to build tension).</p> <p>Identify, across a range of reading, the main purpose of the writing (e.g. 'The writer is strongly against war and wants to persuade the audience to agree') Explain how the structure of a text contributes to, and presents meaning.</p> <p>Show general awareness of the effect on the reader, with some relevant explanation (e.g. 'After reading the facts, you would be persuaded to recycle paper to save the rainforest').</p>	<p>Make inferences and deductions, drawing on evidence from across the text, with guidance (e.g. reference to earlier in the text or identifying threads through the text).</p> <p>Begin to use implicit as well as explicit meanings when justifying predictions.</p> <p>Begin to show understanding of how the context in which texts are written and read contribute to meaning (e.g. how historical context influences adverts).</p> <p>Make inferences and deductions based on textual evidence, with guidance.</p> <p>Begin to pose inference questions based on knowledge/experience gained from a widening range of texts (with some guidance to support).</p> <p>Show a growing awareness of writers' language choices.</p> <p>Confidently identify the main purpose across a range of reading (e.g. 'The writer is strongly against war'). Offer a comment on how a range of organisational features help to present meaning.</p> <p>Identify, with increasing accuracy, the effect on the reader. Provide mostly relevant explanation about how the effect is created.</p>

YEAR 7 WRITING

	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
THINKING BEFORE WRITING	<p>Use oral feedback to aid structure when planning a whole piece.</p> <p>Write checklists including more detailed criteria, and begin to use more effectively.</p> <p>Begin to develop their own planning formats based on the genre of writing.</p> <p>Use techniques such as hot seating to explore how a character might feel in order to develop ideas for creative writing.</p>	<p>Use oral feedback to aid the structure of the whole piece, including links between paragraphs (such as secure use of pronouns) when planning.</p> <p>Use and adapt the most appropriate features of a genre to add impact to their writing.</p> <p>Begin to develop their planning formats further, considering adaptation and a growing knowledge of what assists their own writing style.</p> <p>Use, more effectively, techniques such as hot seating to develop insight into a character in role, by responding to questions from others.</p>	<p>Plan using oral feedback to aid the structure of the whole piece. Plan links between paragraphs and consider how links will be maintained across the whole text (including secure use of pronouns and references back to the beginning of the text).</p> <p>Critically evaluate and select the appropriate features to use and adapt, creating their own detailed checklists and using them effectively.</p> <p>Begin to use their own planning formats by adaptation and knowledge of what assists their own writing style.</p> <p>Use techniques such as hot seating to understand and develop insight into a character in role.</p>	<p>Discuss, when planning, how to format paragraphs to include techniques such as flashbacks. Begin to ensure that ideas are controlled and sequenced.</p> <p>Review own checklists for a variety of genres and improve in the light of feedback.</p> <p>Use notes, with some guidance, when planning subheadings/paragraphs and sections - summarising and organising material.</p> <p>Begin to participate in formal debates and structured discussions in role.</p>

TOPIC	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
HINKING DURING AND AFTER WRITING	<p>Begin to use different structures for informal/formal speech and writing.</p> <p>Apply their prior knowledge when constructing sentences. Show that their use of punctuation is becoming consistently accurate in a variety of sentence structures.</p> <p>Develop order of paragraphs, starting to organise the flow of ideas across the text (e.g. closings sometimes refer back to openings).</p> <p>Demonstrate increasing familiarity with a range of forms.</p> <p>Choose language for effect and try out new words.</p> <p>Develop ideas and material further with imaginative detail, shaping for the selected form.</p> <p>Begin to convey meaning more clearly in a variety of forms, increasingly using a more formal and factual style when required.</p> <p>Begin, with some structural support, to discuss more than one viewpoint, summing up to present own preference.</p> <p>Proof-read, increasingly paying attention to accurate grammar, punctuation and spelling, and check purpose and organisation.</p> <p>Critically evaluate their own and others' writing to improve clarity and begin to consider how they can enhance their writing style.</p> <p>Begin to make use of multimedia to aid presentation when performing own compositions.</p>	<p>Consider the difference between spoken and written language, formal/informal registers, Standard English and other varieties of English when composing sentences.</p> <p>Continue to secure and build on the knowledge and skills taught at earlier key stages. Competently use a wider range of connectives to clarify relationships between ideas (e.g. meanwhile, on the other hand).</p> <p>Begin, with some guidance, to make clear links between paragraphs to support the overall direction of the text.</p> <p>Begin to include deliberate choices in their writing (e.g. tense used when story writing).</p> <p>Draw on language encountered from their reading and listening experiences, beginning to use these consciously in their writing to achieve particular effects.</p> <p>Establish a viewpoint, beginning to include some direct appeal to the audience.</p> <p>Use precise vocabulary and factual detail for informative texts.</p> <p>Discuss, with growing confidence, more than one viewpoint, making some logical points and comparison. Begin to sum up to present an overall viewpoint.</p> <p>Proof-read, paying attention to accurate grammar, punctuation and spelling and eliciting some improvements to style.</p> <p>Critically evaluate their own and others' writing and begin to consider whether it is fit for the intended purpose.</p> <p>Explore the possibilities of multimedia for presentational use.</p>	<p>Include the use of different structures for informal/formal speech and writing. Confidently use the passive form to affect the presentation of information in a sentence. Use Standard English with growing confidence in their own speech and writing.</p> <p>Confidently and aptly use a wide range of connectives to clarify relationships between ideas (e.g. in persuasive writing).</p> <p>Effectively manage the flow of ideas across the text (e.g. closings refer back to openings). Make clear links between paragraphs to support the overall direction of the text.</p> <p>Demonstrate familiarity with a range of forms, including making some deliberate authorial choices (e.g. narrative over dialogue).</p> <p>Choose language for effect, using wider vocabulary and incorporating new words.</p> <p>Write across a wide range of genres, developing ideas and material with imaginative detail and shaping for the selected form. Establish a clear and consistent viewpoint with some direct appeal to the audience.</p> <p>Convey meaning clearly in a variety of forms, using an appropriate level of formality when required. Select relevant and precise vocabulary when writing informative texts.</p> <p>Discuss more than one viewpoint, making logical points and comparison, summing up to present an overall view in a logical manner.</p> <p>Proof-read, paying attention to a widening range of grammar, punctuation and spelling rules. Check purpose and organisation, eliciting improvements to style.</p> <p>Critically evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity, enhance style and make it fit for purpose.</p> <p>When performing own compositions make use of multimedia to aid presentation.</p>	<p>Arrange words and phrases, independently and collaboratively, to create well-formed sentences.</p> <p>Select features of sentence structure to build detail effectively.</p> <p>Control and sequence written material, taking account of the reader's needs.</p> <p>Write for a widening range of purposes and audiences, including stories, scripts, poetry, notes, talks, presentations and persuasive writing.</p> <p>Be selective and ambitious in their vocabulary choices, matching words to purpose with increased precision.</p> <p>Write confidently across a wide range of genres, beginning to recognise their distinct features and purpose. Begin to elaborate on a clearly established viewpoint.</p> <p>Begin to summarise and organise material adding any necessary factual data.</p> <p>Utilise a wider range of persuasive language when expressing a viewpoint.</p> <p>Proof-read, looking for a specific element or target, making any necessary amendments, mostly accurately.</p> <p>Critically evaluate their own and others' writing, working collaboratively with peers to identify age-appropriate targets.</p> <p>Present own compositions and reflect, beginning to consider whether their writing is appropriate for the intended audience and purpose.</p>

YEAR 7 – SPOKEN LANGUAGE

	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
SPOKEN LANGUAGE	<p>Choose, with support, language for effect, drawing on a wide vocabulary. Try out, more instinctively, new words encountered from listening, reading and researching.</p> <p>Ask questions to assist development of ideas and understanding of others' views.</p> <p>Articulate ideas, offering some explanation and elaboration, when prompted.</p> <p>Work collaboratively to describe and explain more complex ideas and feelings, including relevant details.</p> <p>Explore and elaborate on relevant ideas with guidance.</p> <p>Listen and respond confidently to others, in a wider range of contexts.</p> <p>Talk fluently, clearly and audibly in an increasing range of formal contexts.</p> <p>Recognise that using varied expression and relevant vocabulary engages an audience.</p> <p>Begin, with some guidance, to adapt vocabulary, grammar and non-verbal features, matching this to purpose.</p> <p>Identify organisational strategies for holding the attention of the audience.</p> <p>Recognise the role of valid comments in improving the content and presentation of their own work and the work of others.</p> <p>Attempt to undertake and maintain roles and responsibilities, sometimes influencing the direction of conversation, with some effective contribution.</p> <p>Show, with guidance, some understanding of the needs of others and begin to demonstrate respect for opposing viewpoints.</p> <p>Work collaboratively with others to decide upon a set of rules for discussion/debates within a framework.</p> <p>Recognise, with guidance, that texts and roles support choice of speech, gesture, tone, volume and expression when taking on different dramatic roles and scenarios.</p> <p>Begin, with some reminders, to use Standard English in one or two formal situations.</p> <p>Select and use, with some reminders, the correct register on occasions.</p>	<p>Choose, more independently, language for effect and continue to expand their bank of vocabulary through listening, reading and researching.</p> <p>Ask questions, more competently, which help to develop ideas, beginning to take account of the viewpoint of others.</p> <p>Articulate and explain ideas which are increasingly relevant, using some elaboration.</p> <p>Explore complex ideas and feelings in a range of ways, beginning to elaborate to make meaning clear.</p> <p>Explore and elaborate, more independently, on relevant ideas, sometimes aiming to interest others.</p> <p>Listen and respond confidently to others in a wide range of contexts, occasionally with support in a formal situation.</p> <p>Talk fluently, clearly and audibly in an increasing range of both formal and informal contexts.</p> <p>Begin to engage the audience, using varied expression and some relevant vocabulary.</p> <p>Adapt, more independently, vocabulary, grammar and non-verbal features, more often matching this to purpose.</p> <p>Plan out and organise talk with the aim of holding the attention of the audience.</p> <p>Sometimes make valid comments through a growing understanding of content and presentation requirements, beginning to improve their work in the light of feedback.</p> <p>Undertake and maintain roles and responsibilities, often influencing the direction of conversation, with more effective contribution.</p> <p>Show understanding of the needs of others and increasingly demonstrate respect for opposing viewpoints.</p> <p>Work with peers to apply rules for discussion/debates and begin to use these in a given context.</p> <p>Attempt to adapt some elements of drama to meet the requirements of different roles and scenarios based on their developing knowledge of texts and roles.</p> <p>Begin to use Standard English, usually in formal situations.</p> <p>Select and use, more independently, the correct register for different situations.</p>	<p>Choose, independently, language for effect, using wider vocabulary and trying out new words encountered through listening, reading and researching.</p> <p>Independently ask questions to develop ideas, instinctively taking into account the viewpoint of others.</p> <p>Articulate and explain relevant ideas, using elaboration.</p> <p>Elaborate on more complex ideas and feelings to make meaning more relevant and explicit.</p> <p>Explore and elaborate on relevant ideas to interest others.</p> <p>Listen and respond confidently to others in a wide range of contexts, sometimes of a formal nature.</p> <p>Talk fluently, clearly and audibly in an increasing range of contexts, including formal and informal situations.</p> <p>Begin to engage the audience using more varied expression and relevant vocabulary.</p> <p>Adapt vocabulary, grammar and non-verbal features, often matching this to purpose.</p> <p>Clearly structure talk in order to convey meaning, engage the audience and sustain their attention.</p> <p>Show a clear understanding of the content of their own and others' work and how it is presented, making valid comments and improvements in the light of feedback.</p> <p>Undertake and maintain roles and responsibilities and influence the direction of a conversation, with effective contribution.</p> <p>Appreciate the needs of others and demonstrate respect for opposing viewpoints.</p> <p>Independently make and apply rules for discussion/debates, and use these in a given context.</p> <p>Adapt speech, gesture, tone, volume and expression convincingly for different roles and scenarios based on a growing knowledge of texts and roles.</p> <p>Use Standard English, more confidently, in situations that require it (e.g. formal).</p> <p>Select and use the correct register for a range of different situations.</p>	<p>Begin, with prompts, to be selective and ambitious in their vocabulary choices.</p> <p>Ask questions in different contexts with some prompts.</p> <p>Confidently articulate and explain own viewpoint, beginning, with support, to provide justification for a viewpoint which may not be their own.</p> <p>Describe and explain one or two interesting features of their own language use, when prompted.</p> <p>Explore and elaborate on ideas and, through working collaboratively, begin to extend ideas further after evaluation.</p> <p>Listen, talk and respond to others in a wide range of contexts, beginning to recognise, with support, some implicit meaning.</p> <p>Speak fluently, clearly and audibly in a range of formal and informal situations, beginning to recognise the importance of varying pace for effect.</p> <p>Begin to engage audiences in some different contexts both formal and informal, with guidance.</p> <p>Recognise the importance of adapting vocabulary, grammar and non-verbal features appropriately to purpose.</p> <p>Begin, with some guidance, to shape talk in deliberate ways for clarity, effect and to engage the listener.</p> <p>Begin, with guidance, to critically evaluate their own presentations and improve them in the light of the evaluation.</p> <p>Begin to notice, with support, some implied meaning and important detail.</p> <p>Show, when making some contributions to discussion, that they are able to pay attention to the views of others and show respect.</p> <p>Begin, with support, to undertake and justify a given point of view when it conflicts with their own.</p> <p>Begin to use a more in-depth knowledge of texts, and sometimes their underlying issues, to inform their choice of speech, gesture and movement.</p> <p>Gain, with encouragement, fluency in their use of Standard English in situations that require it.</p> <p>Select and use the correct register in more complex situations, with support.</p>

YEAR 8 – READING

TOPIC	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
RESPONDING TO READING	<p>Notice how different audiences choose and respond to the texts they listen to.</p> <p>Use voice and gesture to convey the emotions in a text.</p> <p>Retell the main points, sometimes using direct quotes from the text.</p> <p>Independently use strategies to engage the reader when reciting a poem (e.g. intonation, tone, volume, gesture, movement).</p> <p>Describe their favourite characters from texts they have read and explain why they appeal to them.</p> <p>Begin to use more technical vocabulary when discussing sections of text.</p> <p>Recognise when is is appropriate to provide examples to evidence their views.</p>	<p>Show an awareness of the skills level of the audience when selecting texts for others.</p> <p>Convey the underlying issue in a text through effective use of voice and emotions.</p> <p>Increasingly include textual references during retelling.</p> <p>Make a recording of themselves reciting a poem, listening to it back to make improvements.</p> <p>Talk about the themes they have enjoyed in the books they have read and explain why those themes appeal to them.</p> <p>Comment increasingly on authorial intent when referring to sections of text.</p> <p>Use examples effectively to clarify the meaning of their ideas and opinions.</p>	<p>Select texts which may be of interest to, or fit for a purpose for others to listen to.</p> <p>Use in-depth knowledge of texts and their underlying issues to influence emotions conveyed by voice and gesture.</p> <p>Use quotations/textual references when retelling main points from a text.</p> <p>Recite poetry/lines from a play, using skills learned to engage the listener. Improve their own work by reading aloud and listening to how it sounds.</p> <p>Explain why a character or theme appeals to them, using in-depth knowledge of a whole text. Re-read books encountered earlier to increase familiarity.</p> <p>Make increasing use of technical vocabulary when discussing sections of text, commenting on authorial intent.</p> <p>Articulate and explain relevant ideas about a text, making meaning explicit through exemplification.</p>	<p>Show familiarity with a range of text types, recognising their main features and recommending them for different purposes.</p> <p>Read aloud, with growing expression, more challenging texts. Show some sympathy to an author's viewpoint when reading aloud.</p> <p>Begin to comment on a text supported by textual reference to outline main ideas.</p> <p>Make a multimedia presentation, using pictures and one or two quotations from a text or poem to show own interpretation.</p> <p>Explain preferences for a wide range of texts including non-fiction.</p> <p>Discuss their understanding of what they have read with an increasing amount of detail.</p> <p>Support their ideas with detailed textual evidence.</p>

LITERAL COMPREHENSION	TOPIC	Linguistic Skills	<p>Attempt to tackle more complex sentences, many of which contain unfamiliar words, recognising when a word sounds incorrect.</p> <p>Collaborate with others to discuss why a writer has chosen a particular word, phrase or title.</p> <p>Identify how some features, relating to text organisation, contribute to effect (e.g. how an author build up to an unexpected ending).</p> <p>Begin to recognise that some words are more apt than others and select the most suitable for purpose.</p>	<p>Self-correct complex sentences using the context and their knowledge of vocabulary, with some support.</p> <p>Begin to comment succinctly on why a writer has chosen a particular word, phrase or title.</p> <p>Identify how features, relating to text organisation, contribute to effect and offer a comment when prompted.</p> <p>Work collaboratively with others to discuss why some words are more apt than others.</p>	<p>Tackle complex sentences with several unfamiliar words and self-correct from context and a growing vocabulary.</p> <p>Comment succinctly on why a writer has chosen a particular word, phrase or title and explain why, relating to elements of the text.</p> <p>Identify and comment on how a range of features relating to text organisation, contribute to effect (e.g. how an author builds up to an unexpected ending).</p> <p>Recognise why some words are more apt than others. Independently use dictionaries, thesauri and the context to understand new vocabulary.</p>	<p>Begin to listen to more challenging texts and broadcasts to facilitate pronunciation (e.g. the news and documentaries). Ask for support to check their understanding what they have read.</p> <p>Identify and comment on how the writer's choice of language affects the reader.</p> <p>Identify an example of a structural choice made to support the writer's theme/purpose.</p> <p>Recognise how wider reading can help to extend vocabulary.</p>
			End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
LITERAL COMPREHENSION	TOPIC	Linguistic Skills	<p>Begin to select the most relevant source of information for the purpose.</p> <p>Make use of skimming and scanning techniques to locate specific details needed to answer literal questions on a text.</p> <p>Identify the key points in a text and create literal questions.</p>	<p>Find and retrieve information from a growing range of sources and, with some confidence, select the most apt.</p> <p>Use more efficient skimming and scanning techniques to find specific information needed to answer questions.</p> <p>Frame more detailed questions on increasingly complex texts, after identifying key points.</p>	<p>Find and retrieve information from a growing range of sources and evaluate which is the best for purpose.</p> <p>Answer a wide range of literal questions accurately, using more detailed texts and making use of skimming and scanning techniques.</p> <p>Ask questions on more complex texts after identifying key points.</p>	<p>Retrieve information from a wide variety of sources beginning to understand which is more reliable (e.g. a primary or secondary source in history).</p> <p>Make appropriate use of detail in answering literal questions.</p> <p>Pose questions which require detailed knowledge of a text with some prompts.</p>
			End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation

INFERENTIAL COMPREHENSION	<p>Make inferences and deductions, drawing on evidence from across the text, with guidance (e.g. reference to earlier in the text or identifying threads through the text).</p> <p>Begin to use implicit as well as explicit meanings when justifying predictions.</p> <p>Begin to show understanding of how the context in which texts are written and read contribute to meaning (e.g. how historical context influences adverts).</p> <p>Make inferences and deductions based on textual evidence, with guidance.</p> <p>Begin to pose inference questions based on knowledge/experience gained from a widening range of texts (with some guidance to support).</p> <p>Show a growing awareness of writers' language choices.</p> <p>Confidently identify the main purpose across a range of reading (e.g. 'The writer is strongly against war'). Offer a comment on how a range of organisational features help to present meaning.</p> <p>Identify, with increasing accuracy, the effect on the reader. Provide mostly relevant explanation about how the effect is created.</p>	<p>Infer meaning, more independently, drawing on evidence from across the text (e.g. reference to earlier/later in the text or identifying threads through the text).</p> <p>Increasingly use implicit and explicit meanings to justify predictions.</p> <p>Comment on how the context in which texts are written and read contribute to meaning. Show growing awareness of poetic conventions, considering how they have been used.</p> <p>Make inferences and deductions, more independently, based on textual evidence (e.g. interpreting motive from actions at different points in a text).</p> <p>Pose inference questions, with increasing accuracy based on knowledge/experience gained from a wide range of texts.</p> <p>Show a growing awareness of writers' language choices across most genres, attempting some explanation.</p> <p>Identify and discuss a viewpoint, beginning to provide more explicit explanations (e.g. 'The writer is strongly against war and tries to persuade the reader to support his views by using the words 'we' and 'I' again and again).</p> <p>Discuss the effect on the reader, considering the ideas and opinions of others. Contribute some explicit explanation about how the effect is created (e.g. by quoting from the text).</p>	<p>Provide explanation of inferred meaning, drawing on evidence from across the text.</p> <p>Provide explanation of inferred meaning, drawing on evidence from across the text.</p> <p>Explain how the context in which texts are written/read contributes to meaning (e.g. how historical context influences adverts). Recognise poetic conventions and discuss how these have been used.</p> <p>Comment, making inferences and deductions based on textual evidence (e.g. interpreting motive from actions at different points in a text).</p> <p>Pose inference questions based on knowledge experience gained from a wide range of texts, and across more than one curriculum area.</p> <p>Explain why a chosen phrase is effective.</p> <p>Identify viewpoint in a text, with a clear explanation (e.g. 'The author shows sympathy to the main character and makes the reader want to help him'). Explain how both structure and the organisational features of a text present meaning.</p> <p>Show awareness of the effect on the reader with more explicit explanation about how the effect is created.</p>	<p>Explore layers of meaning, using some textual evidence.</p> <p>Begin to justify predictions on a number of aspects of text, including character development.</p> <p>Discuss how the context in which texts are written and read affects meaning (e.g. how an idea or topic is treated differently in different times and places).</p> <p>Identify different layers of meaning.</p> <p>Pose inference questions which sometimes relate to layers of meaning within a text (e.g. how does the author's use of imagery make the reader realise the effect of polluting the river?).</p> <p>Discuss and evaluate the writer's language/vocabulary choices.</p> <p>Locate the main purpose of a text at word and sentence level.</p> <p>Recognise that technical devices can help the reader enjoy, interpret and evaluate a writer's work.</p>

YEAR 8 WRITING

TOPIC	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
THINKING BEFORE WRITING	<p>Discuss, when planning, how to format paragraphs to include techniques such as flashbacks. Begin to ensure that ideas are controlled and sequenced.</p> <p>Review own checklists for a variety of genres and improve in the light of feedback.</p> <p>Use notes, with some guidance, when planning subheadings/paragraphs and sections - summarising and organising material.</p> <p>Begin to participate in formal debates and structured discussions in role.</p>	<p>Discuss, when planning, how to format paragraphs, to include techniques such as flashbacks and how these might affect the reader. Increasingly ensure that ideas are controlled and sequenced by asking for opinions of others.</p> <p>Review own checklists for a variety of genres, using a growing knowledge of grammar, and improve in the light of feedback.</p> <p>Use notes with increasing effect to plan supporting ideas and arguments with some necessary factual detail.</p> <p>Participate in formal debates and structured discussions in role, building on what has been said in preparation for writing.</p>	<p>Plan paragraphs to include techniques such as flash backs, explaining the effect on the reader. Plan paragraphs ensuring that ideas are controlled and sequenced.</p> <p>Review their own checklists for a variety of genres, using their growing knowledge of literacy devices and grammar, and improve in the light of feedback.</p> <p>Use notes effectively when planning, using sub-headings, paragraphs and sections. Summarise and organise material support ideas and arguments with any necessary factual detail.</p> <p>Participate in formal debates and structured discussions in role, summarising and/or building on what has been said in preparation for writing.</p>	<p>Evaluate critically the growing range of features/devices to consider when planning across a range of text types.</p> <p>Plan with a clear purpose for the writing in mind.</p> <p>Improvise, rehearse and perform play scripts and poetry using role, intonation, tone, volume and mood in order to generate powerful language.</p>

TOPIC	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
THINKING DURING AND AFTER WRITING	<p>Arrange words and phrases, independently and collaboratively, to create well-formed sentences.</p> <p>Select features of sentence structure to build detail effectively.</p> <p>Control and sequence written material, taking account of the reader's needs.</p> <p>Write for a widening range of purposes and audiences, including stories, scripts, poetry, notes, talks, presentations and persuasive writing.</p> <p>Be selective and ambitious in their vocabulary choices, matching words to purpose with increased precision.</p> <p>Write confidently across a wide range of genres, beginning to recognise their distinct features and purpose. Begin to elaborate on a clearly established viewpoint.</p> <p>Begin to summarise and organise material adding any necessary factual data.</p> <p>Utilise a wider range of persuasive language when expressing a viewpoint.</p> <p>Proof-read, looking for a specific element or target, making any necessary amendments, mostly accurately.</p> <p>Critically evaluate their own and others' writing, working collaboratively with peers to identify age-appropriate targets.</p> <p>Present own compositions and reflect, beginning to consider whether their writing is appropriate for the intended audience and purpose.</p>	<p>Use, on most occasions, accurate syntax, making fewer errors within sentences.</p> <p>Competently use features of sentence structure to clarify shades of meaning (e.g. passive voice).</p> <p>Use a range of features to signal the direction of the text for the reader (e.g. clear opening paragraph introducing themes and paragraph markers). Make account of the reader's likely reaction and carefully consider this when shaping own written material.</p> <p>Write with increasing accuracy, fluency and at length, when appropriate, over a range of given forms.</p> <p>Choose ambitious vocabulary from an expanding range of words, including more subject-specific examples (e.g. in science).</p> <p>Demonstrate deeper understanding of the features and purpose of genres. Capture the reader's interest using an appropriate style.</p> <p>Summarise and organise material and increasingly use data to support ideas and arguments.</p> <p>Begin to establish a firm viewpoint when expressing an opinion.</p> <p>Proof-read as a matter of course, looking for and highlighting areas for improvement in own and peers' work.</p> <p>Evaluate more skilfully their own and others' writing, independently selecting age-appropriate targets.</p> <p>Present own compositions and reflect, highlighting an area of improvement.</p>	<p>Use generally accurate syntax, though some errors may be evident in more complex sentences. Recognise that working collaboratively can help improve sentence coherence and effectiveness.</p> <p>Confidently use features of sentence structure to build up detail or clarify shades of meaning over an increasing range of writing genres.</p> <p>Use a range of features to signal the direction of the text for the reader (e.g. clear opening paragraph, introducing themes, paragraph markers and links between them). Clearly control and sequence material taking account of the reader's likely reaction (e.g. anticipating reader's questions).</p> <p>Ensure that the purpose and style of writing is clear for the specified audience and maintained over a greater length.</p> <p>Begin to utilise and apply subject-specific vocabulary (e.g. science-related vocabulary) in other areas of the curriculum.</p> <p>Write confidently, across a wide range of genres, demonstrating deeper understanding of the features of each and their purpose. Elaborate on a clearly established viewpoint maintaining appropriate style to capture readers' interest across the whole text.</p> <p>Summarise and organise material, confidently incorporating any necessary factual data to support ideas and arguments.</p> <p>Confidently use a wide range of persuasive language to establish and justify a firm viewpoint.</p> <p>Proof-read independently as a matter of course, looking for a wider range of elements, making accurate amendments and highlighting areas for improvement.</p> <p>Skilfully evaluate own and others' writing, discussing age-appropriate targets for future development.</p> <p>Present own compositions, making changes, where appropriate, to better suit the purpose and needs of the audience.</p>	<p>Begin to construct more complex sentences, demonstrating a personal style.</p> <p>Increasingly draw on a range of sentence features to clarify meaning and for effect (e.g. fronted adverbials such as 'hesitantly, she...').</p> <p>Write a well-structured paragraph to include a combination of short and longer sentences for dramatic effect and to provide detail/useful descriptions.</p> <p>Adapt a recognised form to suit an alternative purpose/audience (e.g. changing the audience/medium for an advert). Use an appropriate level of formality which may not always be maintained throughout the text.</p> <p>Use a range of ambitious and age-appropriate vocabulary which is judiciously chosen to match the purpose and audience.</p> <p>Begin to use an impersonal style where appropriately.</p> <p>Begin to make notes/write scripts for talks and presentations, collaborating with peers to support. Write for a range of non-narrative purposes (e.g. arguments, personal letters/formal letters).</p> <p>Recognise impersonal voice (e.g. One could argue that...). Begin to make use of persuasive devices to support their chosen view (e.g. rhetorical questions).</p> <p>Proof-read, considering how writing reflects the audience and purpose for which it was intended.</p> <p>Amend the vocabulary, grammar and structure of writing to improve its coherence.</p> <p>Begin to explore other aspects of performance such as mood, silence, pause, stillness and action to add impact to a performance.</p>

YEAR 8 – SPOKEN LANGUAGE

TOPIC	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
	<p>Begin, with prompts, to be selective and ambitious in their vocabulary choices.</p> <p>Ask questions in different contexts with some prompts.</p> <p>Confidently articulate and explain own viewpoint, beginning, with support, to provide justification for a viewpoint which may not be their own.</p> <p>Describe and explain one or two interesting features of their own language use, when prompted.</p> <p>Explore and elaborate on ideas and, through working collaboratively, begin to extend ideas further after evaluation.</p> <p>Listen, talk and respond to others in a wide range of contexts, beginning to recognise, with support, some implicit meaning.</p> <p>Speak fluently, clearly and audibly in a range of formal and informal situations, beginning to recognise the importance of varying pace for effect.</p> <p>Begin to engage audiences in some different contexts both formal and informal, with guidance.</p> <p>Recognise the importance of adapting vocabulary, grammar and non-verbal features appropriately to purpose.</p> <p>Begin, with some guidance, to shape talk in deliberate ways for clarity, effect and to engage the listener.</p> <p>Begin, with guidance, to critically evaluate their own presentations and improve them in the light of the evaluation.</p> <p>Begin to notice, with support, some implied meaning and important detail.</p>	<p>Choose, more independently, ambitious vocabulary from an expanding range of words.</p> <p>Ask questions, with growing confidence, in a widening variety of contexts.</p> <p>Show greater empathy and understanding towards others, attempting to provide justification, with growing independence, for a viewpoint which may not be their own.</p> <p>Describe and explain features of their own language use which are provocative, beginning to comment on the language choices made by others, more independently.</p> <p>Extend ideas, more independently, after evaluation.</p> <p>Listen, talk and respond to others in a wide range of contexts, beginning to pay attention to implicit meaning.</p> <p>Speak fluently, clearly and audibly in widening contexts, beginning to explore varying the pace at which they speak to create specific effects.</p> <p>Engage audiences in a wider variety of different contexts both formal and informal, drawing more independently on appropriate techniques.</p> <p>Adapt vocabulary, grammar and non-verbal features, beginning to ensure that these aspects are well matched to purpose.</p> <p>Consciously shape talk, with increasing confidence in deliberate ways for clarity, effect and to engage the listener.</p> <p>Make, with some guidance, modifications to their own presentations in the light of evaluation and feedback from others. Take on board the feedback of others in a constructive manner.</p> <p>Recognise, more independently, implied meaning and important detail, beginning to influence the direction of the conversation with more substantial material.</p>	<p>Independently choose ambitious vocabulary from an increasing range of words.</p> <p>Ask questions, with confidence, in a wide variety of contexts.</p> <p>Independently provide justification for a viewpoint which may not be their own (e.g. within/during a debate).</p> <p>Describe and explain interesting features of own and others' language use.</p> <p>Explore and elaborate on ideas, extending them after evaluation as a matter of course.</p> <p>Listen, talk and respond to others, in a wide range of contexts, paying attention to implicit meaning.</p> <p>Speak fluently, clearly and audibly, with growing confidence in widening contexts, varying pace for effect.</p> <p>Engage audiences in a variety of contexts both formal and informal.</p> <p>Adapt vocabulary, grammar and non-verbal features, ensuring these aspects of talk are well matched to purpose.</p> <p>Independently shape talk in deliberate ways for clarity, effect and to engage the listeners.</p> <p>Critically evaluate their own presentations and make improvements in the light of this and feedback from others.</p> <p>Recognise implied meaning and important detail, influencing the direction of the conversation with effective material.</p> <p>Confidently make contributions to discussion, listening carefully and taking account of the views of others.</p>	<p>Use ambitious and varied language, chosen from a widening range of words.</p> <p>Recognise that asking questions in response to comments made by others is a means of eliciting answers.</p> <p>Begin, with support, to justify and balance more than one viewpoint or idea.</p> <p>Recognise the importance of providing succinct descriptions and explanations.</p> <p>Recognise the need to explore complex ideas and feelings in a range of ways, including succinctly and in detail.</p> <p>Listen and begin to adapt talk to meet the demands of different contexts, with some guidance.</p> <p>Speak fluently, to a variety of audiences, across a wide context, varying pace for effect and recognising the importance of clarity and volume.</p> <p>Recognise how varying vocabulary and expression can engage listeners.</p> <p>Competently adapt talk to match purpose, achieving this through some skilled use/choice of vocabulary, grammar and non-verbal features.</p> <p>Begin, with some guidance, to maintain generally controlled and effective organisation of talk to guide the listener.</p> <p>Make, with some guidance, short speeches, expressing their own ideas and recognising the importance of keeping to the point.</p> <p>Begin to tackle more challenging conversations and, with support, recognise/explain the importance of etiquette.</p>

TOPIC	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)	Exceeding end of year expectation
SPOKEN LANGUAGE	<p>Show, when making some contributions to discussion, that they are able to pay attention to the views of others and show respect.</p> <p>Begin, with support, to undertake and justify a given point of view when it conflicts with their own.</p> <p>Begin to use a more in-depth knowledge of texts, and sometimes their underlying issues, to inform their choice of speech, gesture and movement.</p> <p>Gain, with encouragement, fluency in their use of Standard English in situations that require it.</p> <p>Select and use the correct register in more complex situations, with support.</p>	<p>Make increasingly confident contributions to discussion which demonstrate greater skill at listening carefully and taking into account the views of others.</p> <p>Independently attempt to undertake and justify a given point of view when it conflicts with their own.</p> <p>Use their knowledge of texts and their underlying issues to deliberately choose speech, gesture and movement, beginning to sustain and adapt different roles and scenarios with some guidance.</p> <p>Demonstrate greater fluency in their use of Standard English in formal situations.</p> <p>Notice, with support, how the register changes when speaking and writing.</p>	<p>Confidently take on and justify a given point of view when it conflicts with their own.</p> <p>Deliberately choose speech, gesture and movement, to sustain and adapt different roles and scenarios based on an in-depth knowledge of texts and their underlying issues.</p> <p>Confidently use Standard English in formal situations (usually fluent).</p> <p>Demonstrate growing confidence in selecting the correct register for a range of situations, both spoken and written.</p>	<p>Indicate their own views on a range of subjects whilst listening carefully and taking account of the views of others.</p> <p>Begin, with support, to balance opposing viewpoints in a debate.</p> <p>Begin to explore aspects of performance, such as role, intonation, tone, volume, mood, silence, stillness and action to add impact to a performance.</p> <p>Begin to use Standard English with some confidence, in their own writing and speech.</p> <p>Recognise, with support, some of the differences between spoken and written language, including differences associated with formal and informal registers.</p>

16 Mathematics

YEARS 7 & 8

Year 7 = 1 Year 8 = 1/2	Year 7 = 2 Year 8 = 3	Year 7 = 3 Year 8 = 4	Year 7 = 4 Year 8 = 5	Year 7 = 5 Year 8 = 6
Number - Number and Place Value				
<p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Solve number and practical problems that involve all of the above.</p>	<p>Understand and use place value for decimals, measures and integers of any size.</p> <p>Order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols =, ≠, <, >, ≤, ≥</p> <p>Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation.</p>	<p>Understanding standards form and other number bases.</p> <p>Use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals.</p> <p>Calculate with numbers in standard form $A \times 10^n$ where $1 \leq A < 10$ and n is an integer.</p> <p>Change recurring decimals into their corresponding fractions and vice versa.</p> <p>Identify and work with fractions in ratio problems.</p> <p>Apply and interpret limits of accuracy when rounding.</p>		
Number - addition, subtraction, multiplication and division				
<p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.</p> <p>Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers.</p>	<p>Use the 4 operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative.</p> <p>Use conventional notation for the priority of operations, including brackets, powers and roots.</p> <p>Recognise and use relationships between operations including inverse operations.</p>	<p>Perform a wider range of more complex mental calculations, rapidly and accurately, including mixed operations and recall of number facts and equivalence.</p> <p>Use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals.</p>		

<p>Identify common factors, common multiples and prime numbers.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>		
Number - fractions, decimals and percentages		
<p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions > 1.</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form.</p> <p>Divide proper fractions by whole numbers.</p> <p>Associate a fraction with division and calculate Decimal fraction equivalents for a simple fraction.</p> <p>Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</p> <p>Multiply one-digit numbers with up to two</p>	<p>Work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and $\frac{7}{2}$ or 0.375 and $\frac{3}{8}$).</p> <p>Define percentage as 'number of parts per hundred', interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively.</p> <p>Express 1 quantity as a percentage of another, compare 2 quantities using percentages, and work with percentages greater than 100%.</p> <p>Interpret fractions and percentages as operators.</p> <p>Use standard units of mass, length, time, money and other measures, including with decimal quantities.</p> <p>Round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures].</p> <p>Use a calculator and other technologies to calculate results accurately and then interpret them appropriately.</p>	<p>Work interchangeably with terminating decimals and their corresponding fractions (such as 3.95 and $\frac{79}{20}$).</p> <p>Define percentage as 'number of parts per hundred', interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, calculate reverse percentages.</p> <p>Perform a wider range of more complex calculations in a problem format.</p>

<p>decimal places by whole numbers.</p> <p>Use written division methods in cases where the answer has up to two decimal places.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>		
Ratio, proportion and rates of change		
<p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p> <p>Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	<p>Use scale factors, scale diagrams and maps.</p> <p>Express 1 quantity as a fraction of another, where the fraction is less than 1 and greater than 1.</p> <p>Use ratio notation, including reduction to simplest form.</p> <p>Divide a given quantity into 2 parts in a given part:part or part:whole ratio; express the division of a quantity into 2 parts as a ratio.</p> <p>Understand that a multiplicative relationship between 2 quantities can be expressed as a ratio or a fraction.</p> <p>Relate the language of ratios and the associated calculations to the arithmetic of fractions and to linear functions.</p> <p>Solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics.</p> <p>Solve problems involving direct and inverse proportion, including graphical representations.</p> <p>Use compound units such as speed, unit pricing and density to solve problems.</p>	<p>Compare lengths, areas and volumes using ratio notation and/or scale factors.</p> <p>Convert between related compound units (speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts.</p> <p>Interpret the gradient of a straight line graph as a rate of change; recognise and interpret graphs that illustrate direct and inverse proportion.</p> <p>Calculating compound interest.</p>
Algebra		

<p>Use simple formulae.</p> <p>Generate and describe linear number sequences.</p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p>	<p>Use and interpret algebraic notation, including:</p> <ul style="list-style-type: none"> • ab in place of $a \times b$ • $3y$ in place of $y + y + y$ and $3 \times y$ • a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$; a^2b in place of $a \times a \times b$ • ab in place of $a \div b$ • coefficients written as fractions rather than as decimals • brackets <p>Substitute numerical values into formulae and expressions, including scientific formulae.</p> <p>Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors.</p> <p>Simplify and manipulate algebraic expressions to maintain equivalence by:</p> <ul style="list-style-type: none"> • collecting like terms • multiplying a single term over a bracket the term outside the bracket will be restricted to a single integer such as $3(x-1)$ the term outside the bracket will be restricted to a single integer such as $3(2x-1)$ the term outside the bracket may include an algebraic term and may include expansions of the form $3x(2x-1)$ • taking out common factors the factor will be restricted to an integer the factor may include an algebraic term • dividing an expression by an integer or by another expression <p>Understand and use standard mathematical formulae.</p> <p>Model situations or procedures by translating them into algebraic expressions or formulae and by using graphs.</p> <p>Use algebraic methods to solve linear equations in 1 variable (including all forms which require rearrangement).</p> <p>Work with coordinates in all 4 quadrants.</p>	<p>Simplify and manipulate algebraic expressions.</p> <p>Factorising quadratic expressions of the form $x^2 + bx + c$</p> <p>Simplifying expressions involving sums, products and powers, including the laws of indices.</p> <p>Use the form $y = mx + c$ to identify parallel lines; find the equation of the line through two given points, or through one point with a given gradient.</p> <p>Recognise, sketch and interpret graphs of linear functions.</p> <p>Plot and interpret graphs (including reciprocal graphs) and graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration.</p> <p>Solve two simultaneous equations in two variables algebraically; find approximate solutions using a graph.</p> <p>Translate simple situations or procedures into algebraic expressions or formulae; derive an equation, solve the equation and interpret the solution.</p> <p>Deduce expressions to calculate the nth term of linear sequences.</p> <p>Solve linear inequalities in one or two variables.</p> <p>Recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions, Fibonacci type sequences, quadratic sequences.</p> <p>Deduce expressions to calculate the nth term of linear sequences.</p>
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	<p>Recognise, sketch and produce graphs of linear and quadratic functions of 1 variable with appropriate scaling, using equations in x and y.</p> <p>Interpret mathematical relationships both algebraically and graphically.</p> <p>Use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find approximate solutions of simultaneous linear equations</p> <p>Generate terms of a sequence either from a term-to-term or a position-to-term rule</p> <p>Recognise arithmetic sequences and find the nth term</p> <p>Recognise geometric sequences and appreciate other sequences which arise.</p>	
Measurement and Geometry		
<p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.</p> <p>Convert between miles and kilometres.</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic</p>	<p>Derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders).</p> <p>Calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes.</p> <p>Draw and measure line segments and angles in geometric figures, including interpreting scale drawings.</p> <p>Derive and use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); recognise and use the perpendicular distance from a point to a line as the shortest distance to the line.</p> <p>Describe, sketch and draw, using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons which are reflectively and rotationally symmetric.</p>	<p>Interpret and use fractional and negative scale factors for enlargements.</p> <p>Identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference, tangent, arc, sector and segment.</p> <p>Construct and interpret plans and elevations of 3D shapes.</p> <p>Interpret and use bearings.</p> <p>Calculate arc lengths, angles and areas of sectors of circles.</p> <p>Apply Pythagoras' Theorem and trigonometric ratios to find angles and lengths in right-angled triangles.</p> <p>Understand basic trigonometry.</p>

<p>metres (m^3), and extending to other units [for example, mm^3 and km^3].</p> <p>Draw 2-D shapes using given dimensions and angles.</p> <p>Recognise, describe and build simple 3-D shapes, including making nets.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Describe positions on the full coordinate grid (all four quadrants).</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes or other given lines.</p>	<p>Use the standard conventions for labelling the sides and angles of triangle ABC, and know and use the criteria for congruence of triangles.</p> <p>Derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language and technologies.</p> <p>Identify properties of, and describe the results of, translations, rotations and reflections applied to given figures.</p> <p>Identify and construct congruent triangles, and construct similar shapes by enlargement, with and without coordinate grids.</p> <p>Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles</p> <p>Understand and use the relationship between parallel lines and alternate and corresponding angles.</p> <p>Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons.</p> <p>Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides, including Pythagoras' Theorem, and use known results to obtain simple proofs.</p> <p>Use Pythagoras' Theorem and trigonometric ratios in similar triangles to solve problems involving right-angled triangles.</p> <p>Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D.</p> <p>Interpret mathematical relationships both algebraically and geometrically.</p>	
Statistics		
Interpret and construct pie charts and line graphs and use these to solve problems.	Describe, interpret and compare observed distributions of a single variable through: appropriate graphical	Interpret and construct tables and line graphs for time series data.

Calculate and interpret the mean as an average.	<p>representation involving discrete, continuous and grouped data; appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers).</p> <p>Construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.</p> <p>Describe simple mathematical relationships between 2 variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs.</p>	Use and interpret scatter graphs of bivariate data; recognise correlation and know that it does not indicate causation; draw estimated lines of best fit.
Probability		
<p>Use the language of probability. Classify events using a probability scale as certain, likely, even, unlikely or impossible.</p> <p>Use fractions to express the probability of an event occurring.</p> <p>Understand that the probabilities of all possible outcomes sum to 1.</p>	<p>Record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale.</p> <p>Understand that the probabilities of all possible outcomes sum to 1.</p> <p>Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams.</p> <p>Generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities.</p>	<p>Apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to one.</p> <p>Use a probability model to predict the outcomes of future experiments; understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size.</p> <p>Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions.</p>

17 Science

YEAR 7

Organisms 1 Autumn term

Lesson	Know	Apply	Extend
YEAR 7	1-2	3-4	5-6
8.1.1 Levels of organisation	<p>State what is meant by a tissue, and organ, and an organ system and state the sequence of the hierarchy of organisation in a multi-cellular organism.</p> <p>When given the necessary information, can list the organs found in a given organ system, and state the function of that system.</p>	<p>Define and state examples of tissues, organs, and organ systems and explain the hierarchy of organisation in a multi-cellular organism.</p> <p>Interpret information to decide on the function of the individual organs and of the organ system.</p>	<p>Give a detailed explanation of the hierarchy of organisation in a multi-cellular organism, using a range of examples.</p> <p>Explain how the different tissues in an organ and the different organs in an organ system function together.</p> <p>Interpret information to explain the functions of several organ systems.</p>
8.1.2 The skeleton	<p>Name the main parts of the skeleton and list the functions of the muscular skeletal system.</p>	<p>Describe the structure of the skeleton and describe the functions of the muscular skeletal system.</p>	<p>Explain the relationship between the bones and joints in the skeleton and explain the link between structure and function in the muscular skeletal system.</p>
8.1.3 Movement: joints	<p>State where joints are found in the body and state how a muscle exerts force during movement and carry out an experiment to make simple observations.</p>	<p>Describe the role of joints and explain how to measure the force exerted by different muscles.</p> <p>Carry out an experiment to make and record measurements of forces using the correct units.</p>	<p>Explain how the parts of a joint allow it to function and explain the relationship between the forces required to move different masses.</p> <p>Carry out an experiment to record measurements of forces, evaluating the accuracy and precision of the method.</p>
8.1.4 Movement: muscles	<p>State the function of major muscle groups and state the definition for antagonistic muscles.</p> <p>Carry out an experiment to study the muscle system in a chicken wing.</p>	<p>Describe the function of major muscle groups and explain how antagonistic muscles cause movement.</p> <p>Interpret observations in a chicken wing to describe how the muscles work together to cause movement.</p>	<p>Explain how the muscle groups interact with other tissues to cause movement and explain why it is necessary to have both muscles in an antagonistic pair to cause movement.</p> <p>Interpret observations in a chicken wing to explain how the muscles work together to cause movement.</p>

Lesson	Know	Apply	Extend
YEAR 7	1-2	3-4	5-6
8.2.1 Observing cells	State what a cell is and describe how to use a microscope to observe a cell. Use a microscope to observe a prepared slide, with assistance.	Describe what a cell is and explain how to use a microscope to observe a cell. Use a microscope to observe a prepared slide and state the magnification.	Explain what all living organisms are made of and explain what each part of the microscope does and how it is used. Use a microscope to observe a prepared slide, calculating a range of magnifications.
8.2.2 Plant and animal cells	Identify one similarity and one difference between a plant and an animal cell. Match some components of a cell to their functions. With support, prepare and observe a microscope slide safely.	Describe the similarities and differences between plant and animal cells. Describe the functions of the components of a cell. Prepare and observe cells on a microscope slide safely.	Explain the similarities and differences between plant and animal cells. Explain the functions of the components of a cell by linking them to life processes. Prepare and observe cells on a microscope slide safely, using scale and magnification.
8.2.3 Specialised cells	Name some specialised animal cells and name some specialised plant cells. State structural adaptations of plant and animal cells.	Describe examples of specialised animal cells and describe examples of specialised plant cells. Describe structural adaptations of plant and animal cells.	Describe examples of specialised animal cells, linking structure to function. Describe examples of specialised plant cells, linking structure to function. Compare and contrast structural adaptations of plant and animal cells.
8.2.4 Movement of substances	Identify substances that move into or out of cells and state what diffusion is. Make sets of observations or measurements for diffusion of coloured gel, identifying the ranges and intervals used.	Name some substances that move into and out of cells and describe the process of diffusion. Collect data for diffusion of coloured gel, choosing appropriate ranges, numbers, and values for measurements and observation.	Explain which substances move into and out of cells and explain the process of diffusion. Choose and justify data collection methods for investigating the diffusion of coloured gel that minimise error, and produce precise and reliable data.

<p>8.2.5 Uni-cellular organisms</p>	<p>Name an example of a uni-cellular organism and identify some structures in an amoeba. Identify some structures in a euglena. Select the appropriate apparatus to observe an amoeba and a euglena cell.</p>	<p>Describe what a uni-cellular organism is and describe the structure of an amoeba. Describe the structure of a euglena. Select the appropriate magnification to observe an amoeba and a euglena cell through a microscope.</p>	<p>Explain what a uni-cellular organism is and give detailed examples. Describe the structure and function of an amoeba and describe the structure and function of a euglena. Give justifications for the choice of magnification when observing an amoeba and a euglena cell through a microscope.</p>
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Matter 1 Autumn term

Lesson	Know	Apply	Extend
YEAR 7	1-2	3-4	5-6
5.1.1 The particle model	<p>State that materials are made up of particles and that the properties of substances can be described in terms of particles in motion.</p> <p>State what toy building blocks are representing when they are used to model substances.</p>	<p>Explain, in terms of particles, why different substances have different properties and explain properties, such as density, based on the arrangement and mass of particles.</p> <p>Use models to investigate the relationship between the properties of a material and the arrangement of its particles.</p>	<p>Evaluate particle models that explain the properties of substances and use data about particles to predict and explain differences in properties such as density.</p> <p>Design and explain a new model for representing the particle model.</p>
5.1.2 States of matter	<p>Describe the properties of a substance in its three states and state that the properties of substances can be described in terms of the arrangement and movement of its particles.</p> <p>Make the relevant observations needed to decide if a substance is in its solid, liquid, or gas state.</p>	<p>Compare the properties of a substance in its three states and explain the properties of solids, liquids, and gases based on the arrangement and movement of their particles.</p> <p>Use observations to decide if a substance is in its solid, liquid, or gas state.</p>	<p>Argue for how best to classify substances that behave unusually as solids, liquids, or gases and justify whether a given property of a substance in a given state can be explained by the arrangement, or by the movement, of its particles.</p> <p>Evaluate a representation of the particle model.</p>
5.1.3 Melting and freezing	<p>Describe how the properties of a substance change as it melts and recognise an energy transfer during a change of state.</p> <p>Describe the changes in state of matter as stearic acid cools.</p>	<p>Use words and annotations in before and after diagrams of particles to explain observations about melting and freezing and explain melting and freezing in terms of changes to the energy of particles.</p> <p>Use cooling data to identify the melting point of stearic acid.</p>	<p>Explain, in detail, the difference between melting and freezing and suggest reasons for the different melting points of different substances based on the arrangement, movement, and energy of their particles.</p> <p>Explain why there is a period of constant temperature during melting and freezing based on the arrangement and movement of particles, and energy transfers.</p>

5.1.4 Boiling	<p>Describe how the properties of a substance change as it boils and recognise an energy transfer during a change of state.</p> <p>Draw straightforward conclusions from boiling point data presented in tables and graphs.</p>	<p>Use words, and annotated before and after diagrams of particles, to explain observations about boiling.</p> <p>Explain why different substances boil at different temperatures in terms of changes to the energy of particles.</p> <p>Select data and information about boiling points and use them to contribute to conclusions.</p>	<p>Explain why there is a period of constant temperature during boiling based on the arrangements and movement of particles, and energy transfers.</p> <p>Suggest reasons for the different melting points of different substances based on the arrangement, movement, and energy of their particles.</p> <p>Assess the strength of evidence from boiling point data, deciding whether it is sufficient to support a conclusion.</p>
5.1.5 More changes of state	<p>State the names of changes of state involving gases and describe one difference between evaporation and boiling.</p> <p>Write a controlled enquiry question about evaporation, and plan the method and how to control the variables.</p>	<p>Draw annotated before and after diagrams of particles, and use words, to explain observations about evaporation, condensing, and subliming.</p> <p>Explain the differences between evaporation, sublimation, and boiling based on the arrangement and movement of particles.</p> <p>Explain why it is important to control variables to provide evidence for a conclusion in an evaporation investigation.</p>	<p>Make predictions about what will happen during an unfamiliar physical process – deposition – in terms of particles and their energy.</p> <p>Can compare evaporation, boiling, and sublimation based on the arrangement, movement, and energy transfers of particles.</p> <p>Justify the procedure and evaluate the results in an evaporation investigation.</p>
5.1.6 Diffusion	<p>Describe examples of diffusion and state that observations about diffusion can be explained in terms of particles in motion.</p> <p>Write a controlled enquiry question on diffusion, identify the independent and dependent variables, and plan the method and how to control the variables.</p>	<p>Describe the evidence for diffusion and draw annotated before and after diagrams of particles, and use words, to explain diffusion.</p> <p>Explain why it is important to control variables to provide evidence for a conclusion in a diffusion investigation.</p>	<p>Evaluate observations that provide evidence for the existence of particles and can draw annotated before and after diagrams of particles, and use words, to predict the relative speed of diffusion when the value of a given independent variable is changed.</p> <p>Justify the procedure and evaluate the results in a diffusion investigation.</p>

5.1.7 Gas pressure	Describe examples of gas pressure and use words to explain gas pressure simply. Collect and interpret simple data to provide evidence for gas pressure.	Draw annotated particle diagrams, and use words, to explain gas pressure and explain unfamiliar observations about gas pressure in terms of particles. Collect, analyse, and draw a conclusion from data providing evidence for gas pressure.	Draw annotated before and after particle diagrams, and use words, to explain what happens to gas pressure as conditions are changed. Predict what will happen to gas pressure as conditions are changed in terms of particles and their energy. Evaluate how well a conclusion about gas pressure is justified by the evidence collected.
5.1.8 Inside particles	State definitions of atoms, elements, molecules, and compounds and name one element and one compound.	Represent atoms, molecules, and elements using models and use diagrams to represent atoms and molecules of elements and compounds.	Compare atoms, molecules, and elements using models and use diagrams to compare molecules of an element and a compound.

Lesson	Know	Apply	Extend
YEAR 7	1-2	3-4	5-6
5.2.1 Pure substances and mixtures	State what a mixture is and give examples of mixtures. State that a mixture can be separated due to the different melting points of its components and with help, choose a simple technique to separate the substances in a mixture.	Use the particle model to explain what a mixture is and explain how to use melting temperatures to distinguish mixtures from pure substances. Come up with suitable techniques to separate mixtures, based on their properties.	Use particle models to compare mixtures and pure substances and comment on the purity of a substance by interpreting temperature change data. Justify the suitability of separation techniques in terms of the properties of constituent substances.
5.2.2 Solutions	Describe solutions when provided with the key words and describe observations when a substance dissolves. Use observations or data to draw a conclusion about whether something is a solution or a pure liquid.	Explain how substances dissolve using the particle model and draw annotated before and after particle diagrams to represent dissolving. Use data to draw a conclusion about the mass of solute dissolved in solution.	Explain the relationship between solutes, solvents, and solutions and justify whether a given particle diagram represents a solution or a pure substance. Explain the applications of solution chemistry to different contexts.

5.2.3 Solubility	Use key words to describe dissolving and interpret a bar chart of solubility data. Write a “fair” test enquiry question on solubility, and plan the method and how to control the variables.	Explain observations about dissolving and use the solubility curve of a solute to describe and explain simply observations about solutions. Explain why it is important to control variables in order to provide evidence for a conclusion in a solubility investigation.	Suggest a reason for the effect of temperature on solubility for a given solute and analyse and interpret solubility curves. Justify the procedure and evaluate the results of a solubility investigation.
5.2.4 Filtration	State that mixtures can be separated due to differences in their physical properties. State that the method chosen to separate a mixture depends on which physical properties of the individual substances are different. Describe how to filter a mixture, with support.	Identify a physical property that must be different in order for a given separation technique to work and choose the most suitable techniques to separate a mixture of substances. Use annotated before and after particle diagrams, and words, to explain how filtration works.	Explain why a stated physical property must be different in order for a given separation technique to work and justify a chosen technique for separating a mixture of substances. Design a model to explain filtration, and identify advantages and disadvantages of the model.
5.2.5 Evaporation and distillation	State that mixtures can be separated due to differences in their physical properties and that the method chosen to separate a mixture depends on which physical properties of the individual substances are different. Label distillation apparatus and describe what happens in distillation.	Identify a physical property that must be different in order to separate a mixture by evaporation or distillation. Use annotated before and after particle diagrams, and words, to explain how evaporation and distillation work. Use the particle model to explain observations made during the distillation of inky water.	Compare evaporation and distillation and justify whether evaporation or distillation would be suitable for obtaining given substances from solution. Consider the physical property utilised when interpreting observations from distillation.
5.2.6 Chromatography	Describe what happens to a mixture when it undergoes chromatography and describe what a chromatogram looks like. Use evidence from chromatography to identify unknown substances in mixtures, and to identify the pen or plant a sample is from.	Explain how chromatography separates mixtures and identify one physical property that must be different and one physical property that must be the same in order to separate a mixture by chromatography. Use evidence from chromatography to explain how to identify unknown substances in mixtures, and to identify the pen or plant a sample is from.	Justify the use of chromatography in different scenarios and consider how chromatography can be used to monitor the progress of reactions. Suggest some possible issues to consider when using chromatography to identify unknown substances.

Electromagnets 1 Spring term

Lesson	Know	Apply	Extend
YEAR 7	1-2	3-4	5-6
2.1.1 Potential difference	<p>State the unit of potential difference and name the equipment used to measure potential difference.</p> <p>Describe the effect of a larger potential difference and use appropriate equipment to measure potential difference.</p>	<p>Describe what is meant by potential difference and describe how to measure potential difference.</p> <p>Describe what is meant by the rating of a battery or bulb and set up a simple circuit and use appropriate equipment to measure potential difference.</p>	<p>Explain why potential difference is measured in parallel and predict the effect of changing the rating of a battery or bulb in a circuit.</p> <p>Set up and measure potential difference across various components in a circuit and explain the difference between potential difference and current.</p>
2.1.2 Resistance	<p>Calculate the resistance from values of p.d. and current with support and compare simply the resistance of conductors and insulators.</p> <p>List examples of conductors and insulators and identify some of the variables in the investigation.</p>	<p>Describe what is meant by resistance and calculate resistance of a circuit.</p> <p>Describe the difference between conductors and insulators in terms of resistance and identify independent, dependent, and control variables.</p>	<p>Explain the causes of resistance.</p> <p>I can explain what factors affect the resistance of a resistor and compare the effect of resistance in different materials.</p> <p>Independently select and control all the variables in the investigation, considering accuracy and precision.</p>
2.1.3 Series and parallel circuits	<p>State one difference between series and parallel circuits.</p> <p>State how potential difference varies in series and parallel circuits.</p>	<p>Describe the difference between series and parallel circuits.</p> <p>Describe how potential difference varies in series and parallel circuits and identify the pattern of potential difference in series and parallel circuits.</p>	<p>Predict the effect of changing the resistance of a circuit component on the resistance of the circuit and explain why potential difference varies in series and parallel circuits.</p> <p>Explain the pattern in potential difference readings for series and parallel circuits, and draw conclusions.</p>
2.2.1 Current	<p>State what current is and use an ammeter to measure current.</p> <p>Identify the pattern of current in series and parallel circuits.</p>	<p>Describe how current changes in series and parallel circuits when components are changed and describe how to measure current.</p> <p>Set up a circuit including an ammeter to measure current.</p>	<p>Use a model to explain how current flows in a circuit and predict the current in different circuits.</p> <p>Measure current accurately in a number of places in a series circuit and explain the pattern in current readings for series and parallel circuits, and draw conclusions.</p>

2.2.2 Charging up	Describe how to charge insulators and state the two types of charge. State what surrounds charged objects and describe what happens when you bring similarly charged objects together, and when you bring differently charged objects together.	Use a sketch to explain how objects can become charged and describe how charged objects interact. Describe what is meant by an electric field and interpret observations, and identify patterns linked to charge.	Explain, in terms of electrons, why something becomes charged and predict how charged objects will interact. Suggest ways to reduce the risk of getting electrostatic shocks and use observations to make predictions.
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Reactions Spring term into Summer

Lesson	Know	Apply	Extend
YEAR 7	1-2	3-4	5-6
6.1.1 Chemical reactions	Describe some features of chemical reactions and give examples of chemical reactions and physical changes. Record simple observations from practical work.	Explain what a chemical reaction is, giving examples and deduce whether described change is a physical change or a chemical reaction. Record detailed observations from practical work.	Justify the use of specific metals and non-metals for different applications. Compare chemical reactions to physical changes and deduce whether an observed or described change is a physical change or a chemical reaction.
6.1.2 Acids and alkalis	Name some common properties of acids and alkalis. Describe, in simple terms, what the key words 'concentrated' and 'dilute' mean. Label hazard symbols and describe the hazards relating to them.	Compare the properties of acids and alkalis. Describe differences between concentrated and dilute solutions of an acid. Identify and describe the meaning of hazard symbols and offer suitable safety precautions.	Compare the different particles found in acids and alkalis. Explain what 'concentrated' and 'dilute' mean, in terms of the numbers of particles present. Offer suitable safety precautions when given a hazard symbol, and give a reason for the suggestion.
6.1.3 Indicators and pH	State that acids have a pH below 7, neutral solutions have a pH of 7, and alkalis have a pH above 7. State that indicators will be different colours in acids, alkalis, and neutral solutions and identify the pH of a solution using experimental observations.	Use the pH scale to measure acidity and alkalinity. Describe how indicators categorise solutions as acidic, alkaline, or neutral and identify the best indicator to distinguish between solutions of different pH, using data provided.	Compare the use of a variety of indicators and a pH probe to measure acidity and alkalinity. Deduce the hazards of different acids and alkalis using data about their pH. Evaluate the accuracy of the pH values chosen through the experimental observations.

6.1.4 Acid strength	State examples of strong and weak acids and state the pH range for acidic solutions.	Explain the difference between a strong acid and a weak acid and compare pH values of concentrated and dilute solutions of the same acid. Use models to show the difference between a strong acid and a weak acid.	Explain the difference between acid strength and acid concentration. Deduce the hazards of different acids using data about their concentration and pH. Evaluate models for strong and weak acids, and suggest improvements.
6.1.5 Neutralisation	State simply what happens during a neutralisation reaction and give one example of a neutralisation reaction. Identify independent, dependent, and control variables in an investigation.	Describe a method for making a neutral solution from an acid and an alkali. Explain how neutralisation reactions are used in a range of situations. Design an investigation to find out which indigestion remedy is 'better'.	Interpret a graph of pH changes during a neutralisation reaction. Justify the method chosen to investigate which indigestion remedy is 'better'.
6.1.6 Making salts	State the type of substances made when an acid and alkali react and match the type of salt that will form from the type of acid used. Describe observations during an experiment.	Describe what a salt is and choose the correct name of the salt formed in a neutralisation reaction from a list of possible salts. Describe the steps in making a salt in a neutralisation reaction.	Explain what the formation of salt displaces from the acid and predict the names of salts formed when acids react with metals or bases, and write word equations to represent the reactions. Describe and explain the steps involved in making a salt in a neutralisation reaction. Estimate the pH value of an acid based on information about its reactions.

Lesson	Know	Apply	Extend
YEAR 7	1-2	3-4	5-6
6.2.1 More about elements	State what an element is and give examples of elements. Present some simple facts about an element.	Identify an unknown element from its physical and chemical properties. Compare the properties of typical metals and non-metals and record observations and data on elements.	Justify the use of specific metals and non-metals for different applications, using data provided. Deduce the relationship between the position of an element in the periodic table and its properties and use observations and data obtained to form conclusions about given elements.
6.2.2 Chemical reactions of metals and non-metals	State that many elements react with oxygen to form oxides. State what the arrow means in a word equation. Describe a difference in physical properties between typical metal and non-metal oxides.	Use particle diagrams to represent oxidation reactions and describe an oxidation reaction with a word equation. Classify the products obtained when typical metal and non-metal elements react with oxygen.	Decide whether a word equation represents an oxidation reaction. Interpret a word equation to name reactants and products. Deduce the physical or chemical changes a metal has undergone from its appearance.
6.2.3 Metals and acids	Describe what happens when metals react with acids and that when a metal reacts with an acid the products are a salt and hydrogen gas. State which metals produce bubbles when reacting with acid.	Compare the reactions of different metals with dilute acids. Predict the names of the products formed in a metal-acid reaction, and describe the reaction with a word equation or represent it with a particle diagram. Decide which metals react more vigorously from practical observations.	Suggest how temperature changes may be linked with differences in reactivity between metals with acid.
6.2.4 Metals and oxygen	State the product of reactions between metals and oxygen and name one metal that reacts vigorously with oxygen and one metal that does not react with oxygen. Make observations about how different metals react with oxygen.	Compare the reactions of different metals with oxygen. Describe an oxidation reaction with a word equation. Rank metals in order of how vigorously they react with oxygen.	Explain the reactivity of metals according to how they react with oxygen. Justify the use of specific metals for different applications, using data provided. Deduce the physical or chemical changes a metal has undergone from its appearance.

6.2.5 Metals and water	<p>State the products of the reaction between metals and water and state whether a metal is more or less reactive than another metal.</p> <p>Write a simple method to find out how easily metals react with acids or water.</p>	<p>Compare the reactions of different metals with oxygen.</p> <p>Use the reactivity series to predict reactions, and place an unfamiliar metal into the reactivity series based on information about its reaction.</p> <p>Plan a practical to compare the reactivity of three metals, including identifying control variables and planning how to control them.</p>	<p>Link a metal's reactions with its place in the reactivity series and deduce a rule from data about which reactions will occur or not, based on the reactivity series.</p> <p>Write a suitable "fair" test question and plan in detail which variables to control and how to control them.</p>
6.2.6 Metal displacement reactions	<p>State which metal is more reactive in a pair of named metals.</p> <p>State where different metals are found in the reactivity series.</p> <p>Use observations from experiments to state whether or not a displacement reaction has occurred.</p>	<p>Predict if a given pair of substances will react in displacement reactions.</p> <p>Use the reactivity series to explain displacement reactions.</p> <p>Use word equations and particle diagrams to represent displacement reactions.</p>	<p>Explain predictions about displacement reactions.</p> <p>Devise a model to explain displacement reactions.</p> <p>Suggest the identity of unknown metals, given information about their reactions.</p>

YEAR 8

Matter 2 Autumn term

Lesson	Know	Apply	Extend
YEAR 8	1-2	3-4	5-6
5.3.1 Elements	State what an element is and the chemical symbols of 16 elements.	Correctly write down the chemical symbols of 16 elements and, given chemical symbols, write down their names.	Suggest the advantages of using the same chemical symbols in all languages.
5.3.2 Atoms	State what an atom is and that every element has its own type of atom.	Represent atoms and elements using particle diagrams. Compare the properties of an atom of an element to the properties of many atoms.	Estimate the number of atoms in a sample. Use a model to draw conclusions about how the properties of atoms together contribute to the properties of an element.
5.3.3 Compounds	State what a compound is. Use particle diagrams to classify a substance as an element, mixture, or compound.	Represent elements, mixtures, and compounds using particle diagrams. Compare the properties of a compound to the properties of the element whose atoms it contains.	Use particle diagrams to help to explain why a compound has different properties to the elements whose atoms it contains. Compare and contrast the properties of elements and compounds and give a reason for their differences.
5.3.4 Chemical formulae	Name simple compounds. Use particle diagrams to classify a substance as an element or compound and represent simple compounds using models.	Name compounds using their chemical formulae and the elements present and their relative proportions, given chemical formulae. Represent elements, compounds, and mixtures using particle diagrams.	Deduce a pattern in the formula of similar compounds and use it to suggest formulae for unfamiliar ones. Find the element whose atoms contribute the greatest mass to the compound, given relative masses of atoms.
5.3.5 Polymers	State what a polymer is and some uses of polymers. Describe the structure of a polymer.	Explain how polymer properties make them suitable for their uses. Explain how polymer properties depend on their molecules.	Use particle diagrams to predict physical properties of compounds. Compare properties of different polymers.

Lesson	Know	Apply	Extend
YEAR 8	1-2	3-4	5-6
5.4.1 The Periodic Table	State that the horizontal rows of the Periodic Table are called periods, and the vertical columns are called groups. State that as you go down a group and across a period the elements show patterns in physical properties.	Use data to describe a trend in physical properties and predict the missing value for an element.	Use data about the properties of elements to identify similarities, patterns, and anomalies. Explain how to predict missing data values using trends in properties.
5.4.2 The elements of Group 1	State that the elements in Group 1 all react in a similar way and show a pattern in reactivity and that as you go down Group 1 the elements show patterns in physical properties. Make and record observations of chemical reactions in a table.	Use data to describe a trend in physical properties of Group 1 elements. Use data showing a pattern in physical or chemical properties to predict the missing value for an element in Group 1.	Use data about the properties of elements to identify similarities, patterns, and anomalies. Choose elements for different uses from their position in the Periodic Table.
5.4.3 The elements of Group 7	State that the elements in Group 7 all react in a similar way and show a pattern in reactivity and that as you go down Group 7 the elements show patterns in physical properties. Identify hazards of working with Group 7 elements.	Use data to describe a trend in physical properties of Group 7 elements. Use observations of a pattern in chemical reactions to predict the behaviour of an element in Group 7. Identify control measures when working with Group 7 elements.	Use data about the properties of elements to identify similarities, patterns, and anomalies. Predict the position of an element in the Periodic Table based on information about its chemical properties.
5.4.4 The elements of Group 0	State that the elements in Group 0 are unreactive and that as you go down Group 0 the elements show patterns in physical properties.	Use data to describe a trend in physical properties in Group 0 and use data showing a pattern in physical properties to predict the missing value for an element in Group 0. Describe the reactions of Group 0 elements.	Use data about the properties of elements to identify similarities, patterns, and anomalies. Choose elements for different uses based on their positions in the Periodic Table.

Forces 1 Spring term

Lesson	Know	Apply	Extend
YEAR 8	1-2	3-4	4-5
1.1.1 Introduction to forces	Describe what forces do and define what is meant by 'contact force', 'non-contact force', and 'newton'. Use a Newton meter to make predictions about sizes of forces.	Categorise everyday forces as being 'contact' or 'non-contact' forces. Make predictions about forces in familiar situations. Identify interaction pairs in simple situations and describe what the term 'interaction pair' means.	Explain the link between non-contact forces, contact forces, and interaction pairs. Make predictions about pairs of forces acting in unfamiliar situations and identify interaction pairs in complex situations.
1.1.2 Balanced and unbalanced forces	Identify familiar situations involving balanced and unbalanced forces. Define the terms 'equilibrium' and 'resultant force'. Identify when the speed or direction of motion of an object changes. Present my observations in a table, with help.	Describe the difference between balanced and unbalanced forces. Describe situations that are in equilibrium and calculate resultant forces when not. Explain why the speed or direction of motion of an object can change. Present my observations in a table, including force arrow drawings.	Explain the difference between balanced and unbalanced forces. Describe a range of situations that are in equilibrium. Describe the link between the resultant force and the motion of an object. Use force arrows to explain why the speed or direction of motion of objects can change. Predict and present changes in observations for unfamiliar situations.
1.1.3 Speed	Calculate the equation for speed and define what is meant by relative motion. Use appropriate techniques and equipment to measure time and distance in practical experiments.	Calculate speed using the speed equation and describe relative motion. Choose equipment to make appropriate measurements of time and distance in order to calculate speed.	Use the speed equation to explain unfamiliar situations. Describe and explain how a moving object appears to a stationary observer and to a moving observer. Choose equipment to obtain data for speed calculations and justify my choices based on their accuracy and precision.
1.1.4 Distance-time graphs	Describe what a distance-time graph shows and use a distance-time graph to describe a journey qualitatively (without making calculations). Present data given on a distance-time graph with support.	Interpret distance-time graphs and calculate speed from a distance-time graph. Plot data on a distance-time graph accurately.	Draw distance-time graphs for a range of journeys and analyse journeys using distance-time graphs. Manipulate data to present on a distance-time graph.

Lesson	Know	Apply	Extend
YEAR 8	1-2	3-4	5-6
1.2.1 Forces at a distance	Identify that gravity is a force that acts at a distance and state how gravity changes with distance. Define the term 'gravitational field strength'.	Describe the effect of a gravitational field using force diagrams. Describe the effect of gravitational forces on Earth and on objects in orbit. Calculate weight using the equation 'weight = mass × gravitational field strength'.	Explain how the effect of gravity changes when moving away from Earth, and in keeping objects in orbit. Analyse data about orbits in terms of the variation of gravity with mass and distance. Compare and contrast gravity with other forces.

Electromagnets 2 Spring term

Lesson	Know	Apply	Extend
YEAR 8	1-2	3-4	5-6
2.3.1 Magnets and magnetic fields	Describe features of a magnet and record and draw the magnetic field lines around a bar magnet. State that the Earth has a magnetic field.	Describe how magnets interact. Describe how to represent magnetic fields and describe the Earth's magnetic field. Draw field lines round a magnet in detail.	Explain how magnets can be used. Compare magnetic field lines and a magnetic field. Explain how a compass works. Suggest improvements to an experiment to observe field lines around a magnet.
2.4.1 Electromagnets	State the main features of an electromagnet and state one difference between permanent magnets and electromagnets. State where the magnetic field due to a wire or solenoid is strongest. Test the effect of changing an electromagnet.	Describe how to make an electromagnet and describe how to change the strength of an electromagnet. Describe how the magnetic field strength due to a current carrying wire varies with distance from the wire. Predict and test the effect of changes made to an electromagnet.	Explain how an electromagnet works and predict the effect of changes on the strength of different electromagnets. Suggest how two wires both carrying currents placed next to each other might behave. Predict the effect of changes made to an electromagnet, using scientific knowledge to justify the claim.
2.4.2 Using electromagnets	State some uses of electromagnets. State the main parts of an electric bell, circuit breaker, or loudspeaker. Ask simple questions about electric bells, circuit breakers, or loudspeakers.	Describe some uses of electromagnets. Describe how an electric bell, circuit breaker, or loudspeaker works. Pose scientific questions to be investigated from my experiment.	Apply existing knowledge about electromagnets to design a circuit. Compare and contrast electric bells, circuit breakers, and loudspeakers. Suggest investigations about electromagnets used in different applications.

Reactions 2 Spring into summer

Lesson	Know	Apply	Extend
YEAR 8	1-2	3-4	5-6
6.3.1 Atoms in chemical reactions	State that in a chemical reaction particles are rearranged, but the total number of atoms is conserved. Write word equations from information about chemical reactions. Identify possible hazards in a demonstration.	Interpret particle diagrams and models to explain what happens in a chemical reaction and draw particle diagrams and make models to show what happens in a chemical reaction. Identify risks, hazards, and control measures in a demonstration.	Explain in detail what happens to the particles in chemical reactions such as those between a metal and oxygen.
6.3.2 Combustion	State that combustion is a reaction with oxygen in which energy is transferred to the surroundings as heat and light. State that chemical changes can be described by a model in which atoms in reactants rearrange to make products. Write word equations from information about chemical reactions. Design a table suitable for gathering specific data.	Explain why a given reaction is an example of combustion and predict the products of combustion of a given reactant and show the reaction as a word equation. Use a particle diagram to show what happens in a reaction.	Compare the pros and cons of fuels in terms of their products of combustion.
6.3.3 Thermal decomposition	State that thermal decomposition is a reaction in which a single reactant is broken down into simpler products by heating. State that chemical changes can be described by a model in which atoms in reactants rearrange to make products. Write word equations from information about chemical reactions.	Explain why a given reaction is an example of combustion or thermal decomposition. Predict the products of thermal decomposition of a given reactant and show the reaction as a word equation. Use a particle diagram to show what happens in a reaction and make a conclusion and explain it.	Devise a general rule for how a set of compounds thermally decomposes.
6.3.4 Conservation of mass	State that chemical changes can be described by a model in which atoms in reactants rearrange to make products.	Explain observations about mass in a chemical or physical change and make a conclusion and explain it.	Use known masses of reactants or products to calculate unknown masses of the remaining reactant or product. Balance a symbol equation.

Reactions 2 Spring into Summer

Lesson	Know	Apply	Extend
YEAR 8	1-2	3-4	5-6
6.4.1 Exothermic and endothermic	State that an exothermic reaction is one in which energy is given out, usually as heat or light. I can state that an endothermic reaction is one in which energy is taken in, usually as heat. Record temperature changes in exothermic and endothermic changes.	Compare the characteristics of exothermic and endothermic reactions and use experimental observations to distinguish exothermic and endothermic reactions. Calculate the temperature change and make a conclusion in a range of exothermic and endothermic changes.	Explain exothermic and endothermic reactions in terms of energy transfers to and from the surroundings. Use energy data to select a reaction for a chemical hand warmer or cool pack.
6.4.2 Energy level diagrams	State that an exothermic reaction is one in which energy is given out, usually as heat or light. I can state that an endothermic reaction is one in which energy is taken in, usually as heat. Identify whether an energy level diagram is showing an exothermic or endothermic change.	Use a diagram of relative energy levels of particles to explain energy changes observed during changes of state and chemical reactions. Compare the energy transferred during the combustion of 1 kg of different heating fuels. Use models and diagrams to explain energy level diagrams.	Suggest why the temperature of the system decreases at first for an endothermic process. Use models and diagrams to explain energy level diagrams clearly and in detail. Use an energy level diagram to explain whether a given reaction would be more suitable for a chemical hand warmer or a cool pack.
6.4.3 Bond energies	State that during a chemical reaction bonds are broken (requiring energy) and new bonds formed (releasing energy). If the energy released is greater than the energy required, the reaction is exothermic. If the reverse, the reaction is endothermic. State that catalysts are substances that speed up chemical reactions but are unchanged at the end. Use ideas about bond energies to outline an explanation about energy changes in chemical reactions.	Use a diagram of relative energy levels of particles to explain energy changes observed during a change of state. Use ideas about bond energies to explain energy changes in chemical reactions.	Predict whether a chemical reaction will be exothermic or endothermic given data on bond strengths. Explain in detail bond breaking and bond making in terms of energy changes.

TOPIC	AUTUMN (1st Half)	AUTUMN INTO SPRING	SPRING TERM	SPRING TERM	SUMMER
YEAR 8	Ecosystems 2 (Photosynthesis) Structure and function/adaptation of the organs needed for photosynthesis. Water/nutrient uptake. Contrast with respiration.	Organisms 2 - Organ systems and the effects of substances on the body	Genes 1 and 2 - Variation and classification Genetics animal adaptation	Ecosystems 1 and Genes 1 - Reproduction Plants and animals	Ecosystem 1 - Ecology Ecological relationships, populations and habitats, distributions and adaptations. Plant and animal classification and adaptation. Sampling techniques (quadrats and sweep nets) and feeding relationships (food chains and webs).
2	Pupils will know the word equation for photosynthesis and where photosynthesis occurs. Know why plants need water. Know what aerobic respiration is and where it occurs and know which gases form the atmosphere.	Know what nutrients and other substances are found in food and how to test for some food substances (iodine for starch). Know why water, fibre and other nutrients are important. Know why some people need more food than others and what a balanced diet is. Be able to name and locate the organs in the digestive system. Know what digested food is needed for and what substance is used as the main energy resource in the body. Know how exercise affects the pulse rate and breathing rate. Pupils can name some recreational and medicinal drugs including alcohol and tobacco.	Know what is meant by variation. Know that variation is caused by environment and inheritance. State the 2 types of graphs that can be drawn when representing the 2 types of variation. Record results in a table and plot a graph on axes provided. Name environmental change and give possible reasons for extinction.	Know the names of the human reproductive organs and where they are. Know the names of the plant reproductive organs and where they are. Know what happens during puberty in boys and girls including growth and 'growth spurts'.	Know the names of the five groups of vertebrates and their main features. Know about the four major plant groups. Know how to use keys to identify organisms. Know that food chains and webs show what eats what.
3					
4	In addition, pupils will recognise some of the mineral salts needed by plants for growth. Understand how substances are transported around a plant and how plants store the food they make. Know how gases get into and out of leaves and which processes add carbon dioxide to the atmosphere.	In addition should: Recognise which foods contain what substances and what the food substances are needed for. Explain why food needs to be digested, what breaks it down food and where it is taken into the body.	Describe how variation between species occurs. Use knowledge of continuous and discontinuous variation to explain whether characteristics are	Know what sexual reproduction in plants is and the parts of the male and female reproductive organs in a flower. Know what pollination is and how fertilisation happens in flowers.	Know about communities and microhabitats and how people study habitats. Know about plant and animal distribution and what physical environmental factors are. To be familiar with the

	<p>Explain why plants are important in keeping the atmosphere in balance and understand some of the consequences of clearing forests.</p>	<p>Explain the functions of the organs in the digestive system.</p> <p>Know what happens when you breathe and the differences between inhaled and exhaled air. Know how oxygen gets into the blood and how it is transported around the body and how the body gets rid of carbon dioxide.</p> <p>Know how energy is released in the body in aerobic respiration.</p> <p>Pupils can describe the difference between recreational and medicinal drugs and explain their effects on health and behaviour.</p>	<p>inherited, environmental or both.</p> <p>Plot bar and line graphs to show discontinuous or continuous variation data.</p> <p>Explain how organisms are adapted to their environments.</p> <p>Explain how variation helps a particular species in a changing environment.</p> <p>Describe how organisms are adapted to their environments.</p>	<p>Know what fertilisation is and where it happens.</p> <p>Know where the offspring of mammals develop inside their mothers and how the developing baby is protected and supplied with food and oxygen and how waste is taken away.</p> <p>Know how long pregnancy lasts and how birth occurs.</p> <p>Know about the menstrual cycle and what is the menopause.</p>	<p>equipment and sampling methods that are used for sampling plants and animals. To practically analyse and investigate estimate population sizes.</p> <p>Know what a producer is and the words to describe the different animals in a food chain. Know that plants are made of cells and that some of these cells carry out certain jobs like transporting water.</p>
5 /6	<p>Pupils will research what the products of photosynthesis are used to make and why plants need these different substances they make from glucose. Create their own presentations to show how leaves and roots are adapted to the jobs they do.</p>	<p>Explain how digested food is taken into the body, carried around the body and then used. Explain that enzymes are affected by pH and temperature.</p> <p>Create a model and explain digestion with enzymes and semi-permeable membranes.</p> <p>Explain how the lungs are adapted to their job and how the lungs are kept clean. Know how to detect the differences between inhaled and exhaled air.</p> <p>Know the similarities and differences between burning and respiration.</p> <p>Know how oxygen and digested food get from the blood to the cells that need them.</p> <p>Pupils can explain why people take different medicinal and recreational drugs and the negative effects on the body and lifestyles to include pregnancy.</p>	<p>Explain how variation gives rise to different species.</p> <p>Critique a claim that a particular characteristic is inherited or environmental.</p> <p>Explain the causes of continuous and discontinuous variation.</p> <p>Record results in a table and identify and plot an appropriate graph to show variation within a species.</p> <p>Explain how organisms are adapted to seasonal changes.</p> <p>Explain how competition or long term environmental change can lead to an evolutionary adaptation or extinction and the role variation plays in a</p>	<p>Understand how sperm and egg cells are adapted to their functions.</p> <p>Know why offspring have features from both parents.</p> <p>Know about implantation and explain how a fertilised egg cell develops into an embryo.</p> <p>Debate why internal development of the offspring is better than external development and why some animals produce large numbers of egg cells and some (humans) don't.</p> <p>Know some of the things a pregnant woman should avoid doing and about premature babies.</p>	<p>Know how to show the numbers of organisms in a food chain (pyramid of numbers).</p> <p>Know what organisms need to survive and explain how they compete for resources. Understand and debate how changes in populations occur.</p> <p>To be able to analyse, predict and hypothesis about the impact of lack of food in a food web.</p>

			species success. Predict implications of a change in the environment on a population.		
6	Scholarship papers completed to a high standard. Have the opportunity to investigate the principles of transpiration and photosynthetic adaptation.	<p>Opportunity to investigate a model gut using visking tubing.</p> <p>Opportunity to investigate lung diseases e.g. lung cancer, cystic fibrosis.</p>	To create a balanced argument around the ethical debate of stem cell research and genetic engineering.	Understand gender inheritance using symbolic diagrams.	Know some adaptations of plants for obtaining nutrition.

18 Spanish

TOPIC	AUTUMN	SPRING	SUMMER
Year 7	<p>Family members Greetings Pets Describing myself and others Birthdays and age Colours Sport and free-time activities</p> <p>Key Skills / Language Covered:</p> <ul style="list-style-type: none"> Imperative Forming questions Adjective endings Tener and ser verbs intensifiers and plural endings months, numbers and colours forming the negative opinions regular -ar verbs using cuando hacer and jugar with sports 	<p>Describing school - what is there in your school? School subjects and opinions Activities at break-time How many people are in your family? Hair and eye colour Describing friends</p> <p>Key Skills / Language Covered:</p> <ul style="list-style-type: none"> Hay/No hay adjective endings and plurals Regular verbs Time phrases Irregular verbs Extended writing with detail Possessive pronouns Tener and ser Third person verbs Intensifiers 	<p>Describing where you live Points of the compass Places in the town Using the near future tense to say what you are going to do Time expressions</p> <p>Key Skills / Language Covered:</p> <ul style="list-style-type: none"> Making sentences match; plurals/masculine and feminine nouns and adjectives Forming questions Opinions Irregular verb ir Querer verb Near future tense Estar irregular verb
1	<p>Pupils will: Be familiar with a limited number of Spanish words and be able to look up unfamiliar words in a glossary or vocabulary list. Be able to read simple sentences made up of familiar language. Be able to retrieve answers from a text. Be able to write a few short sentences, with support. Be able to give short, simple responses to familiar questions, orally and written form. Know some common facts about Spanish Christmas. Follow and contribute to class discussions. Appreciate other cultures.</p>	<p>Pupils will: Be familiar with a growing number of Spanish words and be able to look up unfamiliar words in a glossary or vocabulary list. Be able to read simple sentences made up of familiar language. Be able to retrieve answers from a text. Be able to write a few short sentences, with support. Be able to give short, simple responses to familiar questions, orally and written form. Know some common facts about Spanish Easter. Follow and contribute to class discussions Appreciate other cultures.</p>	<p>Pupils will: Be familiar with a growing number of Spanish words and be able to look up unfamiliar words in a glossary or vocabulary list. Be able to read simple sentences made up of familiar language. Be able to retrieve answers from a text. Be able to write a few short sentences, with support. Be able to give short, simple responses to familiar questions, orally and written form. Know some common facts about Spanish customs. Follow and contribute to class discussions Appreciate other cultures.</p> <p>Be able to answer the end of topic questions using one or two words. 2</p>
2	Pupils will:	Pupils will:	Pupils will:

	<p>Recall a reasonable number of Spanish words and be able to look up unfamiliar words in a glossary or vocabulary list.</p> <p>Be able to translate and write simple sentences, using adjective endings and nouns with reasonable accuracy.</p> <p>Be able to spot the differences between British and Spanish Christmas.</p> <p>Be able to take an active part in class discussions.</p>	<p>Recall a reasonable number of Spanish words and be able to look up unfamiliar words in a glossary or vocabulary list.</p> <p>Be able to translate and write simple sentences, using adjective endings and nouns with reasonable accuracy.</p> <p>Be able to spot the differences between British and Spanish Easter.</p> <p>Be able to take an active part in class discussion.</p>	<p>Recall a reasonable number of Spanish words and be able to look up unfamiliar words in a glossary or vocabulary list.</p> <p>Be able to translate and write simple sentences, using adjective endings and nouns with reasonable accuracy.</p> <p>Be able to spot the differences between British and Spanish Societies.</p> <p>Be able to take an active part in class discussion.</p>
3	<p>Pupils will:</p> <p>Be aware that some Spanish words are cognates.</p> <p>Be able to recognise the main points from short passages made up of familiar language.</p> <p>Be able to take part in brief prepared tasks; using visual clues to help to initiate or respond.</p> <p>Begin to use context to work out the meaning of unfamiliar words.</p> <p>Be able to write a short text on a familiar topic using present tense fairly accurately.</p> <p>Be able to use readily understandable spelling.</p> <p>Be able to translate longer sentences accurately, understanding the different adjective endings.</p> <p>Begin to present ideas to the class as well as actively participate in class debate / discussion.</p>	<p>Pupils will:</p> <p>Be aware that some Spanish words are cognates.</p> <p>Be able to recognise the main points from short passages made up of familiar language.</p> <p>Be able to take part in brief prepared tasks; using visual clues to help to initiate or respond.</p> <p>Begin to use context to work out the meaning of unfamiliar words.</p> <p>Be able to write a short text on a familiar topic using present tense fairly accurately.</p> <p>Be able to use readily understandable spelling.</p> <p>Be able to translate longer sentences accurately, understanding the different adjective endings.</p> <p>Begin to present ideas to the class as well as actively participate in class debate / discussion.</p>	<p>Pupils will:</p> <p>Be aware that some Spanish words are cognates.</p> <p>Be able to recognise the main points from short passages made up of familiar language.</p> <p>Be able to take part in brief prepared tasks; using visual clues to help to initiate or respond.</p> <p>Begin to use context to work out the meaning of unfamiliar words.</p> <p>Be able to write a short text on a familiar topic using present tense fairly accurately.</p> <p>Be able to use readily understandable spelling.</p> <p>Be able to translate longer sentences accurately, understanding the different adjective endings.</p> <p>Begin to present ideas to the class as well as actively participate in class debate / discussion.</p>
4	<p>Pupils will:</p> <p>Know a range of Spanish words and be able to look up unfamiliar words in a glossary or vocabulary list.</p> <p>Be able to translate more complex English into Spanish sentences.</p> <p>Be able to recognise a different tense.</p> <p>Be able to use context to work out the meaning of unfamiliar words when reading on their own and begin to know how to use a bilingual dictionary.</p> <p>Be able to answer questions readily in Spanish, using learnt language to give full sentence responses.</p>	<p>Pupils will:</p> <p>Know a range of Spanish words and be able to look up unfamiliar words in a glossary or vocabulary list.</p> <p>Be able to translate more complex English into Spanish sentences.</p> <p>Be able to recognise a different tense.</p> <p>Be able to use context to work out the meaning of unfamiliar words when reading on their own and begin to know how to use a bilingual dictionary.</p> <p>Be able to answer questions readily in Spanish, using learnt language to give full sentence responses.</p>	<p>Pupils will:</p> <p>Know a range of Spanish words and be able to look up unfamiliar words in a glossary or vocabulary list.</p> <p>Be able to translate more complex English into Spanish sentences.</p> <p>Be able to write simple sentences using the near future tense.</p> <p>Be able to use context to work out the meaning of unfamiliar words when reading on their own and begin to know how to use a bilingual dictionary.</p> <p>Be able to answer questions readily in Spanish, using learnt language to give full sentence responses.</p>
5	Pupils will:	Pupils will:	Pupils will:

	<p>Be able to understand the main points from spoken passages made up of familiar language in more detailed sentences.</p> <p>Be able to use a range of language confidently, adapting and substituting words.</p> <p>Be able to translate a range of English into Spanish sentences.</p> <p>Be able to identify similarities and differences between Hispanic and other societies.</p> <p>Be able to use the present tense regular and irregular verbs accurately and regularly in written and oral work.</p> <p>Make significant contributions to class discussions, including evaluating others' ideas.</p>	<p>Be able to understand the main points from spoken passages made up of familiar language in more detailed sentences.</p> <p>Be able to use a range of language confidently, adapting and substituting words.</p> <p>Be able to translate a range of English into Spanish sentences.</p> <p>Be able to identify similarities and differences between Hispanic and other societies.</p> <p>Be able to use the present and near future tense accurately and regularly in written and oral work.</p> <p>Make significant contributions to class discussions, including evaluating others' ideas.</p>	<p>Be able to understand the main points from spoken passages made up of familiar language in more detailed sentences.</p> <p>Be able to use a range of language confidently, adapting and substituting words.</p> <p>Be able to translate a range of English into Spanish sentences.</p> <p>Be able to identify similarities and differences between Hispanic and other societies.</p> <p>Be able to use the present and near future tense accurately and regularly in written and oral work.</p> <p>Make significant contributions to class discussions, including evaluating others' ideas.</p>
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TOPIC	AUTUMN	SPRING	SUMMER
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Year 8	<p>Holidays in the past tense Countries Holiday activities Modes of transport Time expressions Food and drink Ordering food in a restaurant Meal times</p> <p>Key Skills / Language Covered:</p> <ul style="list-style-type: none"> • Opinions and use of adjectives • Adjective Endings and comparative • Querer verb • Using exclamations • Near future tense • Using irregular verbs • Regular ar,er,ir verbs • Making and answering questions • Using cognates • Past tense of Ir • Past tense of regular verbs • Connectives, time expressions, opinions and reasons 	<p>Saying what you wear Clothes Colours Time expressions Comparative and superlative Directions Places in the town / Shops</p> <p>Key Skills / Language Covered:</p> <ul style="list-style-type: none"> • Tengo que plus infinitive • Cognates • Identifying context • Near future tense • Articles • Using 'se puede' • Using the superlative • Using the comparative • Using the imperative • Asking and responding to questions 	<p>Describing a town Arranging to go out Making excuses Time Preparation for Summer Examinations *Using three tenses together*</p> <p>Key Skills / Language Covered:</p> <ul style="list-style-type: none"> • Giving opinions • Transferable language • Asking and responding to questions • Using me gustaria plus the infinitive • Adjectives
1/2	<p>Pupils will: Know a wider range of Spanish vocabulary and use reference tools, such as vocabulary lists and grammar notes, to support their learning. Be able to translate short Spanish sentences. Be able to understand word order in simple sentences. Be able to understand and manipulate simple grammar. Be able to recognise Spanish speaking countries on a world map. To become familiar with Spanish customs at Christmas. Follow and contribute to class discussions.</p>	<p>Pupils will: Know a wider range of Spanish vocabulary and use reference tools, such as vocabulary lists and grammar notes, to support their learning. Be able to translate short Spanish sentences. Be able to understand word order in simple sentences. Be able to understand and manipulate simple grammar. Be able to list the differences between Spanish and British Easter celebrations. Follow and contribute to class discussions.</p>	<p>Pupils will: Know a wider range of Spanish vocabulary and use reference tools, such as vocabulary lists and grammar notes, to support their learning. Be able to translate short Spanish sentences. Be able to understand word order in simple sentences. Be able to understand and manipulate simple grammar. Be able to use their research to describe a Spanish place. Follow and contribute to class discussions.</p>
3	<p>Pupils will: Be able to use vocabulary lists to deduce the meanings of different parts of nouns and verbs with assistance. Be able to translate longer Spanish sentences accurately. Be able to write longer sentences using the correct word order and connective. Be able to use an array of first person past tense verbs orally and in the written form</p>	<p>Pupils will: Be able to use vocabulary lists to deduce the meanings of different parts of nouns and verbs with assistance. Be able to translate longer Spanish sentences accurately. Be able to write longer sentences using the correct word order and connective. Be able to use an array of first person past tense verbs orally and in the written form accurately.</p>	<p>Pupils will: Be able to use vocabulary lists to deduce the meanings of different parts of nouns and verbs with assistance. Be able to translate longer Spanish sentences accurately. Be able to write longer sentences using the correct word order and connective. Be able to use an array of first person past tense verbs orally and in the written form accurately.</p>

	<p>accurately. Be able to describe and share opinions about Spanish traditions such as Christmas. Be able to take an active part in class discussions.</p>	<p>Be able to describe and share opinions about Spanish traditions such as Easter. Be able to take an active part in class discussions.</p>	<p>Be able to describe and share opinions about Spanish traditions linked to food and diet. Be able to take an active part in class discussions.</p>
4	<p>Pupils will: Be able to understand the main points from spoken passages made up of familiar language in more detailed sentences. Be able to write accurately using other parts of the past tense verb, the negative and the correct word order. Be able to show an understanding of giving opinions about their own experiences in the past and present tense. Be able to ask questions in Spanish. Be able to use knowledge of grammar to adapt and substitute short phrases and words. Be able to use context to work out the meaning of unfamiliar words when reading unaided.</p>	<p>Pupils will: Be able to understand the main points from spoken passages made up of familiar language in more detailed sentences. Be able to write accurately using other parts of the past tense verb, the negative and the correct word order. Be able to show an understanding of giving opinions about their own experiences in the past and present tense. Be able to ask questions in Spanish. Be able to use knowledge of grammar to adapt and substitute short phrases and words. Be able to use context to work out the meaning of unfamiliar words when reading unaided.</p>	<p>Pupils will: Be able to understand the main points from spoken passages made up of familiar language in more detailed sentences. Be able to write accurately using other parts of the past tense verb, the negative and the correct word order. Be able to show an understanding of giving opinions about their own experiences in the past and present tense. Be able to ask questions in Spanish. Be able to use knowledge of grammar to adapt and substitute short phrases and words. Be able to use context to work out the meaning of unfamiliar words when reading unaided.</p>
5	<p>Pupils will: Be able to understand the main points from spoken passages made up of familiar language in more detailed sentences. Be able to write accurately using other parts of the past tense verb, the negative and the correct word order. Be able to show an understanding of giving opinions about their own experiences in the past and present tense. Be able to ask questions in Spanish. Be able to use knowledge of grammar to adapt and substitute short phrases and words. Be able to use context to work out the meaning of unfamiliar words when reading unaided. Be able to understand and interpret listening materials on different topics. Be able to write accurately using two different tenses. Be able to take a leading part in a class discussion.</p>	<p>Pupils will: Be able to understand the main points from spoken passages made up of familiar language in more detailed sentences. Be able to write accurately using other parts of the past tense verb, the negative and the correct word order. Be able to show an understanding of giving opinions about their own experiences in the past and present tense. Be able to ask questions in Spanish. Be able to use knowledge of grammar to adapt and substitute short phrases and words. Be able to use context to work out the meaning of unfamiliar words when reading unaided. Be able to understand and interpret listening materials on different topics. Be able to write accurately using two different tenses. Be able to take a leading part in a class discussion.</p>	<p>Pupils will: Be able to understand the main points from spoken passages made up of familiar language in more detailed sentences. Be able to write accurately using other parts of the past tense verb, the negative and the correct word order. Be able to show an understanding of giving opinions about their own experiences in the past and present tense. Be able to ask questions in Spanish. Be able to use knowledge of grammar to adapt and substitute short phrases and words. Be able to use context to work out the meaning of unfamiliar words when reading unaided. Be able to understand and interpret listening materials on different topics. Be able to write accurately using two different tenses. Be able to take a leading part in a class discussion.</p>
6	<p>Pupils will: Be able to understand a range of familiar spoken phrases in the future, past and present</p>	<p>Pupils will: Be able to understand a range of familiar spoken phrases in the future, past and present tense.</p>	<p>Pupils will: Be able to understand a range of familiar spoken phrases in the future, past and present tense.</p>

	<p>tense.</p> <p>Be able to give more detailed responses using all three tenses.</p> <p>Be able to write accurately using three tenses.</p> <p>Deduce and infer readily from challenging passages of more complex Spanish.</p> <p>Be able to translate past and future tense written Spanish into accurate and fluent English.</p> <p>Give reasoned arguments for similarities and differences between Hispanic and other cultures.</p> <p>Make significant contributions to class discussions, including evaluating others' ideas.</p>	<p>Be able to give more detailed responses using all three tenses.</p> <p>Be able to write accurately using three tenses</p> <p>Deduce and infer readily from challenging passages of more complex Spanish.</p> <p>Be able to translate past and future tense written Spanish into accurate and fluent English.</p> <p>Give reasoned arguments for similarities and differences between Hispanic and other cultures.</p> <p>Make significant contributions to class discussions, including evaluating others' ideas.</p>	<p>Be able to give more detailed responses using all three tenses.</p> <p>Be able to write accurately using three tenses</p> <p>Deduce and infer readily from challenging passages of more complex Spanish.</p> <p>Be able to translate past and future tense written Spanish into accurate and fluent English.</p> <p>Give reasoned arguments for similarities and differences between Hispanic and other cultures.</p> <p>Make significant contributions to class discussions, including evaluating others' ideas.</p>
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19 French

TOPIC	AUTUMN	SPRING	SUMMER
Year 7 FRENCH	<p>Topics to be covered:</p> <p>The Alphabet and pronunciation Introductions Descriptions Brothers and sisters Ages Birthdays Likes and dislikes</p> <p>ESR: Famous French people. Noël en France. SMSC: Respecting each other and different family situations. Tolerance and greater understanding of other cultures Cross- Curricular: Geography (France), Mathematics (numbers) PHSE, (self-description/reflection/relationships) ESR: Learning about a typical French school.</p> <p>Language to be covered: Forming questions Adjective endings Using the verbs avoir and etre Using the definite and indefinite articles Intensifiers Months, numbers and colours Forming the negative Opinions Using regular er verbs Understanding infinitives</p>	<p>Topics to be covered:</p> <p>Where you live School subjects Opinions A school day Clothes Countries Expressing opinions Forming and answering questions Higher numbers</p> <p>ESR: Poverty in French speaking countries. Breakfast in France. SMSC: Cultural - French dwellings in French speaking countries. Hobbies in poorer areas/countries Schooling in France/ differences in a school day SMSC: Family situations; French families and differences/similarities</p> <p>CROSS-CURRICULAR: Geography: Weather in different parts of the world. English: Dictionary skills and writing longer texts, expressing opinions P4C: The Right for children to have Free Time: Discuss Language to be covered: Revising er verbs and endings (habiter, porter..) Jouer à Faire Aimer + infinitive Higher numbers Adjective endings Possessive adjectives</p>	<p>Topics to be covered:</p> <p>Sports Free time activities Weather End of term questions (oral) Listening/Reading and Writing skills Dictionary skills Speaking skills Translation skills Revision of previous units Preparation for assessment Bastille Day</p> <p>ESR: Equality in society SMSC and British Values: Is it right for some people to be poor? Segregation in society CROSS-CURRICULAR: English: Dictionary skills and adapting language to write different texts and translation skills P4C: Equality, does it exist?: Discuss ICT - revision slides</p> <p>Language to be covered:</p> <p>Revision of er verbs Revision of adjectival agreement Revision of vocabulary and grammar from previous units</p>
1	<p>L I can understand a range of familiar spoken phrases. S I can give short, simple responses to what I hear using short phrases. (SMSC: respect, empathy, tolerance) R I can show that I understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. (SMSC: respect, listening and respecting</p>	<p>L I can understand a range of familiar spoken phrases. S I can give short, simple responses to what I hear using short phrases. (SMSC: respect, empathy, tolerance) R I can show that I understand the main points and personal responses in short</p>	<p>L I can understand a range of familiar spoken phrases. S I can give short, simple responses to what I hear using short phrases. (SMSC: respect, empathy, tolerance) R I can show that I understand the main points and personal responses in short</p>

	<p>others views) W I can write a few short sentences, with support, using expressions that I have already learnt. (SMSC: Confidence, resilience)</p>	<p>written texts in clear printed script made up of familiar language in simple sentences. (SMSC: respect, listening and respecting others views) W I can write a few short sentences, with support, using expressions that I have already learnt. (SMSC: Confidence, resilience)</p>	<p>written texts in clear printed script made up of familiar language in simple sentences. (SMSC: respect, listening and respecting others views) W I can write a few short sentences, with support, using expressions that I have already learnt. (SMSC: Confidence, resilience)</p>
2	<p>L I can understand a range of familiar spoken phrases. S I can give short, simple responses to what I hear using short phrases. (SMSC and British Values respect, empathy, tolerance) R I can show that I understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. (SMSC: respect, listening and respecting others views) W I can write a few short sentences, with support, using expressions that I have already learnt. (SMSC: Confidence, resilience)</p>	<p>L I can understand a range of familiar spoken phrases. S I can give short, simple responses to what I hear using short phrases. (SMSC and British Values: respect, empathy, tolerance) R I can show that I understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. (SMSC: respect, listening and respecting others views) W I can write a few short sentences, with support, using expressions that I have already learnt. (SMSC: Confidence, resilience)</p>	<p>L I can understand a range of familiar spoken phrases. S I can give short, simple responses to what I hear using short phrases. (SMSC: respect, empathy, tolerance) R I can show that I understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. (SMSC: rand British Values respect, listening and respecting others views) W I can write a few short sentences, with support, using expressions that I have already learnt. (SMSC: Confidence, resilience)</p>
3	<p>L I can show that I understand the main points from spoken passages made up of familiar language. S I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language. R I am beginning to use context to work out the meaning of unfamiliar words. W I can write short phrases from memory, my spelling is readily understandable.</p>	<p>L I can understand a range of familiar spoken phrases. S I can give short, simple responses to what I hear using short phrases. (SMSC: respect, empathy, tolerance) R I can show that I understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. (SMSC: respect, listening and respecting others views) W I can write a few short sentences, with support, using expressions that I have already learnt. (SMSC: Confidence, resilience)</p>	<p>L I can show that I understand the main points from spoken passages made up of familiar language. S I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language. R I am beginning to use context to work out the meaning of unfamiliar words. W I can write short phrases from memory, my spelling is readily understandable.</p>
4	<p>L I can show that I understand the main points from spoken passages made up of familiar language. S I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language. R I am beginning to use context to work out the meaning of unfamiliar words. W I can write short phrases from memory, my spelling is readily understandable.</p>	<p>L I can understand a range of familiar spoken phrases. S I can give short, simple responses to what I hear using short phrases. (SMSC and British Values : respect, empathy, tolerance) R I can show that I understand the main points and personal responses in short written texts in clear printed script made</p>	<p>L I can show that I understand the main points from spoken passages made up of familiar language S I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language. R I am beginning to use context to work</p>

		<p>up of familiar language in simple sentences. (SMSC: and British Values respect, listening and respecting others views)</p> <p>W I can write a few short sentences, with support, using expressions that I have already learnt. (SMSC: Confidence, resilience)</p>	<p>out the meaning of unfamiliar words.</p> <p>W I can write short phrases from memory, my spelling is readily understandable.</p>
5	<p>L I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences.</p> <p>S I can use my knowledge of grammar to adapt and substitute single words and short phrases.</p> <p>R I can use context to work out the meaning of unfamiliar words when reading on my own and I know how to use a bilingual dictionary or glossary.</p> <p>W I can adapt my knowledge of grammar to substitute words and short phrases.</p> <p>Ext: I can extend my work by using a wider range of vocabulary. I can speak about a range of situations and use the language accurately.</p>	<p>L I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences.</p> <p>S I can use my knowledge of grammar to adapt and substitute single words and short phrases.</p> <p>R I can use context to work out the meaning of unfamiliar words when reading on my own and I know how to use a bilingual dictionary or glossary.</p> <p>W I can adapt my knowledge of grammar to substitute words and short phrases.</p> <p>Ext: I can extend my work by using a wider range of vocabulary. I can speak about a range of situations and use the language accurately. Presentation on a French speaking country.</p>	<p>L I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences.</p> <p>S I can use my knowledge of grammar to adapt and substitute single words and short phrases.</p> <p>R I can use context to work out the meaning of unfamiliar words when reading on my own and I know how to use a bilingual dictionary or glossary.</p> <p>W I can adapt my knowledge of grammar to substitute words and short phrases.</p> <p>Ext: I can extend my work accurately by using a wider range of vocabulary. I can speak about a range of situations and use the language accurately.</p>

TOPIC	AUTUMN	SPRING	SUMMER
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<p>Year 8 French</p>	<p>Dynamo 1 Unit 5/ Allez 1 Unit 4.1,,4.2,4.6,4.8,5.4,5.6 Topics to be covered: Paris - history and famous monuments Places in the town Directions in the town Using euros and understanding prices Weather Transport Breakfast routine Describing mealtimes Ordering a snack/ice-cream/meal Invitations Following a recipe ESR: Making a French dish ESR: Food at Xmas in France ESR: Eating habits in France and typical dishes ESR: Fairtrade, Malnutrition and poverty</p> <p>Cultural awareness of eating habits in other countries/ religions SMSC: respecting other cultures/social skills SMSC and British Values: differences in eating habits/lack of good nutrition/poverty ICT - research project on a French speaking town Cross-Curricular: Geography (describing towns/ French geography), Science (Healthy Eating and Drinking) History (Paris) Drama: Acting out role-plays Language to be covered: Verb aller "to the" Time expressions Numbers Verbs manger/boire (prendre - to extend) Partitive article (du, de la, de l', des)</p> <p>Near future tense Inviting someone out Connectives, time expressions, agreeing/disagreeing, Opinions Understanding instructions Negative forms</p>	<p>Topics to be covered: Holidays Countries Transport Activities Food and drink (ordering food in restaurants) Asking questions ESR: Eating habits in French speaking countries and typical dishes. Healthy living Cross-curricular: Drama: Acting out role-plays Geography: World map, Morocco project SMSC and British Values: Respecting and listening to others</p> <p>P4C: Why do we need holidays? ICT: presentation on a real or imaginary holiday, cultural presentation on food. Language to be covered: Partitive article (du, de la, de l', des) Verb aller "to the" "to" (à, en) Past tense Revision of future tense Revision of irregular and regular verbs in the present tense Adjectival agreement Vouloir/pouvoir + infinitive Gender Time expressions Connectives Opinions Adverbs Question forms using different tenses Asking and responding to questions</p>	<p>Topics to be covered: seasons/weather Clothes Colours Making resolutions for the future <i>exam preparation (role-plays, end of topic questions)</i> <i>Revision of grammar and vocabulary</i></p> <p>ESR: Child labour Cross-curricular: Science: Diet, healthy and unhealthy eating habits SMSC and British Values: Respecting and listening to others. Should we buy cheap clothes made by child labour? Cultural awareness of ways of dressing in other countries/ religions P4C: Is wearing fashionable clothes really important? ICT - revision slides, Morocco research project (group activity)</p> <p>Language to be covered: Adjectival agreement Giving opinions Transferable language Asking and responding to questions Revision of present/past/future tenses</p>
<p>1/2</p>	<p>L I can show that I understand the main points from spoken passages made up of familiar language. S I can use short phrases to express (SMSC and British Values: respect, empathy, tolerance) personal responses, although I use mainly memorised language I occasionally adapt or substitute language. R I am beginning to use context to work out the meaning of unfamiliar words. (SMSC: respect,</p>	<p>L I can show that I understand the main points from spoken passages made up of familiar language. S I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language. R I am beginning to use context to work out the meaning of unfamiliar words.</p>	<p>L I can show that I understand the main points from spoken passages made up of familiar language. S I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language. R I am beginning to use context to work</p>

	listening and respecting others views) W I can write short phrases from memory, my spelling is readily understandable. (SMSC: Confidence, resilience)	W I can write short phrases from memory, my spelling is readily understandable.	out the meaning of unfamiliar words. W I can write short phrases from memory, my spelling is readily understandable.
3	L I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences. S I can use my knowledge of grammar to adapt and substitute single words and short phrases. R I can use context to work out the meaning of unfamiliar words when reading on my own and I know how to use a bilingual dictionary or glossary. W I can adapt my knowledge of grammar to substitute words and short phrases.	L I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences. S I can use my knowledge of grammar to adapt and substitute single words and short phrases. R I can use context to work out the meaning of unfamiliar words when reading on my own and I know how to use a bilingual dictionary or glossary. W I can adapt my knowledge of grammar to substitute words and short phrases.	L I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences. S I can use my knowledge of grammar to adapt and substitute single words and short phrases. R I can use context to work out the meaning of unfamiliar words when reading on my own and I know how to use a bilingual dictionary or glossary. W I can adapt my knowledge of grammar to substitute words and short phrases.
4	L I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences. S I can use my knowledge of grammar to adapt and substitute single words and short phrases. R I can use context to work out the meaning of unfamiliar words when reading on my own and I know how to use a bilingual dictionary or glossary. W I can adapt my knowledge of grammar to substitute words and short phrases.	L I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences. S I can use my knowledge of grammar to adapt and substitute single words and short phrases. R I can use context to work out the meaning of unfamiliar words when reading on my own and I know how to use a bilingual dictionary or glossary. W I can adapt my knowledge of grammar to substitute words and short phrases.	L I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences. S I can use my knowledge of grammar to adapt and substitute single words and short phrases. R I can use context to work out the meaning of unfamiliar words when reading on my own and I know how to use a bilingual dictionary or glossary. W I can adapt my knowledge of grammar to substitute words and short phrases.
5	L I can understand a range of familiar spoken phrases in the future tense. S I can give more detailed responses to what I hear using detailed phrases. R I can show that I understand the main points and personal responses in written texts in clear printed script made up of familiar language in the present and future tense. W I can write a few sentences using expressions that I know as well as phrases that I have learnt independently.	L I can understand a range of familiar spoken phrases in the future, present and past tense. S I can give more detailed responses to what I hear using detailed phrases in all three tenses. R I can show that I understand the main points and personal responses in written texts in clear printed script made up of familiar language in the present and future tense. W I can write a few sentences using expressions that I know as well as phrases that I have learnt independently in two tenses.	L I can understand a range of familiar spoken phrases in the future, present and past tense. S I can give more detailed responses to what I hear using detailed phrases in three tenses. R I can show that I understand the main points and personal responses in written texts in clear printed script made up of familiar language in the present, future and the past tense. W I can write a short paragraph using expressions that I know as well as phrases that I have learnt independently.
6	Ext: I can extend my work by using at least 2 tenses and a wider range of vocabulary. I can speak about a	Ext: I can create a presentation on an imaginary holiday/ I can invent a dialogue in a restaurant	

	range of situations using vocabulary that I have taught myself. I am very accurate. Make a video of how to make a French dish.	with added detail and perform to the class. I have a good knowledge of the economy, history, geography and culture of another French speaking country.	
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20 German

TOPIC	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER
Year 7 GERMAN	<u>First half of Autumn Term</u> About Me Phonics - pronouncing German phonemes. Introducing yourself (name, age, where you live) Numbers Using the German alphabet Describing your character Asking and answering questions about your belongings/favourite things Nouns, gender and articles Conjugation of regular and irregular verbs in present tense Present tense Adjectives of character Accusative case Asking questions Question words Connectives SMSC/ Cultural: Respecting other cultures and festivals SMSC/Social: Listening to each other and treating each other equally Cross-curricular: Literacy/Numeracy/Geography ESR: Fundamental British Values: Actively promoting tolerance of others, appreciating other cultures	<u>Second half of Autumn Term</u> Talking about pets Talking about family members and age Describing appearance Using adjectives with nouns Talking about birthdays Learning about Christmas and finding out about German traditions Plural of nouns Conjugation of regular and irregular verbs in the present tense Modal verbs Pronouns Possessive pronouns Adjectives - colours Connectives Dates Numbers SMSC/ Cultural: Respecting other cultures and festivals SMSC/Social: Listening to each other and treating each other equally Cross-curricular: Literacy/Numeracy/Geography ESR: Fundamental British Values: Actively promoting tolerance of others, appreciating other cultures	<u>First half of Spring Term</u> Talking about sport Talking about leisure activities Talking about how often you do activities Talking about mobile phones and computers Talking about the future Giving your opinion Conjugation of regular and irregular verbs in the present tense Word order Future plans with the present tense Adjectives (opinions) Time expressions Nouns SMSC/ Cultural: Respecting other cultures and festivals SMSC/Social: Listening to each other and treating each other equally Cross-curricular: Literacy/Numeracy/Geography ESR: Fundamental British Values: Actively promoting tolerance of others, appreciating other cultures	<u>Second half of Spring Term</u> Talking about school subjects Using 'weil' to give reasons and opinions Talking about days and times Describing characteristics Talking about school facilities and rules Conjugation of regular and irregular verbs in the present tense Word order with 'weil' clauses Adjectives (opinions) Opinions Time expressions Nouns Es gibt + accusative case Modal verbs SMSC/ Cultural: Respecting other cultures and festivals SMSC/Social: Listening to each other and treating each other equally Cross-curricular: Literacy/Numeracy/Geography ESR: Fundamental British Values: Actively promoting tolerance of others, appreciating other cultures	<u>Summer Term</u> Talking about a town Talking about what the town has or does not have Numbers Buying food and drink Holiday plans Nouns Compound Nouns Es gibt + accusative case Pronouns Modal verbs Using werden to form the future tense Time expressions Revision SMSC/ Cultural: Respecting other cultures and festivals SMSC/Social: Listening to each other and treating each other equally Cross-curricular: Literacy/Numeracy/Geography ESR: Fundamental British Values: Actively promoting tolerance of others, appreciating other cultures

1 Working Towards	L Listen attentively, understand instructions, everyday language and praise. S Be able to ask questions, and to participate spontaneously in conversation. W Write short paragraphs using a model, based on familiar language. R Match sound to print by reading aloud familiar words and phrases.	L Listen attentively, understand instructions, everyday language and praise. S Be able to ask questions, and to participate spontaneously in conversation. W Write short paragraphs using a model, based on familiar language. R Match sound to print by reading aloud familiar words and phrases.	L understand a range of familiar spoken phrases. S Give short, simple responses to what they hear using short phrases. R Show they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. W Write a few short sentences, with support, using expressions that they have already learned.	L understand a range of familiar spoken phrases. S Give short, simple responses to what they hear using short phrases. R Show they understand the main points and personal responses in short written texts in clear script made up of familiar language in simple sentences. W Write a few short sentences, with support, using expressions that they have already learned.	L understand a range of familiar spoken phrases. S They use short phrases to express personal responses using mainly memorised language. R Show they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. W Write a few short sentences, with support, using expressions that they have already learnt.
2 Expected					
3 Expected	L Understand the main points from short passages made up of familiar language. S Answer simple questions giving basic information and pronunciation shows an awareness of sound patterns. R To be able to read aloud familiar phrases. W To write a few short sentences, with support or from memory. Spelling should be understandable.	L Understand the main points from short passages made up of familiar language. S Answer simple questions giving basic information and pronunciation shows an awareness of sound patterns. R To be able to read aloud familiar phrases. W To write a few short sentences, with support or from memory. Spelling should be understandable.	L Show they understand the main points from spoken passages made up of familiar language. S Use short phrases to express personal responses, although they use mainly memorised language they occasionally adapt or substitute language. R Begin to use context to work out the meaning of unfamiliar words. W Write short phrases from memory, spelling is readily understandable.	L Show they understand the main points from spoken passages made up of familiar language. S Use short phrases to express personal responses, although they use mainly memorised language they occasionally adapt or substitute language. R Begin to use context to work out the meaning of unfamiliar words. W Write short phrases from memory, spelling is readily understandable.	L Show they understand the main points from spoken passages made up of familiar language in simple sentences, with detail. S Occasionally substitute items of vocabulary to vary questions or statements. R Begin to use context to work out the meaning of unfamiliar words. W Write short phrases from memory, spelling is readily understandable.
4 Expected					

<p>5 Exceeding</p>	<p>L Understand language from several topics. S Take part in brief prepared tasks, using visual clues to help to initiate a response. They use mainly memorised language, they occasionally substitute items of vocabulary. R To begin to use context to work out the meaning of unfamiliar words. W Write short text on familiar topics adapting language they have already learned.</p> <p>MAASS: Produce a presentation on famous Germans, past and present. Model accurate spoken and written German. Take part in the National German Spelling Bee. Read in the Target Language for pleasure. Take part in school assembly: Heute sprechen wir Deutsch.</p>	<p>L Understand language from several topics. S Take part in brief prepared tasks, using visual clues to help to initiate a response. They use mainly memorised language, they occasionally substitute items of vocabulary. R To begin to use context to work out the meaning of unfamiliar words. W Write short texts on familiar topics adapting language they have already learned.</p> <p>MAAS: Produce a presentation on German customs and traditions. Model accurate spoken and written German. Take part in the National German Spelling Bee. Read in the Target Language for pleasure. Take part in school assembly: Heute sprechen wir Deutsch.</p>	<p>L Show they understand the main points from spoken passages made up of familiar language in simple sentences, with detail. S Begin to use knowledge of grammar to adapt and substitute single words and phrases. R Begin to use context to work out the meaning of unfamiliar words when reading on their own they use a bilingual dictionary or glossary. W Write short phrases from memory, spelling is readily understandable. Adapt knowledge of grammar to substitute words and phrases.</p> <p>MAAS: Research and describe an unusual collection in German. Model accurate spoken and written German. Take part in the National German Spelling Bee.</p>	<p>L Show they understand the main points from spoken passages made up of familiar language in simple sentences, with detail. S Begin to use knowledge of grammar to adapt and substitute single words and phrases. R Begin to use context to work out the meaning of unfamiliar words when reading on their own and they use a bilingual dictionary or glossary. W Write short phrases from memory; spelling is readily understandable. Adapt knowledge of grammar to substitute words and phrases.</p> <p>MAAS: Make a display about the solar system in German. Take part in the National German Spelling Bee.</p>	<p>L They show that they understand the main points and opinions in spoken passages, made up of familiar material from various contexts, including future events. S Take part in short conversations, express opinions using their knowledge to adapt phrases. R Begin to use context to work out the meaning of unfamiliar words when reading on their own they use a bilingual dictionary or glossary. W They refer to future plans as well as everyday activities, although there may be come mistakes, the meaning can be understood with little difficulty.</p> <p>MAAS: Produce a presentation on a place of interest in Germany or Austria.</p>
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TOPIC	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER
Year 8 GERMAN	Autumn Term First Half Holidays- comparing places 'then' and 'now' Describing things in the past Talking about what you did on holiday Talking about how you travelled Talking about the weather Conjugation of present tense regular and irregular verbs. Using the imperfect tense; war, hatte, es gab. Using the perfect tense with haben Using the perfect tense with sein	Autumn Term Second Half Talking about film preferences. Asking questions in the perfect tense Talking about television programmes Talking about your reading preferences Discussing screentime Using the modal verb 'wollen' 'sollen' 'dürfen' 'können' Using prepositions with the dative case Using gern, lieber, am liebsten Adjectives Questions words Using complex sentences	Spring Term First Half Talking about typical breakfasts Discussing traditional German food Understanding and using recipes Talking about healthy lifestyles Using the verb essen. Using the verb nehmen in the present tense The perfect tense with essen, nehmen, geben und trinken The 'du' form of the imperative Using the modal verb 'müssen' Adjectives Cognates and false friends Time expressions	Spring Term Second Half Rules of the Youth Hostel Discussing daily routine Understanding and giving directions Describing a festival Clothing Using the modal verbs dürfen and 'müssen' Reflexive verbs Using imperatives Adjectival endings Telling the time	Summer Term Discussing plans to go out Discussing clothes and styles Talking about getting ready to go out Adjective endings after a/an Word order with 'wenn' Using werden to form the future tense Using past present and future tenses Word order - Time manner place Adjectives Revision
1/2	L Understand a range of phrases, sentences and instructions with some repetition and note main details. S Be able to participate spontaneously in a conversation using appropriate language to express opinions. R Recognise familiar language and look up new words. W Write short phrases with support.	L Understand a range of phrases, sentences and instructions with some repetition and note main details. S Be able to participate spontaneously in a conversation using appropriate language to express opinions. R Recognise familiar language and look up new words. W Write short phrases with support.	L Understand a range of phrases, sentences and instructions with some repetition and note main details. S Be able to participate spontaneously in a conversation using appropriate language to express opinions. R Recognise familiar language and look up new words. W Write short phrases with support.	L Understand a range of phrases, sentences and instructions with some repetition and note main details. S Be able to participate spontaneously in a conversation using appropriate language to express opinions. R Recognise familiar language and look up new words. W Write short phrases with support.	L Understand a range of phrases, sentences and instructions with some repetition and note main details. S Be able to participate spontaneously in a conversation using appropriate language to express opinions. R Recognise wenn clauses, familiar language and look up new words. W Write short phrases with support.

3					
4	<p>L Understand longer passages from one topic with some repetition needed.</p> <p>S Take part in a conversation of 3-4 exchanges with prompts.</p> <p>R Understand short texts and note main details.</p> <p>W Express likes and dislikes.</p>	<p>L Understand longer passages from one topic with some repetition needed.</p> <p>S Take part in a conversation of 3-4 exchanges with prompts.</p> <p>R Understand short texts and note main details.</p> <p>W Express likes and dislikes.</p>	<p>L Understand longer passages from one topic with some repetition needed.</p> <p>S Take part in a conversation of 3-4 exchanges with prompts using grammar to adapt.</p> <p>R Understand short texts and note main details.</p> <p>W Write short phrases without support.</p>	<p>L Understand longer passages from one topic with some repetition needed.</p> <p>S Take part in a conversation of 3-4 exchanges with prompts.</p> <p>R Understand short texts and note main details.</p> <p>W Use a dictionary to change words/phrases.</p>	<p>L Understand longer passages from one topic with some repetition needed.</p> <p>S Take part in a conversation of 3-4 exchanges with prompts.</p> <p>R Understand short texts and note main details.</p> <p>W Express likes and dislikes and use 'wenn' clauses with support.</p>
5					
6	<p>L Understand language from several topics and when present and past, or future is used.</p> <p>S Take part in conversation using present and past, or future tenses.</p> <p>R Understand a variety of texts with present, past or future events in them.</p> <p>W Use connectives and refer to past and present or future events and give opinions.</p> <p>MAASS: Research unusual holiday experiences and design a holiday homepage.</p>	<p>L Understand language from several topics and when present and past, and future is used.</p> <p>S Take part in a conversation using present and past and future tenses.</p> <p>R Understand a variety of texts with present, past and future events in them.</p> <p>W Use connectives and refer to past, present and future events and give opinions and make up sentences applying grammatical knowledge.</p> <p>MAAS: research jobs which require German; write a report and a letter applying for a job.</p>	<p>L Understand language from several topics and when present and past, and future is used.</p> <p>S Take part in a conversation using present and past and future tenses.</p> <p>R Understand a variety of texts with present, past and future events in them.</p> <p>W Use connectives and refer to past, present and future events and give opinions and make up sentences applying grammatical knowledge.</p> <p>MAASS: Prepare to give a dinner party, planning and explaining a menu.</p>	<p>L Understand language from several topics and when present, past and future is used.</p> <p>S Take part in a conversation using present, past and future tenses.</p> <p>R Understand a variety of texts with present, past and future events in them.</p> <p>W Use connectives and refer to past, present and future events and give opinions and make up sentences applying grammatical knowledge accurately.</p> <p>MAAS: Research German class trips; choose a destination and create a persuasive advert for a class trip.</p>	<p>L Understand language from several topics and when present and past, or future is used.</p> <p>S Take part in a conversation using present and past, or future tenses.</p> <p>R Understand a variety of texts with present, past or future events in them.</p> <p>W Use connectives and refer to past and present and future events, use 'weil' and 'wenn' clauses and give opinions.</p> <p>MAASS: Prepare a commentary for a fashion show of Fair-trade labels and create publicity materials.</p>

21 Geography

Year 7	We aim to provide pupils with an awareness of the World around them. We look at different environments, cultures and countries so that the pupils can develop informed ideas and opinions about issues in the World. We also aim to build on skills learned in Years 3 and 4, such as map work, analysing and interpreting information, research and helping the pupils to think for themselves.
Literacy	<ul style="list-style-type: none"> To support literacy standards we expect all pupils to use: 'My writing checklist', 'sentence checklist' and 'BUG' in Years 4 and 5 'My writing checklist', 'sentence checklist', 'BUG' and 'PEE' in Years 6, 7 and 8 In addition all pupils will experience different forms of writing styles and genre including (newspapers, diary, letters, essays, biographies, persuasive writing, play scripts etc.) Core skills of punctuation, spelling and grammar will be supported throughout the delivery of the units of work.

TOPIC	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER
Year 7 GEOGRAPHY	Geomorphological Processes The processes responsible for the development of landforms; how rock type and weathering assists river formation; understanding why flooding and landslides are caused. Pupils will learn about the River Severn as a Case Study.	Environmental issues: Rainforests. Issues in the rainforest; the causes, effects and solutions to deforestation. The Amazon Rainforest will be our case study example.	Map Skills & Knowledge of Place Development of skills learned in Yr5&6, building on key map skills. Including learning about contours and cross-sections; latitude & longitude and how to locate places with this; development of OS map skills and learning about other types of map; Physical, Political. Locational Knowledge. Developing knowledge of places around the world; English Counties and use of Digimaps.	Weather and Climate Understanding the difference between weather and climate; how the hydrological cycle operates; the reasons for Britain's climate; understanding how microclimates work.	Rivers Fieldwork. This will be based on fieldwork collected on rivers. Epping Forest will be our Case Study.
1	Pupils must be able to describe how basic geomorphological processes work such as erosion, deposition and transport.	Pupils must understand what the rainforests are and what they are like. They must also understand the idea of sustainable development.	Pupils must develop key map skills such as direction (8 point compass), distance & scale, 4 figure grid references and how to show height on maps. Pupils must have basic mapping and atlas skills.	Pupils must understand the basic elements of the weather.	Pupils must be able to write up fieldwork illustrating the use of basic fieldwork and data analysis skills.
2	Pupils should be able to provide a basic description with diagrams of how these processes develop certain	Pupils should be able to provide a simple description of the causes, effects and solutions to	Pupils should be able to use more advanced map skills such as 6 figure grid references and	Pupils should be able to describe with the aid of diagrams how the different elements of	Pupils should be able to write up fieldwork demonstrating an understanding of how to

	landforms in rivers.	deforestation.	bearings Pupils should be able to identify key places in the British Isles.	the climate work such as rain and temperature.	conduct fieldwork effectively and efficiently.
3	Pupils should be able to describe how people can affect these processes and make the situation worse in some cases.	Pupils should be able to provide a more detailed and researched description of the causes, effects and solutions to deforestation.	Pupils should be able to identify the location and name of countries and capital cities in Europe and other continents. They should be able to recognise different types of Map and their key features.	Pupils should be able to provide a basic explanation of how and why climate patterns vary in different parts of Britain.	Pupils should be able to provide a project with of assistance from the teacher.
4	Pupils could be able to provide detailed descriptions of geomorphological processes and how people can affect them.	Pupils could develop the skill to appreciate the opinions of other interest groups as well as their own. They should demonstrate empathy with the different interest groups.	Pupils could identify key physical features in the World. Pupils will be able to provide details about different types of map. They will have a good understanding of OS Maps, use of 16 point compass and be able to draw sketch maps. Pupils can use Digimaps to locate Countries and Landmarks in the World.	Pupils should be able to provide a basic explanation of how and why climate patterns vary in different parts of Britain.	Pupils could be able to produce a project where they have completed the data collection accurately and efficiently. Sound understanding and explanation of the results and of the geography involved; use of geographical terminology; reference to primary data collected; some justification of the choice of methods.
5	Pupils could develop a real aptitude for geomorphological processes and demonstrate a real understanding of the processes with evidence of independent research. They could also assess the human impacts on these processes, how we affect them and how they affect us. Pupils will use examples from the River Severn to support answers.	Pupils could develop a detailed description of the causes, effects and solutions to deforestation and a real understanding of sustainable development demonstrating evidence of independent research. They could also consider deforestation as an issue in the wider world. Pupils will be able to use examples from the Amazon Rainforest to support answers.	Pupils could be able to identify the name and location of other cities other than capitals and other features throughout the World. They could develop a real aptitude for map skills. Pupils have an understanding of Arc GIS and Digimaps and can use them competently, demonstrating consistent ICT skills.	Pupils could provide a detailed explanation of the British and World climates and demonstrate a real understanding of how people can affect the climate showing evidence of independent research. They could also have a real understanding of the climate patterns of the World.	Pupils could produce a clear and thorough explanation of the findings with close reference to, and quotation from, primary data collected; excellent understanding and thorough explanation of the geography involved; accurate use of a wide range of geographical terminology; valid conclusions and link back to hypotheses/key questions; suggestions for improving the project. Pupils will show excellent initiative; evidence of individual learning and research.

Year 8	We aim to provide pupils with an awareness of the World around them. We look at different environments, cultures and countries so that the pupils can develop informed ideas and opinions about issues in the World. We also aim to build on skills learned in Years 3 and 4, such as map work, analysing and interpreting information, research and helping the pupils to think for themselves.
Literacy	<ul style="list-style-type: none"> To support literacy standards we expect all pupils to use: 'My writing checklist', 'sentence checklist' and 'BUG' in Years 4 and 5 'My writing checklist', 'sentence checklist', 'BUG' and 'PEE' in Years 6, 7 and 8 In addition all pupils will experience different forms of writing styles and genre including (newspapers, diary, letters, essays, biographies, persuasive writing, play scripts etc.) Core skills of punctuation, spelling and grammar will be supported throughout the delivery of the units of work.

TOPIC	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER
Year 8 GEOGRAPHY	Plate Tectonics The structure of the Earth; knowing why volcanoes and earthquakes happen in particular locations; how and why they occur; how they affect people in both HIC's and LIC's. Haiti & Sumatra are our Case Studies.	Settlement Patterns (why they are there); understanding why goods and services vary across settlements; why the function of settlements changes and how this affects the people. Issues and problems in urban areas. We will use Ely as a Case Study.	Settlement in LICs Issues in cities in LICs such as Slums. We will look at how a Country's level of development affects the way in which they settle. Our Case Study examples is the Dharavi slums in Mumbai.	Development & Economy Pupils will study what Development is and recognise that Countries are either LIC, NEE or HIC. They will learn about indicators of development and link this to the economy of a Country.	Economy Project & Revision for Summer Exams Following on from last term, pupils will put together a project based around saving the UK Economy after the Coronavirus Pandemic.
1/2	Pupils must have a basic understanding of plate tectonics and structure of the Earth.	Pupils must understand what is meant by a HIC and be able to describe some simple characteristics.	Pupils must understand what a LIC is and be able to describe some simple characteristics.	Pupils must have a simple understanding of the terms LIC, NEE & HIC. They must understand that development level impacts type of Industry that Country relies on for income.	Pupils will put together a basic proposal for their bike company.
3	Pupils should be able to provide an explanation of the pattern of earthquakes and volcanoes in the World related to the 'Ring of Fire'.	Pupils should have a basic understanding of some of the characteristics of settlements such as function, pattern and rural/urban.	Pupils should understand some of the issues facing LIC settlements and offer a few solutions.	Pupils should be able to describe different location factors affecting the development of a Country, such as Literacy Rate.	Pupils will propose a solid idea for increasing the UK Economy.
4	Pupils should be able to provide a basic explanation of how plate tectonics can affect people using Haiti as an example and how they affect people, including an	Pupils should have a good understanding and be able to explain more complicated characteristics of settlement such as	Pupils should understand how people live in slums and develop empathy with those that live in this way. They should be able	Pupils should be able to give details about indicators of development and link this to a Country's	Pupils will have a good business plan that draws on aspects of the Development and Economy topic. They

	understanding of the Boxing Day Tsunami in Sumatra.	hierarchy and land use patterns. They should also be able to provide a basic description of how settlements can change.	to compare the lifestyle in an LIC with that of an HIC showing similarities and differences.	economy and industry.	will have considered areas of Industry and Manufacture.
5	Pupils should be able to provide a detailed explanation of how plate tectonics can affect people in HIC's and LIC's describing the impact of both Tsunamis and Earthquakes. They should be able to look at how to mitigate the impact of these natural disasters.	Pupils could be able to describe in detail using examples how settlements and different parts of settlement can change. They could also explain in detail the characteristics of different settlements.	Pupils could understand in detail some of the more complicated issues facing LIC cities and offer well thought out and reasoned/researched solutions. Pupils will discover how the slums may be developed to increase life expectancy.	Pupils could be able to describe in detail what GNI, GDP and DTM are. They should be able to explain the cause of Uneven Development in the world, such as Conflict and Trade, and be able to give Case Study examples.	Pupils will have a clear and cohesive business proposal which includes, material sourcing, manufacture, budgeting and worker recruitment.
6	Pupils could demonstrate an in-depth understanding of this topic. Pupils might be able to describe how and why volcanoes/earthquakes/tsunamis can be predicted. They might also offer a well-researched and reasoned explanation why some countries suffer from natural disasters more than others. They will be able to use Haiti and Sumatra as Case Studies for Earthquakes and Tsunamis respectively.	Pupils could demonstrate an in- depth understanding of this topic. Pupils might investigate these changes and start to question why they take place and look at the advantages/disadvantages. They might also question some of the theories we have studied and offer well-reasoned arguments against them and be able to use examples of different settlements.	Pupils could demonstrate an in- depth understanding of this topic. Pupils might research and develop the idea of inequality in the World and develop their own opinions about it as well as other issues in LIC cities. Pupils will be able to use Dharavi as a Case Study example in exam questions and will be able to use factors affecting development, such as life expectancy, to support their answers.	Pupils could demonstrate an in-depth understanding of this topic. Pupils might develop a detailed understanding of how a Country's level of development changes due to DTM. They could give details about how a Country's economy is impacted by level of development and therefore type of industry. Pupils will be able to use specific Country examples throughout exam questions.	Pupils will demonstrate a clear understanding of the UK economy through budgeting their business. They will have a clear proposal for their business that covers all 9 points of success criteria, including mapping of material sourcing and linking worker recruitment to the Coronavirus Pandemic.

22 History

TOPIC	AUTUMN	AUTUMN
Year 7 HISTORY 3 x 55 mins per fortnight	General overview of the Medieval Period.	Norman Conquest and The battle of Hastings
1	Pupils know the context of the Medieval Period in terms of its chronology.	Pupils have a basic understanding and be able to generally explain the events leading up to and of the battle itself.
2	Pupils understand where the Medieval Period sits within English history.	Pupils understand and able to generally explain the events of the battle as well as explain the causes of the battle.
3	Pupils appreciate the context of the Medieval Period in terms of its chronology and able to explain how events during this time had an effect on the lives of those living during this period of History.	Pupils are able to describe in depth the events of the battle as well as explaining the causes of the battle and be able to summarise the general consequences of the battle.
4	Pupils appreciate that much of the foundation of modern society was formed within this period.	Pupils can describe in depth the events of the battle as well as explain the causes of the battle in detail and be able to analysis the consequences of the battle for the Normans and the Anglo-Saxons.
5	Pupils show through independent research an overall understanding of the role played by the Medieval Period in shaping this island's future.	Pupils extend their knowledge and understanding through independent research and increase their ability to explain why the battle is so important in not only the Medieval Period but in the founding stages of modern society.

TOPIC	SPRING	SUMMER
Year 7 HISTORY	Henry II and Thomas Becket	The Third Crusade and Richard the Lionheart
1	Pupils know what happened to Thomas Becket in Canterbury Cathedral	Pupils know what a Crusade is and particularly the basics of the 3 rd Crusade and where they were fought in the Medieval Period.
2	Pupils will understand and be able to generally explain why Becket was murdered in Canterbury Cathedral.	Pupils know and begin to understand that Richard I led the Third Crusade and the campaign meant that Christians could return to Jerusalem.
3	Pupils are able to describe in detail how the relationship between Henry II and Becket blossomed at first and then began to fall apart as their political and religious opinions began to change.	Pupils are be able to explain in detail the events of the Third Crusade and its outcome whilst also appreciating some of the new discoveries made on and after the Third Crusade.
4	Pupils can describe in detail how the relationship between Henry II and Becket blossomed at first and then began to fall apart as their political and religious opinions began to change as well as explain in full in full the death of Becket and analysis the reasons why it happened and the consequences of Becket's death.	Pupils are able to explain in detail the events of the Third Crusade and its outcome whilst appreciating the characters of Richard I and Saladin. In addition they would be able to explain what new discoveries were made on the Crusades and their impact on Medieval life.
5	Pupils show through independent research beyond the teacher's delivery the ability to explain how the death of Becket changed the long term relationship between the Church and the Crown and ensured the Church's independence in the future.	Pupils also show through independent research the ability to explain how the Crusades affected both Medieval and Modern life through detailing the short and long term effects of the Crusades and the discoveries made during and afterwards.

TOPIC	AUTUMN	AUTUMN
Year 8 HISTORY	Edward I's campaigns in Wales & Scotland culminating in the battle of Bannockburn	The Black Death
1/2	Pupils know why Edward I was involved with Scotland and what his ambition for the country was. They are able to generally explain the events of the battle.	Pupils are able to generally explain what the Black Death was and how it spread across Europe.
3	Pupils know the reasons for the battle and are able to describe the battle in chronological order with some knowledge of the consequences for both Scotland and England.	Pupils know the origins of the disease and the 3 types of plague. They able to explain what caused the Black Death as well as describe how it spread across Europe.
4	Pupils are able to describe in reasonable depth the events of the battle as well as explaining the causes of the battle and be able to summarise the general consequences of the battle.	Pupils know the symptoms and are able to describe in reasonable depth the differing reactions of people to the Black Death as well as explaining what caused the Black Death and how it spread across Europe.
5	Some pupils describe in depth the events of the battle as well as explain the causes of the battle in detail and be able to analysis the consequences of the battle for the English and the Scots.	Pupils are able to describe in more depth the reaction of the people to the Black Death and begin to analysis the consequences of the Black Death for Europe.
6	Pupils show through independent research the ability to explain how the campaigns in Scotland affected relations between these countries and England in both the short and long term and be able to explain how the legend behind 'Braveheart' and Robert the Bruce grew from this period of history.	Pupils have an extensive knowledge show through independent research the ability to explain why the arrival of the Black Death is so important in not only the Medieval Period but also in the founding stages of modern society.

TOPIC	SPRING	SUMMER	SUMMER
Year 8 HISTORY	The Peasants' Revolt	Joan of Arc	Examination Preparation & Revision
1/2	Pupils are able to explain the basic timeline of events of the Peasants' Revolt.	Pupils are able to explain what Joan of Arc managed to achieve in her short lifetime.	
3	Pupils have a wider knowledge of the events of the Peasants' Revolt as well as able to explain the causes of the Peasants' Revolt.	Some pupils should understand and be able to generally explain what Joan of Arc managed to achieve whilst explaining why she did it.	
4	Pupils are able to describe in depth the events of the Peasants' Revolt as well as explaining the causes of the Peasants' Revolt and be able to summarise the general consequences of the Peasants' Revolt.	Some pupils should be able to explain in depth what Joan of Arc achieved and why she achieved it.	
5	Pupils describe in depth the events of the Peasants' Revolt as well as explain the many causes of the Peasants' Revolt in detail and be able to analysis the consequences of the Peasants' Revolt for the English.	Some pupils could be able to explain in depth what Joan of Arc achieved and why she achieved it and what the short and long term consequences of her actions were upon the Hundred Years' War.	
6	Pupils also show through independent research the ability to explain why the Peasants' Revolt is so important in not only the Medieval Period but in the founding stages of modern society.	Some pupils could also show through independent research the importance of Joan of Arc not only in the Hundred Years War but also as a leading female role model today.	

23 Religious Studies

TOPIC	AUTUMN	SPRING	SUMMER
Year 7	<p>The Life of Jesus (1): Chronology of Jesus' life; the Gospels; The Baptism, Temptations of Jesus; Calling of the disciples Why do people follow Jesus today? Miracles of Jesus; Do miracles happen today? Essay writing technique.</p> <p>Philosophy curriculum</p> <p>'What are values?' Exploration project that encourages independent thinking and other higher order thinking techniques. Themes explored will be human rights, law and order, capital punishment.</p>	<p>The Life of Jesus (2): The Parables and Teachings of Jesus; 'Outcasts'; Jesus Man myth or God?</p> <p>Philosophy Curriculum</p> <p>Continuation of 'What are Values?' with a focus on the Unicef United Nations Convention on the Rights of the Child (UNCRC). This will culminate in a reaction and delivery of what children's rights are to younger children in the school for example posters presentations and possibly an assembly.</p>	<p>Faith, Fact and Belief: Creation vs. Evolution, Miracles, arguments for the existence of God N.D.E's and other debates between faith/belief and science. This will include essay writing techniques.</p> <p>Philosophy curriculum</p> <p>Revisiting what we have explored this year and applying it to current affairs. (A possible return to our usual P4C lessons. This will be dependent on the school protocol's for Covid-19).</p>
1	<p>Know the key words and phrases: baptism, crucifixion, resurrection, temptation, mission, 'called by God'.</p> <p>Describe in detail at least 3 events in Jesus' life and give reasons why they are important.</p> <p>Describe at least 3 of Jesus' teachings/parables/miracles and say how they apply to a Christian's life.</p>	<p>Describe at least 2 of Jesus' teachings/parables and think about how they apply to a Christian's life.</p> <p>Know the basic meaning of 2 parables.</p>	<p>Be able to describe the basic story of creation in Genesis 1.</p> <p>Know that there are other explanations for how the world was created.</p> <p>I know that the Theory of Evolution was put forward by Charles Darwin.</p> <p>Know the words Omnipotent, Omniscient and Natural Selection,NDE, Miracle.</p>
2	<p>Give a personal opinion, with reasons, explaining why Jesus teachings are important today to Christians.</p> <p>Give a detailed description of at least 3 key events in Jesus' life and explain why they are important.</p>	<p>Think about a personal opinion about why Jesus teachings might be important today for Christians.</p> <p>Know the term 'Sermon on the Mount' and what it refers to.</p> <p>Describe 3 of the teachings of Jesus in parables and explain the different ways they apply to a Christian's life.</p>	<p>Explain the the words Omnipotent, Omniscient and Natural Selection,NDE, Miracle.</p> <p>Use a wide vocabulary to explain the Creation story from Genesis 1.</p> <p>Explain the basics of the theory of Evolution.</p>

3	<p>Describe 3 of Jesus' teaching/miracles/parables and explain the different ways they apply to a Christian's life.</p> <p>Give a personal opinion, with reasons, whether you think that Jesus' teachings are important for non-Christians.</p> <p>Give a description about a key event in your life, explaining why it was important.</p>	<p>Describe the Sermon on the Mount and at least 2 of the teachings contained in it including their importance today.</p> <p>Give a personal opinion, with reasons, whether you think that Jesus' teachings are important for non-Christians.</p> <p>Describe at least 3 teachings and explain the different ways they apply to a Christian's life, using quotations from the Bible to support your answer.</p>	<p>Know the Christian views on the creation of the universe.</p> <p>Discuss and begin to ask questions about the Theory of Evolution and Creationism.</p> <p>Investigate the conflict between Science and Religion paying particular focus on evolution, miracles and NDE's.</p>
4	<p>Give a detailed description of at least 4 key events in Jesus' life and give a detailed explanation about why they are important for Christians.</p> <p>Describe in detail at least 3 of Jesus' teachings/miracles/parables and explain the different ways they apply to a Christian's life.</p>	<p>Give a detailed personal opinion, with reasons, about whether you think that Jesus' teachings are important for non-Christians.</p> <p>Evaluate the different views that people have about Jesus' impact on the world.</p>	<p>Explain the difference and significance of the two different Creation stories from Genesis 1 & 2.</p> <p>Give a detailed explanation of 2 different ways of understanding the origin of our world.</p> <p>Outline and demonstrate a high level of understanding in a detailed account of one of the conflicts between religion and science.</p>
5	<p>Give a personal opinion, with reasons, whether you think that Jesus' teachings are important for non-Christians.</p> <p>Evaluate the different views that people have about Jesus' impact on the world. Research additional material to enhance understanding.</p>	<p>Show evidence of additional research/learning.</p>	<p>Think about the impact of Darwin and his Theory of Evolution on Christian belief.</p> <p>Engage in independent research related to Science and Religion and think about a personal response to these issues.</p>

TOPIC	AUTUMN (1)	AUTUMN (2)	SPRING	SUMMER
Year 8	<p>RS curriculum</p> <p>Christmas: Why are there different accounts of the story? Secular vs religious, Old Testament Prophecy.</p> <p>Philosophy curriculum</p> <p>'What are values?' Exploration project that encourages independent thinking and other higher order thinking techniques. Themes explored will be human rights, law and order, capital punishment.</p>	<p>Inspirational People: Desmond Tutu, Mahatma Gandhi, Nick Vujicic, Dame Cecily Saunders. Essay writing technique.</p> <p>Philosophy curriculum</p> <p>Continuation of 'What are Values?' with a focus on the Unicef united Nations Convention on the Rights of the Child (UNCRC). This will culminate in a reaction and delivery of what children's rights are to younger children in the school for example posters presentations and possibly an assembly.</p>	<p>Religion and the Environment: Hindu and Christian attitudes towards the environment.</p> <p>Philosophy Curriculum</p> <p>Final 'what if' enquiry projects and presentations on the death penalty.</p> <p>The philosophical implications of solving crimes before they happen using the beginning of the film 'Minority Report'.</p> <p>Would it be moral to have murdered Adolf Hitler using a film clip from 'Valkyrie'.</p>	<p>Essay writing technique and revision for Transfer Exams to Senior School.</p> <p>Revision and Essay Technique.</p> <p>Pupils are prepared for the End of Year exam by working on essay technique and revision methods.</p>
1/2	<p>Know the keywords Prophet, Messiah, Christingle, Advent, Secular, Incarnation, Immanuel.</p> <p>Know that there are two different accounts of the birth of Jesus in the Bible and where to find them.</p> <p>Accurately retell one of the accounts of the Christmas story.</p> <p>Know that light is an important Christian symbol and give an example of light being used as a symbol.</p>	<p>Know the definition of 'hero' 'inspired' and 'faith'.</p> <p>Describe the life and work of a person who has been inspired by their faith to do something for others.</p> <p>Think about how their faith has encouraged them to make a difference and what challenges they have faced.</p>	<p>Know that many religions see that the natural world is sacred in some way.</p> <p>Know that the natural world is at risk from pollution and climate change.</p> <p>Be able to differentiate between different types of pollution including examples.</p>	
3	<p>Explain the meanings of the words, Prophet, Messiah, Secular, Advent, Salvation, Incarnation, Immanuel.</p> <p>Describe clearly the two accounts of the Christmas story and explain which gospel they are from.</p> <p>Describe and understand the</p>	<p>Think about their own life and what challenges and difficulties they face.</p> <p>Think about the difference between a hero and someone who has been inspired by their faith to do something for others.</p>	<p>To know the meaning of the word 'stewardship'.</p> <p>Know about two religious responses to the environmental crisis.</p>	

	difference between 'religious' and 'secular' events around Christmas.	Understand the difference between a hero and a person inspired by faith.		
4	<p>Understand who Simeon and Herod were and know how they reacted to Jesus' birth.</p> <p>Know the name of an Old Testament Prophet and think about the importance of prophecy and the birth of Jesus.</p> <p>Draw and label a diagram of the Christingle.</p> <p>Think about the significance of the parts of the Christingle and reflect on how this might help Christians in their faith.</p>	<p>Be able to describe the life and work of at least 2 people who have been inspired by their faith to do something for others.</p> <p>Understand and explain how their faith has encouraged them to take action and why they have chosen their particular work.</p> <p>Describe some of the challenges that these people faced in their life and work.</p>	<p>Be able to explain ways that at least two religions have tried to protect the sacredness of the natural world.</p> <p>Be able to describe ways that pollution and climate change can affect the planet.</p> <p>Understand and be able to explain the concept of 'stewardship' from Biblical text in Genesis.</p>	
5	<p>Understand the importance of the shepherds and the wise men and be able to fully explain their significance to the Christian message.</p> <p>Think about the importance of Christmas to Christians and reflect on the status of Christmas in the world today.</p> <p>Understand what the symbols of the Christingle represent and be able to explain how they are significant for Christians.</p>	<p>Think about their own life and how they face challenge and difficulty. Describe one thing they have learnt from these stories of inspiration.</p> <p>Be able to explain the difference between a hero and a person inspired by faith and what impact this has.</p> <p>Be able to describe the life and work of several people who have been inspired by faith to do something for others.</p>	<p>Think about and evaluate how the different religious beliefs affect how people treat the natural world.</p> <p>Make links and demonstrate an understanding between the different religious viewpoints and the natural world.</p> <p>Think about and demonstrate an understanding of the effectiveness of a religious response and how the belief may assist in this response.</p>	
6	<p>Show evidence of independent research surrounding what we have looked at so far.</p> <p>Establish a detailed and balanced argument surrounding the religious and secular 'value' of Christmas for society.</p>	<p>Evaluate the impact that these people have had and why they have become famous.</p> <p>Explain a personal situation/challenge that they face and how they have approached it. Think about and demonstrate an understanding of 'why' and 'how' faith can lead to action and</p>	<p>Undertake additional research and assess the implications of it on the planet/society.</p> <p>Establish and evaluate whether religion is a valuable asset in turning the tide on climate change and excess waste in the world.</p>	

		whether this impact is more significant because it's coming from a religious believer.		
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24 Latin

TOPIC	AUTUMN	SPRING	SUMMER
Year 7 LATIN	<p><u>Autumn Term:</u></p> <p>Resources used: Stages 1 - 5 of Cambridge Latin Course (Book 1) John Taylor 'Latin to GCSE'</p> <p>Key Skills Covered:</p> <ul style="list-style-type: none"> Acquisition and application of target vocabulary Acquisition and application of new grammar Acquisition and application of relevant syntax Translation of sentences/passages from Latin into English Comprehension of a passage of Latin Understanding of aspects of life in Pompeii and the wider Roman world 	<p><u>Spring Term:</u></p> <p>Resources used: Stages 6 -9 of Cambridge Latin Course (Book 1) John Taylor 'Latin to GCSE'</p> <p>Key Skills Covered:</p> <ul style="list-style-type: none"> Acquisition and application of target vocabulary Acquisition and application of new grammar Acquisition and application of relevant syntax Translation of a series of interlinked sentences from Latin into English Comprehension of a passage of Latin Understanding of aspects of life in Pompeii and the Roman world 	<p><u>Summer Term:</u></p> <p>Resources used: Stage 10 - 12 of Cambridge Latin Course (Book 1) John Taylor 'Latin to GCSE'</p> <p>Key Skills Covered:</p> <ul style="list-style-type: none"> Acquisition and application of target vocabulary Acquisition and application of new grammar Acquisition and application of relevant syntax Translation of a series of interlinked sentences from Latin into English Comprehension of a passage of Latin Understanding of aspects of life in Pompeii and the Roman world
1	<p>Pupils will:</p> <p>Be familiar with a limited number of Latin words and be able to look up unfamiliar words in a glossary or vocabulary list.</p> <p>Be able to understand simple sentences.</p> <p>Be able to retrieve answers from a text.</p> <p>Know some common facts about Pompeian/Roman civilisation.</p> <p>Follow and contribute to class discussions.</p>	<p>Pupils will:</p> <p>Know a range of Latin words and make use of glossaries and vocabulary lists to find out what unfamiliar words mean.</p> <p>Be able to understand and translate sentences which might include subordinate clauses.</p> <p>Be aware that Latin nouns and verbs change their endings.</p> <p>Be able to retrieve answers from a passage of Latin.</p> <p>Know a larger range of facts about Pompeian/Roman civilisation.</p> <p>Be able to empathise with Pompeian slaves and gladiators.</p> <p>Follow and contribute to class discussions.</p>	<p>Pupils will:</p> <p>Know a range of Latin words, and be able to make use of vocabulary lists with some awareness of how nouns and verbs are listed.</p> <p>Be able to understand and translate sentences which might include subordinate clauses.</p> <p>Be aware how and why Latin nouns and verbs change their endings.</p> <p>Be able to use their knowledge of simple facts about Pompeian/Roman civilisation to describe some characteristic features of the period.</p> <p>Follow and contribute to class discussions.</p>

2	<p>Pupils will:</p> <p>Know a limited number of Latin words, and be able to look up unfamiliar words in a glossary or vocabulary list.</p> <p>Be able to translate simple sentences, including the use of noun and verb endings.</p> <p>Be able to respond to primary source of information to answer questions about the Pompeian/Roman world.</p> <p>Be able to take an active part in class discussions.</p>	<p>Pupils will:</p> <p>Be able to translate sentences which might include subordinate clauses, and start to identify the use of each different noun case.</p> <p>Understand the general sense of short stories written in simple Latin.</p> <p>Be able to use their knowledge of simple facts about Pompeian/Roman civilisation to describe some characteristic features of the period.</p> <p>Be able to take part in class discussions.</p>	<p>Pupils will:</p> <p>Be aware that word endings affect meaning.</p> <p>Be able to understand the general sense of short stories written in simple Latin.</p> <p>Be able to use primary sources to ask and answer more complex questions about the Pompeian/Roman world.</p> <p>Be able to take an active part in class discussions.</p>
3	<p>Pupils will:</p> <p>Know a number of Latin words, and be able to look up unfamiliar words in a glossary or vocabulary list.</p> <p>Be aware that some English words come from Latin.</p> <p>Be able to translate longer Latin stories accurately by spotting and applying the meaning of different word endings, as well as some adverbs and prepositional phrases.</p> <p>Be able to respond to primary source of information to answer questions about the Pompeian/Roman world.</p> <p>Be able to take an active part in class discussions.</p> <p>Be able to translate simple English into Latin sentences.</p>	<p>Pupils will:</p> <p>Be aware that some English words come from Latin and give examples.</p> <p>Be able to translate longer sentences accurately by spotting and applying the meaning of different word endings, as well as more challenging adverbs and prepositional phrases.</p> <p>Understand the general sense of short stories written in simple Latin.</p> <p>Be able to use their knowledge of simple facts about Pompeian/Roman civilisation to describe some characteristic features of the period.</p> <p>Be able to take an active part in class discussions.</p>	<p>Pupils will:</p> <p>Be able to use English derivations to help them to work out some unfamiliar words.</p> <p>Be aware that word endings affect meaning and use this to translate sentences.</p> <p>Be able to understand the general sense of short stories written in simple Latin.</p> <p>Be able to use primary sources to ask and answer more complex questions about the Pompeian/Roman world.</p> <p>Be able to take an active part in class discussions.</p>

4	<p>Pupils will:</p> <p>Know a range of Latin words, and be able to look up unfamiliar words in a glossary or vocabulary list.</p> <p>Make connections between English words and their Latin derivations.</p> <p>Be able to translate more complex English into Latin sentences, using a range of tenses and noun cases.</p>	<p>Be aware that some English words come from Latin and give a range of examples.</p> <p>Be able to translate longer sentences accurately by spotting and applying the meaning of different word endings, as well as more challenging adverbs and prepositional phrases.</p> <p>Understand the general sense of short stories written in simple Latin and start to infer from context.</p> <p>Be able to use their knowledge of simple facts about Pompeian/Roman civilisation to describe some characteristic features of the period.</p> <p>Be able to take an active part in class discussions.</p>	<p>Pupils will:</p> <p>Be able to use English derivations to help them to work out some unfamiliar words.</p> <p>Be aware that word endings affect meaning and be able to apply this to writing in Latin.</p> <p>Be able to understand the general sense of longer stories written in simple Latin.</p> <p>Be able to use primary sources to ask and answer more complex questions about the Pompeian/Roman world.</p> <p>Be able to take an active part in class discussions.</p>
5	<p>Pupils will be able to:</p> <p>Deduce and infer readily from passages of Latin.</p> <p>Be able to use a range of language confidently.</p> <p>Be able to translate a range of English into Latin sentences.</p> <p>Be able to identify similarities and differences between Roman and modern societies.</p> <p>Make significant contributions to class discussions, including evaluating others' ideas.</p>	<p>Pupils will:</p> <p>Deduce and infer readily from longer passages of Latin.</p> <p>Use a wider range of language confidently.</p> <p>Translate more complex English into Latin sentences.</p> <p>Use primary sources to answer questions and to generate basic lines of enquiry.</p> <p>Make significant contributions to class discussions, including evaluating others' ideas.</p>	<p>Pupils will:</p> <p>Deduce and infer readily from longer passages of more complex Latin.</p> <p>Use a wider range of language confidently</p> <p>Translate more complex English into Latin sentences accurately.</p> <p>Give reasons for some of the similarities and differences between Pompeian/Roman and modern societies.</p> <p>Make significant contributions to class discussions, including evaluating others' answers.</p>

TOPIC	AUTUMN	SPRING	SUMMER
Year 8 LATIN	<p>Autumn Term:</p> <p>Resources used: Stages 13 – 17 of Cambridge Latin Course (Book 2) ISEB vocabulary Scholarship and Common Entrance preparation (as required) John Taylor ‘Latin to GCSE’</p> <p>Key Skills Covered:</p> <ul style="list-style-type: none"> • Acquisition and application of target vocabulary • Acquisition and application of new grammar • Acquisition and application of relevant syntax • Translation of sentences/passages from Latin into English • Comprehension of a passage of Latin • Understanding of aspects of the Roman world 	<p>Spring Term:</p> <p>Resources used: Stages 17 – 19 of Cambridge Latin Course (Book 2) ISEB vocabulary Scholarship and Common Entrance preparation (as required) John Taylor ‘Latin to GCSE’</p> <p>Key Skills Covered:</p> <ul style="list-style-type: none"> • Acquisition and application of target vocabulary • Acquisition and application of new grammar • Acquisition and application of relevant syntax • Translation of sentences/passages from Latin into English • Comprehension of a passage of Latin • Understanding of aspects of the Roman world 	<p>Summer Term:</p> <p>Resources used: Stage 20 of Cambridge Latin Course (Book 2) ISEB vocabulary Examination revision and practice Scholarship and Common Entrance Examination preparation (as required) John Taylor ‘Latin to GCSE’</p> <p>Key Skills Covered:</p> <ul style="list-style-type: none"> • Acquisition and application of target vocabulary • Acquisition and application of new grammar • Acquisition and application of relevant syntax • Translation of sentences/passages from Latin into English • Comprehension of a passage of Latin • Understanding of aspects of the Roman world
1/2	<p>Pupils will: Know a wider range of Latin vocabulary and use reference tools, such as vocabulary lists and grammar notes, to support their learning. Be able to translate short Latin stories. Be able to translate simple SVO English into Latin sentences. Be able to understand and manipulate simple grammar. Be able to use their knowledge of Roman civilisation to describe a wider range of characteristic features of the period/topic. Follow and contribute to class discussions.</p>	<p>Pupils will: Know an extended range of Latin vocabulary and use reference tools, such as vocabulary lists and grammar notes, to support their learning. Have some understanding of grammatical terminology and be able to manipulate simple grammar. Be able to translate simple SVO English into Latin sentences. Be able to use their knowledge of Roman civilisation to make links between characteristic features of the period. Follow and contribute to class discussions.</p>	<p>Pupils will: Know an extended range of Latin vocabulary and use reference tools, such as vocabulary lists and grammar notes, to support their learning. Have some understanding of grammatical terminology and be able to manipulate simple grammar. Be able to translate simple SVO English into Latin sentences. Be able to use their knowledge of Roman civilisation to make links between characteristic features of the period. Follow and contribute to class discussions.</p>

3	<p>Pupils will:</p> <p>Be able to use vocabulary lists to deduce the meanings of different parts of nouns and verbs with assistance.</p> <p>Be able to translate longer Latin stories accurately.</p> <p>Be able to translate simple SVO English into Latin sentences, using correct word order.</p> <p>Be able to understand and manipulate simple grammar.</p> <p>Be able to use a range of primary sources to ask and answer questions about the Roman world.</p> <p>Be able to take an active part in class discussions.</p>	<p>Pupils will:</p> <p>Be able to use vocabulary lists to deduce and apply the meanings of different parts of nouns and verbs with assistance.</p> <p>Have some understanding of simple linguistic structures and be able manipulate simple grammar.</p> <p>Be able to translate simple SVO English into Latin sentences, using correct word order.</p> <p>Be able to use with some discrimination a range of primary sources to ask and answer increasingly complex questions about the Roman world.</p> <p>Be able to take an active part in class discussions.</p>	<p>Pupils will:</p> <p>Be able to use vocabulary lists to deduce and apply the meanings of different parts of nouns and verbs with assistance.</p> <p>Have some understanding of simple linguistic structures and be able manipulate simple grammar.</p> <p>Be able to translate simple SVO English into Latin sentences, using correct word order.</p> <p>Be able to use with some discrimination a range of primary sources to ask and answer increasingly complex questions about the Roman world.</p> <p>Be able to take an active part in class discussions.</p>
4	<p>Pupils will:</p> <p>Be able to use vocabulary lists to deduce the meanings of different parts of nouns and verbs.</p> <p>Be able to translate longer Latin stories accurately.</p> <p>Be able to translate simple SVO English into Latin sentences, using correct word order.</p> <p>Be able to manipulate grammar regularly.</p> <p>Be able to use a range of primary sources to ask and answer questions about the Roman world.</p> <p>Be able to take an active part in class discussions.</p>	<p>Pupils will:</p> <p>Be able to use vocabulary lists to deduce and apply the meanings of different parts of nouns and verbs.</p> <p>Have some understanding of simple linguistic structures and be able manipulate more complex grammar.</p> <p>Be able to translate simple SVO English into Latin sentences, using correct word order.</p> <p>Be able to use with some discrimination a range of primary sources to ask and answer increasingly complex questions about the Roman world.</p> <p>Be able to take an active part in class discussions.</p>	<p>Pupils will:</p> <p>Be able to use vocabulary lists to deduce and apply the meanings of different parts of nouns and verbs.</p> <p>Be able to translate simple SVO English into Latin sentences, using correct word order.</p> <p>Have some understanding of simple linguistic structures and be able manipulate more complex grammar.</p> <p>Be able to use with some discrimination a range of primary sources to ask and answer increasingly complex questions about the Roman world.</p> <p>Be able to take an active part in class discussions.</p>
5	<p>Be able to use vocabulary lists to deduce the meanings of different parts of nouns and verbs.</p> <p>Be able to translate longer Latin stories accurately.</p> <p>Be able to translate more complex SVO English into Latin sentences, using correct word order.</p> <p>Be able to manipulate grammar regularly, using all cases of nouns and tenses of verbs.</p> <p>Be able to use a range of primary sources to ask and answer questions about the Roman world.</p> <p>Be able to take a leading part in class discussions.</p>	<p>Pupils will:</p> <p>Be able to use vocabulary lists to deduce and apply the meanings of different parts of nouns and verbs.</p> <p>Have a deeper understanding of simple linguistic structures and be able manipulate more complex grammar.</p> <p>Be able to translate more complex English into Latin sentences, using correct word order.</p> <p>Be able to use with some discrimination a range of primary sources to ask and answer increasingly complex questions about the Roman world.</p> <p>Be able to take an active part in class discussions.</p>	<p>Pupils will:</p> <p>Be able to use vocabulary lists to deduce and apply the meanings of different parts of nouns and verbs.</p> <p>Have a deeper understanding of simple linguistic structures and be able manipulate more complex grammar.</p> <p>Be able to translate more complex English into Latin sentences, using correct word order.</p> <p>Be able to use with some discrimination a range of primary sources to ask and answer increasingly complex questions about the Roman world.</p>

6	<p>Pupils will:</p> <p>Deduce and infer readily from challenging passages of more complex Latin.</p> <p>Be able to translate longer Latin stories into accurate and fluent English prose.</p> <p>Could translate more complex English into Latin sentences.</p> <p>Give reasoned arguments for similarities and differences between Roman and modern societies.</p> <p>Make significant contributions to class discussions, including evaluating others' ideas.</p>	<p>Pupils will be able to:</p> <p>Deduce and infer readily from challenging passages of complex Latin.</p> <p>Could translate more complex English into Latin sentences.</p> <p>Express a personal response to characters and situations, based on the stories they have read</p> <p>Show a deeper awareness of, and be able to articulate a personal response to, the relationship between Roman and modern societies.</p> <p>Make significant contributions to class discussions, including evaluating others' ideas.</p>	<p>Pupils will:</p> <p>Have a confident knowledge of an extended range of Latin vocabulary, of more complex linguistic structures and terminology, and make increasingly confident use of reference tools.</p> <p>Accurately translate longer and more complex Latin stories.</p> <p>Deduce and infer readily from challenging passages of complex Latin.</p> <p>Translate more complex English into Latin sentences.</p> <p>Show a deeper awareness of, and be able to articulate a personal response to, the relationship between Roman and modern societies.</p>
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25 Art

TOPIC	AUTUMN	SPRING	SPRING
Year 7 Art	Portraiture Tonal study Pupils will create their own tonal study analysing the use of strong directional lighting and its effects on form.	To be reviewed under Covid Guidelines Mask Project Pupils will produce a 3D mask inspired by a culture of their choice.	To be reviewed under Covid Guidelines Landscape, drawing and painting Pupils will create their own landscape watercolour painting using the work of Julia Emily Gordon as Inspiration.
1	With help select a black and white photographic portrait. Identify dark and light areas and replicate these in their work. Use appropriate vocabulary to describe their work.	Research and investigate masks from a culture of their choice using computer skills. Collect images and present their research. Design their own mask based on their research identifying shapes, patterns and colours. Using Paper Mache make their mask, paint it and decorate it.	Sketch out lightly the composition. Complete an observational landscape painting using watercolours. Use a range of colours. Comment on techniques used in their work.
2-	Identify areas of contrast in their chosen portrait and use these to describe Form in their own work. Identify and try to replicate areas of mid tone in their drawing. Know the difference between grades of pencils. Observe shape carefully and recognise areas of light and dark. Have an understanding of graduated tone.	Design their own mask referencing their research Compare and comment on their ideas, methods and approaches used in their own and others work. Use appropriate vocabulary to describe their work.	Comment on techniques used in their own and others' work. Use watercolour paints to show how light affects colour. Select the correct size brush.
3	Understand and be able to use graduated tone. Observe carefully and recognise areas of contrast using a rubber to draw with. Independently select and use the most appropriate pencil to create form and tone in their work. Discuss Graduated Tone and explain the impact this has on their work.	Collect a variety of images of masks and present their research showing different ways the human or animal face can be represented by their chosen culture. Design their own mask based on their research identifying shapes, patterns and colours that are unique to their chosen culture. Make their mask adapting it and developing their design as their work progresses making constant reference to their original research. Give a clear explanation of what they have learned from their work using appropriate vocabulary.	Sketch out lightly the composition considering foreground and background. Use and mix a wide range of colours to create depth. Use a range of brushes to create a variety of effects on their work. Adapt and improve their work.

4	<p>Recognise the subtle range of Tonal values and recreate them in their work.</p> <p>Include complex detail in their image.</p> <p>Consider the whole composition using the background to enhance their work.</p> <p>Use graduated tone to create a high level of contrast and depth in their work.</p>	<p>Collect images from various sources and examine further a wide variety of masks from their chosen culture.</p> <p>Develop and refine their designs exploring a range of solutions.</p> <p>Make reasoned judgements, express opinions and offer constructive criticism both to themselves and to fellow pupils.</p> <p>Carefully select develop and refine a 3 dimensional form.</p> <p>Embellish their work with a variety of well thought out materials.</p>	<p>Demonstrate a greater understanding of shadow and light and represent this in their artwork.</p> <p>Use a series of washes, tints and shades to create depth in their work.</p> <p>Adapt and improve their work using Julia Emily Gordon as inspiration.</p> <p>Analyse and recognise areas where their work could be improved.</p>
5	<p>Complete a series of experiments exploring Line and Mark Making. Analyse the effect of weight, movement, pressure and flow on their use of Tone.</p> <p>Analyse the use of strong directional lighting and its effects on Form in their work of making observations and amendments as their work progresses</p> <p>Use purely Tone to represent Form.</p>	<p>Research and investigate a culture of their choice using computer skills taking into consideration religious and historical references.</p> <p>Adapt and improve their work through independent critical analysis and the development of ideas.</p> <p>Explore a variety of challenging and technically difficult solutions.</p>	<p>Complete artwork that is well observed, intuitive and experimental using a variety of mark making and a wide range of colour to represent depth and light.</p> <p>To include a variety of textures in their work by using a variety of brush strokes.</p> <p>Experiment with composition and techniques independently.</p>

TOPIC	AUTUMN	SPRING	SUMMER
Year 8 Art	2 Point Perspective Drawings.	<i>To be reviewed under covid guidelines</i> Line Painting Images that represent you, inspired by Yinka Shonibare's Line Painting.	<i>To be reviewed under covid guidelines</i> Pop Art Portrait Pupils will create a Pop Art collage using themselves as a starting point. They will use found images to create their own portrait, using the work of Richard Hamilton and Peter Blake as inspiration.
1/2	Copy out the drawings in 1 Point Perspective 2 Point Perspective Draw a basic cityscape in 2 Point Perspective. Use colour on the drawing.	Have a basic understanding of Yinka Shonibare's work and how he uses images and pattern to represent himself. Select images that represent themselves. Simplify these images into a set of four symbols. Design their composition investigating how the symbols can look more interesting by making them smaller or larger. Represent their chosen symbols by painting them on canvas. Select the correct size brush for the area being painted. Use paint to represent colour in their work.	Be able to justify why they have chosen certain images and how this relates to themselves. Consider shape, colour and composition. Apply instructions and information to their work Cut out a series of images.
3	Copy out the drawings in 1 Point Perspective 2 Point Perspective Draw a basic cityscape in 2 Point Perspective adding your own details. Use colour on the drawing.	Understand how Yinka Shonibare's work reflects who he is and where he comes from. Convert their images into a series of symbols. Discuss and share their ideas using appropriate vocabulary. Consider and experiment with composition. Draw out and paint their final designs using thoughtfully selected colours.	Discuss and share their ideas using appropriate vocabulary. Consider and experiment with composition.
4	Draw your own version of a building in 1 Point Perspective 2 Point Perspective Draw a cityscape in 2 Point Perspective adding a range of details. Use a range of colour on the drawing.	Experiment with a range of solutions to convert their images into a series of symbols. Experiment with a range of compositions. Continuously evaluate and adapt their design. Consider the impact of repeated colour, shape, proportion and composition on their work. Carefully consider the imagery and detail in their artwork. Use colour as an integral part of their composition with thought and purpose.	Continuously evaluate and adapt their design. Consider the impact of repeated colour, shape, proportion and composition on their work. Carefully consider the imagery and detail in their artwork.
5	Draw your own detailed version of a building in 1 and 2 Point perspective. Draw your own complex cityscape in 2 Point perspective. Use colour to create depth, tone and form in your work.	Understand how Yinka Shonibare's work reflects cultural identity. Experiment with a range of compositions using cut edges and changing the angle of their symbols. Develop their painting skills by mixing a large	Consider placement and scale of images and how this impacts on their whole composition. Use a variety of complex shapes and patterns to communicate their ideas.

		<p>range of colours tints and shades. Consider placement and scale of images and how this impacts on their whole composition. Use a variety of complex shapes and patterns to communicate their ideas.</p>	
6	<p>Draw your own detailed and complex version of a building in 1 and 2 Point Perspective. Draw a cityscape including a range of buildings including irregular shapes and creative. Use colour to add texture form, tone and depth to the drawing.</p>	<p>Be very experimental and selective with their composition and carefully consider the use of imagery. Contextualise their piece of work in relation to Yinka Shonibare's work. Justify and explain how they have represented themselves and their cultural identity in their art work. Experiment with different painting techniques to communicate their ideas within their compositions.</p>	<p>Be very experimental and selective with their composition and carefully consider the use of imagery. Contextualise their piece of work in relation to artistic influences and personal experience. Justify and explain how they have represented individuality in their artwork.</p>

26 Design Technology & Engineering

TOPIC	AUTUMN	SPRING (subject to revision)	SUMMER (subject to revision)
Year 7 DTE	Project Title; Design & make a piece of jewellery in the style of Charles Rennie Mackintosh.	To practice basic skills to improve future design possibilities.	Learn, practice & develop 2D & 3D Computer Aided Design skills using a 3D CAD platform such as Autodesk Fusion 360.
1	- Make a pewter pendant with teacher assistance.	- Is able to complete the tasks with a consistent level of support in lessons. - Can show ideas in 2 dimensions with labels to explain materials.	- Teacher input will be needed to help these pupils understand how to create 3D shapes from 2D structure drawings. - Help will be needed to create more complex shapes.
2-	- Be able to produce more than 3 different design concepts. - Be able to make their own mould for the pewter cast, although some modification may be needed to make the mould work correctly.	To be able to follow the class demonstrations to practice the skills taught; some edges may not align whilst joining materials thus not meeting the expected standard. - To have experience of using isometric paper to draw simple 3d shapes.	- Good attempts at the techniques taught will be evident but there may be minor errors in the drawings that cause issues with meshing and/or stop modification of the object.
3	Conduct research to find out more information regarding Charles Rennie Mackintosh using their chromebook. - Produce a series of design sketches that answer the demands of the design brief, avoiding obvious/generic ideas such as letters or shapes such as hearts. - Be able to make a mould for the pewter casting process that works without further modification or teacher intervention. - The main stages of the manufacturing stages are recorded in the production plan.	- To demonstrate all skills shown throughout the focussed practical tasks to the expected standard, exhibiting a good understanding of the techniques taught to join the wood, acrylic and aluminium. - To be able to draw a simple desk tidy/ pen holder using the isometric paper.	- Accurate attempts at the demonstrated drawings/models will be evident in class. - Pupils will be able to create shapes discussed independently, problem solving where appropriate to complete drawing tasks/challenges. - Understand terminology used in CAD sessions such as extrude, revolve, modify without the need for further explanation.
4	- Flair could be shown at the design stage, demonstrating a greater level of graphical skill and showing greater understanding of the style of Charles Rennie Mackintosh's work. - A high standard of finish will be reached by using all of the techniques demonstrated in practical lessons, and the mould made will show a greater level of understanding of the techniques discussed in class demonstrations.	- To demonstrate all skills shown throughout the focussed practical tasks to a very good standard. - To demonstrate flair and creative use of the inspirational images when designing the aluminium stand. - To be able to draw a more complex desk tidy using the isometric paper.	- Personally develop their own understanding of 3D design beyond that of the expected/demonstrated standard. Tutorials available within the program may be used to he

	- Use previous CAD skills to make a more intricate design than expected.		
5	- All stages of the production plan will be recorded to a high standard, demonstrating thorough knowledge of the manufacturing stages.	<ul style="list-style-type: none"> - To demonstrate all skills shown throughout the focussed practical tasks to an excellent standard to make a working desk tidy that is beyond that of the expected standard. - A grade pupils will also be expected to pass on knowledge throughout this task, showing a greater level of responsibility than expected. - To be able to draw a more complex desk tidy using the isometric paper. 	<ul style="list-style-type: none"> - Excellent understanding of how to create and modify shapes will be evident in pupils work. - These pupils may show leadership skills within class sessions and be able to offer support to peers with difficult concepts. - Create assemblies from part drawings.

TOPIC	AUTUMN	SPRING (subject to revision)	SUMMER
Year 8 DTE	Project Title; Design & make a USB powered desk lamp	In teams pupils will research, design and model a piece of Street Furniture for a designated area. They will then present this dragons den style to their peer group	
1/2	<ul style="list-style-type: none"> - Be able to produce a simple design idea that considers the design brief. - Make a prototype using the materials supplied that resembles their initial design concept; consistent teacher assistance will be needed to complete. 	<ul style="list-style-type: none"> Be able to produce a simple design idea that considers the design brief. - Will have made some contribution to building the model and help organise the presentation. 	
3	<ul style="list-style-type: none"> Be able to use their Chromebook to conduct simple research to inform their design idea. - Produce a range of design sketches that consider the needs of the design brief. - Be able to use Techsoft 2d design tools to draw at least one parts needed for their design, this can then be laser cut for accuracy. Some modification may be needed for their drawings prior to the laser cutting process. - Be able to follow the instructions given to make the rest of the lamp. 	<ul style="list-style-type: none"> - Be able to use their chromebook to conduct simple research to inform their design idea. - Produce a range of design sketches that consider the needs of the design brief. - Makes use of the materials available, with some teacher/technician help, to build a model of the design idea. Some modification of the idea may be present due to difficulties making. 	
4	<ul style="list-style-type: none"> Produce a range of annotated design sketches that consider appropriate construction methods and material choices. - Add more detail to at least one of the design ideas to show the specifics of the way in which the lamp may be constructed. I.e. showing material thickness in the sketch, showing screws or other joining methods. - Use 2d design tools to accurately draw multiple parts needed for their design. - Practical work completed will be accurate and exhibit excellent understanding of the instructions given. 	<ul style="list-style-type: none"> - Produce a range of annotated design sketches that consider appropriate construction methods and material choices. - Add more detail to at least one of the design ideas to show the specifics of the way in which the lamp may be constructed. I.e. showing material thickness in the sketch, showing screws or other joining methods. - Use the workshop independently where appropriate to make a working model that is identical to the final design sketch, demonstrating good working knowledge of materials and joining techniques learned previously. - Present the idea reached to their peer group clearly explaining the reasons for reaching the design. 	

5	<ul style="list-style-type: none"> - Produce a range of design ideas, demonstrating flair in their sketches. Your final design idea should be developed in more ways than one and be annotated appropriately to fully explain the idea in your sketchbook. - Computer Aided Design work will not need any refinements prior to laser cutting. - The other parts needed to realise your design will be produced to a very high standard, demonstrating excellent knowledge of the processes and techniques used. 	<ul style="list-style-type: none"> - Produce a range of design ideas, demonstrating flair in their sketches. Your final design idea should be developed in more ways than one and be annotated appropriately to fully explain the idea in your sketchbook. - Computer Aided Design and use of CNC may be used to enhance the design in some way. - Pupils are able to answer more complex questions regarding their idea and prototype model. 	
6	<ul style="list-style-type: none"> - A greater level of flair will be evident throughout the design/make process and ongoing evaluation will be recorded in sketchbooks. - At this level pupils will be expected to record manufacturing processes in detail, as they have practiced in previous projects. 	<ul style="list-style-type: none"> - A greater level of flair will be evident throughout the design/make process and ongoing evaluation will be recorded in sketchbooks. - An A grade pupil will be expected to take on a leadership role within lessons, giving other pupils a role model to aspire to and look to for advice and assistance when using tools and machinery as well as CAD. - Their design ideas may show greater insight into problem solving, such as incorporating another use for the Street Furniture or making excellent use of the environment given to them. 	

27 Drama

It is important that class drama is not confused with a play performance. That is an important experience in itself but it is a different one. The weekly drama lesson is a lesson where everybody is involved and everybody can succeed.

In essence, drama is a vehicle for learning which has grown out of play-time. Children at school are learning about themselves and their environment, practising social behaviour and organising their thoughts into language.

At the junior age the idea of drama play is used to extend group work. In the middle years pupils may act situations in their own lives or in fiction which they have been reading. Improvised situations and dialogue may be refined into more polished performances.

There are also opportunities for external performance through the various 'Showcases', 'School Plays' and 'Performances' that are shown to visitors to the school. All this goes to make drama a growing subject that is thriving in the Felsted environment.

Outcomes Year 7

The pupils now use 'Issue Drama' and 'Stage Drama' to illustrate how much can be achieved through the medium of drama. They are also encouraged to deliver depth in their performances.

Outcomes Year 8

The 'Issue' covered in the first half of term informs the serious nature of the second. The idea is that depth of meaning is conveyed through performance.

TOPIC	AUTUMN	SPRING	SUMMER
Year 7 DRAMA	<p>World War 1 Pupils are put into groups and through various dramatic devices they create a newspaper cover that tells the story of a soldier at war.</p> <p>CROSS CURRICULAR: English, History,</p>	<p>Shakespeare Through a variety of script work, pupils are introduced to the works of Shakespeare. It is always stressed that they are plays to be performance and links are often made between the past and the present. The texts are also used to show how human beings have always behaved in similar fashions.</p> <p>CROSS CURRICULAR: English, History, PSCE</p>	<p>Murder Mystery Pupils are once again constructing a murder mystery, but this time the pupils will lead the project with a greater level of sophistication.</p> <p>CROSS CURRICULAR English, Media Studies</p>
1	Pupils will be able to work in groups. Pupils will understand how this drama is different from previous lessons.	Pupils will attempt to say a few words of Shakespearean English and understand what they mean. Pupils feeling confident about the idea of performing Shakespeare.	The pupils will be able to name a murder mystery they have seen on television or film.
2	Pupils can use frozen pictures to tell a story. Pupils will take a variety of roles within the performance.	Pupils can understand the basic ideas being covered in the lesson. In performance, everybody takes on a variety of roles.	Pupils understand the various characters being portrayed in a murder mystery.
3	Pupils can comment in discussions about World War 1 beyond the basic knowledge that it is a war. Pupils can identify how soldiers might have felt in the trenches.	Pupils can provide information concerning Shakespeare's life. Pupils discuss the emotions that characters might be feeling.	Pupils can explain the idea of motivation and how it can make people behave.
4	Pupils will show an emotional depth through their performance that can be aided by descriptive speech. Pupils will take the lead in performance.	Pupils can partially understand a Shakespearean text without relying on the teacher for a translation. Acting matches what is being said.	Pupils understand how story construction is important as a way of telling a story.
5	In the plenary the material is treated sensibly and with a knowledge of the impact of the war. Pupils can construct an original (and believable frozen picture).	Without the teacher's assistance pupils will be able to deliver the ideas inherent within a piece of Shakespeare text.	Pupils can construct and perform a murder mystery that has all the elements of a classic murder mystery.

TOPIC	AUTUMN	SPRING	SUMMER
Year 8 DRAMA	Issue Drama A variety of real life issues are explored through the use of drama and elements of human behaviour are brought to life. It is important for the pupils to see that drama can be used to explore elements of human behaviour that have occurred or are occurring in the world. CROSS CURRICULAR English, History, PSCE	Time Travel This topic is supposed to make pupils realise that decisions made today might have a variety of effects in the future. They are also supposed to look at how their aspirations are to be achieved and how they can be distracted. One final element is the knock on effect of time. CROSS CURRICULAR PSCE, History, English	History of Drama The pupils take a basic look at how the nature of performance has changed since the early Greeks and how these ideas could still be used to present work in a relevant way today. Areas include Church Drama, Realism, Brecht and Artuad. CROSS CURRICULAR History, English
1	The pupils will understand that drama can be used to comment on an issue.	Pupils will understand the fact that they have various choices to make.	Pupils will see that drama has been taking place for a very long time.
2	Pupils will understand that these issues show us something about human nature.	Pupils will learn that human interaction is vital if sound choices are to be made.	Pupils will be able to comment on the difference in performance styles between different eras.
3	In the plenary, pupils are expected to give a viewpoint on what they have participated in.	Pupils can act as an older version of themselves that is based in reality.	Pupils can perform a given piece that illustrates the performance conditions of the time in which the original performance was set.
4	During questioning, a pupils will be able to relate an event that is similar to that which they are performing.	Pupils will be able to participate in another pupil's piece without trying to dominate.	Without asking, a pupil will be able to perform a piece of drama that utilizes historical styles without being led by the teacher.
5/6	During a performance, a pupil will show a range of valid emotions while treating the material with sensitivity.	Pupils will be able to discuss a how a timeline of events can be traced to a particular source.	Pupils will continue to research the history of drama without instigation from the teacher.

28 Music

TOPIC	AUTUMN (1)	Autumn (2)	SPRING (1)	SPRING (2)
Year 7 MUSIC	<p>Film Music: This unit develops understanding of musical clichés and conventions. Pupils compose the music for an action film trailer.</p> <p><i>Inline with Covid guidelines, composition will be on Chrome books and there will be more emphasis on Music History</i></p>	<p>Strumming and picking: Part 3 of the Ukulele in the classroom scheme to develop all round musical skills.</p>	<p>Samba: This unit explores the fabulous poly-rhythmic music of Samba and links to the cultural and social environment of Brazil.</p>	<p>Programme Music: Exploring the orchestra as a means of telling stories and representing characters.</p>
1	Compose and perform a rhythmic and bass ostinato.	Learn the chords of C,F,G,G7,Am.	Learn and perform simple <i>drumming</i> patterns and perform call and response.	Explore the relationship between sounds and how music reflects different intentions.
2	Understand the links between action films and the accompanying music.	Compose a simple song using three chords.	Maintain an awareness of how different parts fit together.	Have knowledge of all orchestral instruments with particular reference to pitch and timbre.
3	Compose and perform an ostinato and a drone as part of a group.	Perform a selection of simple melodies and sight-read simple single line parts.	Understand the concept of a poly-rhythm and be part of a simple poly-rhythmic piece.	Understand the idea of a <i>motif</i> and recognise how a phrase can represent a character.
4	Compose an heroic melody and play it as part of their group.	Learn the chords of D,D7,Em and A.	Perform significant and complex parts from memory and from notations.	Explore musical devices and how music reflects time and place.
5	Use their own instrument to compose and perform on.	Learn to read standard notation for single line ukulele parts.	Lead their own group, improvising call and response and signalling to the group.	Compose their own short piece based on a simple <i>motif</i> .

TOPIC	SUMMER (1)	SUMMER (2)
Year 7 MUSIC	Graphic Notation: This unit encourages pupils to notate by developing their own style of graphic notation. Pupils compose a piece entitled 'Haunted House'.	Electronic composition and presentation: Using iPads the pupils develop skills in music sequencing and composing.
1	Invent their own notation to represent simple sound effects.	Sequence a short electronic composition combining, loops, samples and live recordings.
2-	Help construct a short piece based on sound effects and graphic notation.	Develop the structure of their piece thinking about contrasts between sections.
3	Understand how symbols can represent pitch, duration, timbre and texture.	Produce a multi-media presentation on a selected topic, using text, sound and visuals.
4	Compose and notate an accompaniment on the piano.	Record their own instruments as part of their composition.
5	Lead their group, understanding the need for accuracy and timing to tell their story.	Publish their presentation to the school website.

TOPIC	AUTUMN (1)	AUTUMN (2)	SPRING (1)	SPRING (2)
Year 8 MUSIC	<p>Music for Dance: Dance music from pre-history to the present day. Tribal, formal, disco. Pupils explore the elements that make good dance music and compose an electronic piece using iPads.</p> <p><i>In line with Covid guidelines, this will be Chromebook work and include Music History. There will also be Elements revision.</i></p>	<p>Jazz and Blues: Investigating the history of Jazz and Blues music. Understanding swing beat and singing songs in the correct style. This unit explores improvisation and chord sequences.</p>	<p>Strumming and plucking: Ukulele work combining with other instruments and singing. Pupils are expected to work independently in groups, rehearsing and performing instrumental pieces and accompanied songs. Pupils are encouraged to bring in their own instruments.</p>	<p>The Symphony: An in-depth look at the orchestra, understanding the development of instruments and the musical form known as the 'Symphony'. Also further development of music theory.</p>
1/2	Understand how musical elements combine to produce music for dance.	Sing confidently and with expression as part of a two part choir.	Perform a selection of simple melodies and sight-read simple single line parts.	Understand the basic development and structure of a symphony.
3	Recognise the development of dance music throughout human history.	Understand the difference between swing beat and a straight beat.	Learn the chords of D,D7,Em and A.	Use their knowledge of instruments to explore how music reflects different intentions.
4	Compose a short piece of music suitable for a formal dance.	Improvise on tuned percussion, feeling the pulse and groove while they play.	Learn to read standard notation for single line ukulele parts.	Learn a selection of performance directions and compose answering rhythms.
5	Compose an extended electronic piece including, beats, vocals and samples.	Improvise an extended solo on a tuned instrument.	Sing and strum a popular song as a solo	Understand the difference between programme music and pure music.
6	Perform dance music on their own instruments and / or percussion.	Play a blues chord sequence on the piano, guitar or ukulele.	Develop a fluent understanding of notation, including TAB and chord diagrams.	Explore musical conventions in, and influences on, selected styles and traditions.

TOPIC	SUMMER (1)	SUMMER (2)
Year 8 MUSIC	Music Technology: Using iPads pupils develop skills in composing, music theory, teaching their own lessons, researching and listening.	Leavers' Show: Year 8 work together to put on a show, including group songs and bands. All pupils are involved in the various elements of putting on the show.
1/2	Develop the structure of their electronic compositions using Garageband.	Be fully involved in learning the group songs for the show.
3	Complete the challenges on the music room music theory application.	Volunteer to be involved in other aspects of the show. E.g. dance, comedy, backstage.
4	Narrate and illustrate their own clear and informative music theory lesson on 'showme'.	Work with their year group to rehearse and perform at their best.
5	Use Garageband to compose and record an extended and well structured composition.	Form their own band / vocal group and work independently towards a performance.
6	Direct a short music video using iMovie.	Compose and write their own script / song / sketch at a high level.

29 Physical Education

TOPIC	Autumn 2020 Weeks 1 - 4	Autumn 2020 Weeks 5 - 8	Autumn 2020 Weeks 9 - 13	
Years 7&8 PE	Athletics	Basketball	Football Skills	Football Game Play
Year 7 - 1 Year 8 - 1/2	<p>Use basic techniques in running, jumping and throwing activities.</p> <p>Identify and describe the basic technique of a range of events.</p>	<p>Be able to dribble the ball with reasonable control when moving. Be able to move into space to receive a pass. Be able to demonstrate reasonable attacking/defensive skills in a game situation.</p> <p>Make comments on technique.</p>	<p>Can perform the key basic skills in isolation: Skills/techniques: passing (short passes - push pass, instep) Controlling the ball (inside and outside of the foot) Running with the ball (dribbling) Tackling (block) Turning with the ball - recycling drag back) Striking the ball shooting - dominant foot)</p>	<p>Player is aware of the basic formation of players on a football pitch.</p> <p>They understand the role of the GK.</p> <p>The player can explain the basic rules of football. (No use of hands except the GK, field of play, how to score, free kicks and throw ins).</p>
Year 7 - 2 Year 8 - 3	<p>Use sound basic techniques in a range of running, jumping and throwing events.</p> <p>Recognise effective performance and identify some of the factors which make it effective.</p>	<p>Be able to dribble the ball with control when moving at speed, using finger tips for control. Be able to move into space to receive a pass. Be able to demonstrate sound attacking/defensive skills in a game situation. Be able to shoot with reasonable accuracy. Be able to apply simple tactics in a game situation.</p> <p>Compare my own and other pupils' performance.</p>	<p>Can perform the key basic skills in isolation and be able to perform some of the skills in pressured/game like situations:</p> <p>Skills/techniques: passing (short passes - push pass, instep) Controlling the ball (inside and outside of the foot, different parts of the body) Running with the ball (dribbling) Tackling (block) Turning with the ball - recycling drag back) Striking the ball shooting - dominant foot).</p>	<p>Player demonstrates a basic understanding of the role one or more positions on the pitch and is starting to be able to demonstrate the role in game play.</p> <p>Player is developing their ability to communicate with others during game play situations.</p>
Year 7 - 3 Year 8 - 4	<p>Be able to sequence coaching points in to the correct order and technique. Define and demonstrate this sequence and discuss why this technique has a positive effect on performance.</p> <p>Select aspects that they need to</p>	<p>To effectively dribble pass an opponent using simple techniques. To be able to catch a range of passes and to demonstrate pivoting and rebounding. To move into space to receive a pass showing good spatial</p>	<p>Demonstrates a competent level of technical accuracy, with some precision, control and fluency, when: Skills/techniques: Passing (short passes - push pass, instep, Longer passes into space) Controlling the ball (inside and outside of the foot, different parts of the body</p>	<p>Player demonstrates a good basic understanding of position specific skills and tactics.</p> <p>Players are starting to communicate effectively with their teammates.</p>

	<p>practice and discuss why this is necessary.</p> <p>Analyse other pupils' performances, select an area of weakness, give the correction and discuss the effect this will have on performance.</p>	<p>awareness. Have an understanding of attack and defensive tactics.</p> <p>Compare my own and other pupils' performance to a perfect model or coaching points and set clear Next Step targets.</p>	<p>including the chest and head) Running with the ball (dribbling, feints, step overs) Tackling (block, slide) Turning with the ball – recycling (Cruyff, drag back) Striking the ball (free kicks, shooting - dominant foot).</p> <p>Compare my own and other pupils' performance to a perfect model or coaching points and set clear Next Step targets.</p>	
<p>Year 7 - 4 Year 8 - 5</p>	<p>Demonstrate technique in all events that is above that expected of their age.</p> <p>Select and prioritise specific aspects of their technique to improve and how this will be achieved, going beyond the basic coaching points provided. Explain why this is important.</p> <p>Design and implement an appropriate warm up specific for their upcoming event.</p> <p>Achieving Gold level Felsted Athletic Standard results in multiple events.</p>	<p>To be able to dribble the ball, using high/low, reverse dribbling and rolling an opponent. To be able to demonstrate appropriate defensive/ attacking skills in a game situation. To be able to pass effectively using a Javelin pass and overhead pass. To be able to demonstrate fakes and wall passes and fakes when shooting and driving the ball.</p> <p>Evaluate my own performance, and others and summarise how to improve and set clear Next Step targets.</p>	<p>Demonstrates a good level of technical accuracy, with some precision, control and fluency, when: Skills/techniques: Passing (short passes - push pass, instep. Longer passes into space and to attackers) Controlling the ball (inside and outside of the foot, different parts of the body including the chest and head. Being able to move the ball into space with a controlled 1st touch) Running with the ball (dribbling, feints, step overs) Tackling (block, slide) Turning with the ball – recycling (Cruyff, drag back) Striking the ball (free kicks, shooting - dominant foot)</p> <p>Compare my own and other pupils' performance to a perfect model or coaching points and set clear Next Step targets.</p>	<p>Player can effectively describe and demonstrate the role of a player in a certain position and is able to play a number of different positions.</p> <p>Player can adapt effectively to a change in formation and to how the opposition are playing.</p> <p>Player communicates well and has some influence over their teammates and the opposition.</p>
<p>Year 7 - 5 Year 8 - 6</p>	<p>Evaluate their own and other pupils' technique, including ways to improve it, using greater detail than other pupils.</p> <p>Achieving Gold and Platinum level of Felsted Athletic Standards in multiple events.</p> <p>Achieving School Sports Day record in at least one event.</p>	<p>To demonstrate the lay-up, set, jump, hook and free shots. To have knowledge of defensive tactics, half/full court, zonal, man to man defending. To demonstrate an ability to slow down/ speed up games through passing, dribbling and moving.</p> <p>Give and receive critical feedback to improve own and team performance.</p>	<p>Demonstrates an excellent level of technical accuracy, with precision, control and fluency, when: Skills/techniques: Passing (short passes - push pass, instep. Longer passes with laces.) Controlling the ball (inside and outside of the foot, different parts of the body including the chest and head. Being able to move the ball into space with a controlled 1st touch) Running with the ball (dribbling, feints,</p>	<p>Player can set up team mates in a formation, and be able to explain the role of all the players, based on the strengths and weaknesses of the opposition.</p> <p>The player can effectively communicate and influence the team performance.</p> <p>The player can apply strategy to open play.</p>

	Qualifying for National Athletics competition.	Recognise when infringements are committed and to play to the rules of the game.	<p>step overs) Tackling (block, slide) Turning with the ball - recycling (Cruyff, drag back) Striking the ball (free kicks, shooting - dominant foot)</p> <p>Evaluate my own performance (with or without the use of video analysis), summarise how to improve, and demonstrate higher level performance as a result of my analysis.</p>	
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30 Personal, Social, Health & Citizenship Education (PSHE)

Our PSHE Philosophy at Felsted Prep School

Felsted's philosophy is that PSHE: Personal, Social, (Citizenship), Health and Economic Education, is central to the development and well-being of all young people. We believe in a Growth Mindset approach and the positive effects that this can have on a child's wellbeing in all areas of their development. PSHE provision is also essential for the continued safeguarding of our pupils.

The school takes a broad, holistic view of education and sees it as a core task to develop young people to prepare them for life beyond school, building up their resources and resilience, their self-belief, mentally, emotionally, socially and strategically, allowing them to relish challenge and cope with complexity and uncertainty. Through the PSHE Curriculum, pupils are expected to take responsibility for their own learning, to develop self-knowledge and understanding, capacity to reflect and show self-discipline, confidence, capability and compassion, and to gain real awareness of how they can make a difference in society.

Our Curriculum is planned around the three core themes set-out by [The PSHE Association's Programme of Study \(2020\)](#). The themes are: **Health & Wellbeing** ⇌ **Relationships** and **Living in the Wider World**. In doing so, we are able to ensure that our teaching of PSHE takes a developmental (spiral) approach through each of the Phases, whilst ensuring that its delivery remains realistic and relevant.

The promotion of Fundamental British Values (FBV) is an integral part of PSHE and supports the whole school ethos. We continue to focus on these values through the School's continued emphasis on the growth of the Spiritual, Moral, Social and Cultural (SMSC) values for all of its pupils.

This academic year, statutory 'Relationships & Health Education' is becoming a compulsory requirement of all primary schools. 'Relationships & Sex Education' will also become statutory across all secondary schools. Felsted Prep School remains compliant across these two areas, regularly reviewing its PSHE curriculum content to adhere to the Learning Outcomes included within the [DFE's guidance](#). Elements of this teaching include offering guidance to pupils about the values of healthy, respectful relationships with friends and family, in differing contexts, (including online). As Felsted Prep School also bridges across the primary and secondary education level, the School will continue to provide support in these areas for all of its pupils. Should you wish to find out any further information about the latest RSE Changes, please do not hesitate to contact me (ajlm@felsted.org).

Felsted Prep School believes that a developmental and mature approach to Sex Education will equip our pupils with the appropriate knowledge and understanding into this important part of life. Where possible, the sessions are aligned with the PSHE Curriculum and led by our Prep School Nurse, whilst also being supported by the tutors from the relevant Phase.

Detailed coverage of our PSHE Curriculum and RSE outcomes can be found in the School's [Joint PSHE Policy](#). The latest updates to our RSE Policy are also now being finalised and will soon also be available on our website.

Mr A Manley, Head of PSHE (September 2020)



Courtauld House, Years 7 & 8
PSHE Curriculum Map 2020-2021

Following on from their time in Cloisters, Courtauld House seeks to revisit and extend upon the PSHE topics that have been covered in previous years. This ensures that the spiral curriculum is maintained.

PSHE is an opportunity for all pupils to develop an understanding of their self-worth and responsibilities to themselves, others and the wider community. In other words, pupils learn how to make appropriate choices, so that they are able to look after themselves and others, allowing them to fulfil happier, healthier and safer lifestyles. PSHE lessons also provide opportunities for pupils to listen to visiting speakers and join in with group discussions. Furthermore, time is dedicated to learning about E-Safety and how to manage the risks associated with an ever-growing 'interconnected world.' The sessions are also vital for helping pupils to appreciate our 'Fundamental British Values' (which is covered under the 'Living in The Wider World') part of the curriculum.

The '.B' Mindfulness programme is also offered, to help Year 7 and 8 pupils with self-reflection and understanding of their own emotional health.

In light of the COVID - 19 pandemic, the first few PSHE sessions will be directed towards supporting pupils' emotional health and mental health wellbeing.

PSHE is a subject whose curriculum remains flexible, adapting to both global and local contexts. As such, the order of the topics studied may shift from time to time, in order to reflect this.

Term	Year 7	Year 8
Autumn Term 2020	<p>Health & Wellbeing ↔ Relationships</p> <ul style="list-style-type: none"> - PSHE Pledge & intro. to British Values / SMSC - What is Emotional health? - Coping with Change - Building Resilience - Drug Education - Alcohol & Controlled Drugs <p>Living in the Wider World (inc. FBV)</p> <ul style="list-style-type: none"> - Prejudice, Sexism, gender - E-Safety - peer pressure online, fake news <p>Relationships & Growing Up Talks (Separate Boy / Girl sessions)</p> <ul style="list-style-type: none"> • Year 7 covers in depth discussions about puberty, and feelings. (This includes coverage of the physical and emotional changes introduced from previous years). • Understanding what the word 'consent' means. Discussing how to 	<p>Health & Wellbeing ↔ Relationships</p> <ul style="list-style-type: none"> - PSHE Pledge & intro. to British Values / SMSC - What is Emotional health? - Coping with Change - Building Resilience - Body Image and self-worth, self-esteem - E-Safety: Trust & Communicating with each other online - Sleep Quality - Drug Education - Vaping, cannabis, tobacco <p>Living in the Wider World (inc. FBV)</p> <ul style="list-style-type: none"> - Racism, Discrimination - The Equality Act

	<p>say 'no' and what the law is and how to protect yourself in vulnerable situations.</p> <ul style="list-style-type: none"> Investigating the values of a loving, one-to-one intimate relationship, which include: mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. The signs of spotting coercive control and abuse in a relationship and identifying and managing sexual pressure, including understanding peer pressure. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. <p><u>RSE Themes covered</u></p> <p>Respectful relationships, including friendships, Online & the media, mental wellbeing, internet safety & harms, physical health and fitness, healthy eating, Drugs, Alcohol & tobacco, Healthy Eating</p>	<p><u>RSE Themes</u></p> <p>Respectful Relationships, including friendships, Mental Wellbeing, Online & media, respectful relationships, including friendships, being safe, internet safety and harms, Health & Prevention, Drugs, Alcohol & Tobacco,</p>
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<p>British Values</p> <p>These are referred to in lessons where appropriate: Tolerance and Respect e.g. listening to other people's ideas, listening to a captain, respecting other people's differing abilities, Democracy e.g. everyone has the right to express an opinion Rule of Law e.g. playing within the rules of the activity Individual Liberty e.g. everyone is an individual and can perform activities uniquely</p>	<p>SMSC</p> <p>These are referred to in lessons where appropriate: Spiritual Moral e.g. personal values Social - Importance of valuing everyone in your team. Working together towards a common goal regardless of our differences. Cultural - The different sports played in the UK and where these sports have come from and developed.</p> <p>Where a pupil can access future career roles within sport/activities</p>	<p>ICT</p> <p>Technology is used where appropriate eg use of Interactive Whiteboard to support lesson content, using video cameras (Flip cameras) to record pupil performance and give individual feedback</p>
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Appendix 1 - This table summarises the new RSE guidance from the DFE. These are the core themes that are expected to be covered.

<p align="center">Relationships & Sex Education (RSE) Guidelines for September 2020 (adapted from DFE)</p> <p align="center">Unless stated otherwise, all themes below continue to be embedded into our PSHE Curriculum.</p>	
<p>PRIMARY EYFS - Year 6 (inc. Stewart House, Fffrome Court & Cloisters)</p>	<p>SECONDARY Year 7 - 8 (Courtauld House and beyond)</p>
<p>Relationships Education (By the end of Year 6...) <i>Families & People who care for me</i> <i>Caring Friendships</i> <i>Respectful Relationships</i> <i>Online Relationships</i> <i>Being Safe</i></p>	<p>Relationships & Sex Education* <i>Families</i> <i>Respectful relationships, including friendships</i> <i>Online & media</i> <i>Being safe</i> <i>Intimate and sexual relationships, including sexual health*</i></p>
<p>Physical Health & Mental Wellbeing (By the end of Year 6...) <i>Mental Wellbeing</i> <i>Internet Safety & Harms</i> <i>Physical health & fitness</i> <i>Healthy Eating</i> <i>Drugs, Alcohol & tobacco</i> <i>Health & Prevention</i> <i>Basic First Aid</i> <i>Changing Adolescent Body*</i></p>	<p>Physical Health & Mental Wellbeing (Year 7 upwards) <i>Mental Wellbeing</i> <i>Internet safety and harms</i> <i>Physical health and fitness</i> <i>Healthy eating</i> <i>Drugs, alcohol and tobacco</i> <i>Health and prevention</i> <i>Basic First Aid</i> <i>Changing Adolescent body*</i></p>
<p>Parental Withdrawal - Parents are able to withdraw pupils from 'sex education' but not Relationships or Health Education.</p>	

31 Computing

TOPIC	AUTUMN	AUTUMN	AUTUMN
Year 7 COMPUTING	MidYIS Testing. Presentation on Investigating the Components Inside a Computer. Introduction to Computer Logic.	Basic Programming for VexIQ Robots. Intermediate Python Programming.	Binary as a Programming Language. Revision. Examination.
1	<p>Recognises that a range of digital devices can be considered a computer.</p> <p>Recognises and can use a range of input and output devices.</p> <p>Appreciates that programs can work with different types of data.</p> <p>Recognises that data can be structured in tables to make it useful.</p>	<p>Knows that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text e.g. programmable robots etc.</p> <p>Executes, checks and changes programs. Understands that programs execute by following precise instructions.</p> <p>Understands what an algorithm is and is able to express simple linear (non-branching) algorithms symbolically.</p> <p>Understands that computers need precise instructions.</p> <p>Demonstrates care and precision to avoid errors.</p>	<p>Recognises different types of data: text, number.</p> <p>Understands the difference between data and information.</p>
2	<p>Knows that computers collect data from various input devices, including sensors and application software.</p> <p>Understands the difference between hardware and application software, and their roles within a computer system.</p> <p>Understands the difference between data and information.</p> <p>Uses filters or can perform single criteria searches for information.</p>	<p>Uses arithmetic operators, if statements, and loops, within programs.</p> <p>Uses logical reasoning to predict the behaviour of programs.</p> <p>Detects and corrects simple semantic errors i.e. debugging, in programs.</p> <p>Understands that algorithms are implemented on digital devices as programs.</p> <p>Designs simple algorithms using loops, and selection i.e. if statements.</p> <p>Uses logical reasoning to predict outcomes. Detects and corrects errors i.e. debugging, in algorithms.</p>	<p>Knows that digital computers use binary to represent all data.</p> <p>Understands how bit patterns represent numbers and images.</p> <p>Knows that computers transfer data in binary.</p> <p>Understands the relationship between binary and file size (uncompressed).</p> <p>Defines data types: real numbers and Boolean.</p>

3	<p>Understands why and when computers are used.</p> <p>Knows the difference between physical, wireless and mobile networks.</p> <p>Performs more complex searches for information e.g. using Boolean and relational operators.</p> <p>Analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions.</p>	<p>Creates programs that implement algorithms to achieve given goals.</p> <p>Declares and assigns variables.</p> <p>Uses post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement.</p> <p>Designs solutions (algorithms) that use repetition and two-way selection i.e. if, then and else.</p> <p>Uses diagrams to express solutions.</p> <p>Uses logical reasoning to predict outputs, showing an awareness of inputs.</p>	<p>Performs simple operations using bit patterns e.g. binary addition.</p> <p>Distinguishes between data used in a simple program (a variable) and the storage structure for that data.</p>
4	<p>Recognises and understands the function of the main internal parts of basic computer architecture.</p> <p>Knows that there is a range of operating systems and application software for the same hardware.</p> <p>Defines data types: real numbers and Boolean.</p>	<p>Understands the difference between, and appropriately uses if and if, then and else statements.</p> <p>Uses a variable and relational operators within a loop to govern termination.</p> <p>Designs, writes and debugs modular programs using procedures.</p> <p>Knows that a procedure can be used to hide the detail with sub-solution between algorithmic solutions and computers.</p>	<p>Understands the relationship between binary and electrical circuits, including Boolean logic.</p> <p>Understands how and why values are data typed in many different languages when manipulated within programs.</p>
5	<p>Knows that processors have instruction sets and that these relate to low-level instructions carried out by a computer.</p> <p>Understands and can explain Moore's Law.</p> <p>Understands the relationship between binary and electrical circuits, including Boolean logic.</p>	<p>Has practical experience of a high-level textual language, including using standard libraries when programming.</p> <p>Uses a range of operators and expressions e.g. Boolean, and applies them in the context of program control.</p> <p>Recognises that persistence of data on the internet requires careful protection of online identity and privacy.</p>	<p>Performs operations using bit patterns e.g. conversion between binary and hexadecimal, binary subtraction etc.</p>

TOPIC	AUTUMN	SPRING	SUMMER
Year 8 COMPUTING	Advanced Python Programming.	Advanced VexIQ Robotics Programming.	Revision. Examination.
1/2	<p>Shows an awareness of tasks best completed by humans or computers.</p> <p>Designs solutions by decomposing a problem and creates a sub-solution for each of these parts.</p> <p>Recognises that different solutions exist for the same problem.</p>	<p>Knows that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text e.g. programmable robots etc.</p> <p>Creates programs that implement algorithms to achieve given goals.</p> <p>Understands why and when computers are used.</p>	Dependent upon examination outcomes.
3	<p>Understands that iteration is the repetition of a process such as a loop.</p> <p>Recognises that different algorithms exist for the same problem.</p> <p>Represents solutions using a structured notation.</p> <p>Can identify similarities and differences in situations and can use these to solve problems (pattern recognition).</p>	<p>Understands the difference between, and appropriately uses if and if, then and else statements.</p> <p>Uses a variable and relational operators within a loop to govern termination.</p> <p>Designs, writes and debugs modular programs using procedure.</p> <p>Shows an awareness of tasks best completed by humans or computers.</p> <p>Designs solutions by decomposing a problem and creates a sub-solution for each of these parts.</p> <p>Recognises that different solutions exist for the same problem.</p>	Dependent upon examination outcomes.
4	<p>Understands that programming bridges the gap between algorithmic solutions and computers.</p> <p>Has practical experience of a high-level textual language, including using standard libraries when programming.</p> <p>Recognises that some problems share the same characteristics and use the same algorithm to solve both.</p> <p>Understands the notion of performance for algorithms and appreciates that some algorithms have different performance characteristics for the same task.</p>	<p>Uses a range of operators and expressions e.g. Boolean, and applies them in the context of program control.</p> <p>Understands a recursive solution to a problem repeatedly applies the same solution to smaller instances of the problem.</p> <p>Understands that iteration is the repetition of a process such as a loop.</p> <p>Recognises that different algorithms exist for the same problem.</p> <p>Represents solutions using a structured notation.</p> <p>Can identify similarities and differences in situations and can use these to solve problems (pattern recognition).</p>	Dependent upon examination outcomes.

5	<p>Recognises that the design of an algorithm is distinct from its expression in a programming language (which will depend on the programming constructs available).</p> <p>Evaluates the effectiveness of algorithms and models for similar problems.</p> <p>Recognises where information can be filtered out in generalizing problem solutions.</p> <p>Uses logical reasoning to explain how an algorithm works.</p>	<p>Detects and corrects syntactical errors.</p> <p>Appreciates the need for, and writes, custom functions including use of parameters.</p> <p>Knows the difference between, and uses appropriately, procedures and functions.</p> <p>Understands that programming bridges the gap between algorithmic solutions and computers.</p> <p>Has practical experience of a high-level textual language, including using standard libraries when programming.</p> <p>Uses a range of operators and expressions e.g. Boolean, and applies them in the context of program control.</p> <p>Selects the appropriate data types.</p>	Dependent upon examination outcomes.
6	<p>Designs a solution to a problem that depends on solutions to smaller instances of the same problem (recursion).</p> <p>Understands that some problems cannot be solved computationally.</p>	<p>Understands and applies parameter passing.</p> <p>Applies a modular approach to error detection and correction.</p> <p>Uses nested selection statements.</p> <p>Appreciates the need for, and writes, custom functions including use of parameters.</p> <p>Knows the difference between, and uses appropriately, procedures and functions.</p> <p>Understands and uses negation with operators.</p> <p>Uses and manipulates one dimensional data structures.</p> <p>Detects and corrects syntactical errors.</p>	Dependent upon examination outcomes.