



Felsted

Curriculum, Learning Standards & Assessment Information for Parents

2018 – 2019

**Courtauld House
Years 7 & 8**

3/2/18

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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. Pupils 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, Commendations, Plus & Minus Points, Targets (set in conjunction with their tutors), personal achievements and notes to and from parents/teachers. In addition much of their course work is placed in their on-line 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 Friday, Wednesday and Saturday 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 signed 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 Commendations

Each piece of work undertaken by a pupil is assessed and Cs are awarded on the basis of: ***(i) the amount of effort that the teacher feels the pupil has put into his/her work, and (ii) the quality of the piece of work relative to the pupil’s ability.***

The number of Cs awarded each week will also reflect the number of lessons/preps in each subject. English, Maths, Science and Spanish teachers will award Cs every week, Humanities and second Modern Languages teachers every two weeks and practical subjects such as Art, CDT, ICT or Music will award Cs at the end of a project (e.g. every three weeks).

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 who may award up to a further three “Headmaster’s Commendations”.

Each Commendation 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.

Further lack of effort 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 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 achieved through the Transfer Examinations in June) 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: CLAC & CLIC

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

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

Details of the grading systems used will be provided with each report/assessment

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. Citizenship and Language in Communication (CLIC) 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. Additional English support is offered to pupils.

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 Very Able Pupils

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 'Very Able Pupils' (VAPs) 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 VAPs 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. VAPs 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 VAPs which explains their specific provision.

Mrs C.F. Bury
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 in all subjects, by the time they leave the Prep School; and to give them the self-confidence and self-belief that this is possible.

The Enhanced Learning Team liaise closely with parents, Form Tutors and Heads of Phase. We have a number of formal, informal, diagnostic and standardised assessments that we can use to clarify difficulties and help us to target support precisely on an individual basis. This may be in the form of withdrawn teaching once a week or paired tuition. 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.

We continue to work closely with outside professionals such as Speech Therapists, Occupational or Physiotherapists, Visual Stress Consultants, Educational Psychologists and Consultant Paediatricians. 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 give encouragement to keep trying; praise and appreciation for the effort the pupils put in, and nurture the belief that our pupils will reach their goal.

Mrs K. R. Holt
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>
A*		6
A	5	5
AB	4	4
B	3	3
C	2	2
D	1	1

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<p>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 on prep assignments:</p>	
<ul style="list-style-type: none"> • 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

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

16 English Overview Year 7 & 8

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. Begin to read to different audiences and in different contexts. Identify similarities in differing versions of a text.</p> <p>Select and recite longer poems, rehearsing to improve performance. 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 is 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). Justify predictions, more confidently, based on a growing knowledge of text types. Identify, with some prompts, similarities between texts or versions. Begin to show inference on evidence from the whole text (e.g. reference to what happened earlier or later on). Begin to pose inference questions on the whole text to help deduce aspects (e.g. how some aspects of a character develops). Identify some obvious features of a writer's use of language (e.g. the author repeats the word 'slowly' for effect). 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'). 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). Justify predictions, based on a firmer knowledge of text types and some explicit meanings. Identify similarities and sometimes differences between texts or versions, with some explanation (e.g. narrative convention in traditional tales). Show increasing inference on evidence from the whole text (e.g. reference to some threads within a story). 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). 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). 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. 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. Justify predictions about a text, based on secure knowledge of text types and explicit meanings. 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. Comment, showing inference on evidence from the whole text (e.g. referencing threads throughout a story). Pose inference questions on the whole text to help deduce aspects (e.g. how a character and plot develop). Identify various features of a writer's use of language (e.g. the characters speaks in short sentences to build tension). 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. 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). Begin to use implicit as well as explicit meanings when justifying predictions. 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). Make inferences and deductions based on textual evidence, with guidance. Begin to pose inference questions based on knowledge/experience gained from a widening range of texts (with some guidance to support). Show a growing awareness of writers' language choices. 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. 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
THINKING DURING AND AFTER WRITING	<p>Begin to use different structures for informal/formal speech and writing. 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. Choose language for effect and try out new words. 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. Begin, with some structural support, to discuss more than one viewpoint, summing up to present own preference. Proof-read, increasingly paying attention to accurate grammar, punctuation and spelling, and check purpose and organisation. Critically evaluate their own and others' writing to improve clarity and begin to consider how they can enhance their writing style. 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. Ask questions to assist development of ideas and understanding of others' views. Articulate ideas, offering some explanation and elaboration, when prompted. Work collaboratively to describe and explain more complex ideas and feelings, including relevant details. Explore and elaborate on relevant ideas with guidance. Listen and respond confidently to others, in a wider range of contexts. Talk fluently, clearly and audibly in an increasing range of formal contexts. 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. Identify organisational strategies for holding the attention of the audience. Recognise the role of valid comments in improving the content and presentation of their own work and the work of others. Attempt to undertake and maintain roles and responsibilities, sometimes influencing the direction of conversation, with some effective contribution. Show, with guidance, some understanding of the needs of others and begin to demonstrate respect for opposing viewpoints. Work collaboratively with others to decide upon a set of rules for discussion/debates within a framework. Recognise, with guidance, that texts and roles support choice of speech, gesture, tone, volume and expression when taking on different dramatic roles and scenarios. Begin, with some reminders, to use Standard English in one or two formal situations. 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. Ask questions, more competently, which help to develop ideas, beginning to take account of the viewpoint of others. Articulate and explain ideas which are increasingly relevant, using some elaboration. Explore complex ideas and feelings in a range of ways, beginning to elaborate to make meaning clear. Explore and elaborate, more independently, on relevant ideas, sometimes aiming to interest others. Listen and respond confidently to others in a wide range of contexts, occasionally with support in a formal situation. Talk fluently, clearly and audibly in an increasing range of both formal and informal contexts. Begin to engage the audience, using varied expression and some relevant vocabulary. Adapt, more independently, vocabulary, grammar and non-verbal features, more often matching this to purpose. Plan out and organise talk with the aim of holding the attention of the audience. Sometimes make valid comments through a growing understanding of content and presentation requirements, beginning to improve their work in the light of feedback. Undertake and maintain roles and responsibilities, often influencing the direction of conversation, with more effective contribution. Show understanding of the needs of others and increasingly demonstrate respect for opposing viewpoints. Work with peers to apply rules for discussion/debates and begin to use these in a given context. 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. Begin to use Standard English, usually in formal situations. 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. Independently ask questions to develop ideas, instinctively taking into account the viewpoint of others. Articulate and explain relevant ideas, using elaboration. Elaborate on more complex ideas and feelings to make meaning more relevant and explicit. Explore and elaborate on relevant ideas to interest others. Listen and respond confidently to others in a wide range of contexts, sometimes of a formal nature. Talk fluently, clearly and audibly in an increasing range of contexts, including formal and informal situations. Begin to engage the audience using more varied expression and relevant vocabulary. Adapt vocabulary, grammar and non-verbal features, often matching this to purpose. Clearly structure talk in order to convey meaning, engage the audience and sustain their attention. 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. Undertake and maintain roles and responsibilities and influence the direction of a conversation, with effective contribution. Appreciate the needs of others and demonstrate respect for opposing viewpoints. Independently make and apply rules for discussion/debates, and use these in a given context. Adapt speech, gesture, tone, volume and expression convincingly for different roles and scenarios based on a growing knowledge of texts and roles. 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. Ask questions in different contexts with some prompts. Confidently articulate and explain own viewpoint, beginning, with support, to provide justification for a viewpoint which may not be their own. Describe and explain one or two interesting features of their own language use, when prompted. Explore and elaborate on ideas and, through working collaboratively, begin to extend ideas further after evaluation. Listen, talk and respond to others in a wide range of contexts, beginning to recognise, with support, some implicit meaning. Speak fluently, clearly and audibly in a range of formal and informal situations, beginning to recognise the importance of varying pace for effect. Begin to engage audiences in some different contexts both formal and informal, with guidance. Recognise the importance of adapting vocabulary, grammar and non-verbal features appropriately to purpose. Begin, with some guidance, to shape talk in deliberate ways for clarity, effect and to engage the listener. Begin, with guidance, to critically evaluate their own presentations and improve them in the light of the evaluation. Begin to notice, with support, some implied meaning and important detail. Show, when making some contributions to discussion, that they are able to pay attention to the views of others and show respect. Begin, with support, to undertake and justify a given point of view when it conflicts with their own. Begin to use a more in-depth knowledge of texts, and sometimes their underlying issues, to inform their choice of speech, gesture and movement. Gain, with encouragement, fluency in their use of Standard English in situations that require it. 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 it 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>
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>

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

17 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,</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>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>fractions, or by rounding, as appropriate for the context 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</p> <p>perform mental calculations, including with mixed operations and large numbers</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>	<p>recognise and use relationships between operations including inverse operations</p>	
<p>Number - fractions, decimals and percentages</p>		
<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>work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and 72 or 0.375 and 38)</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>work interchangeably with terminating decimals and their corresponding fractions (such as 3.95 and 0.268)</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>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 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>	<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>Perform a wider range of more complex calculations in a problem format.</p>
<p>Ratio, proportion and rates of change</p>		
<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>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>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>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 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>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>
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Algebra

<p>use simple formulae 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</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</p>
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	<p>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>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 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>	
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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</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>interpret and use fractional and negative scale factors for enlargements 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</p>
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<p>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 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,</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>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>circles</p> <p>apply Pythagoras' Theorem and trigonometric ratios to find angles and lengths in right-angled triangles</p> <p>Understand basic trigonometry</p>
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<p>and reflect them in the axes or other given lines.</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>	
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Statistics

<p>interpret and construct pie charts and line graphs and use these to solve problems</p> <p>calculate and interpret the mean as an average.</p>	<p>describe, interpret and compare observed distributions of a single variable through: appropriate graphical 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>	<p>interpret and construct tables and line graphs for time series data</p> <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</p>
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Probability

Use the language of probability. Classify events using a probability scale as certain, likely, even, unlikely or impossible.

Use fractions to express the probability of an event occurring.

Understand that the probabilities of all possible outcomes sum to 1

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

understand that the probabilities of all possible outcomes sum to 1

enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams

generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities

apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to one

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

calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions

18 Science

TOPIC	AUTUMN	AUTUMN	SPRING	SUMMER
YEAR 7 SCIENCE	PARTICLES	PURE SUBSTANCES AND MIXTURES	CURRENTLY UNDER REVIEW WITH NEW SCHEME OF WORK FOR 2019	CURRENTLY UNDER REVIEW WITH NEW SCHEME OF WORK FOR 2019
1	<p>KNOW Know that materials are made from particles State that the properties of substances can be described in terms of particles in motion.</p> <p>Describe the properties of a substance in its three states State that the properties of a substance can be described in terms of the arrangement and movement of its particles Make relevant observations in order to decide is a substance a solid, liquid or gas state.</p> <p>Describe how the properties of a substance change as it melts or freezes Recognize energy transfer during a change of state Describe the observations as wax colls in terms of states of matter</p> <p>Describe how the properties of a substance change as it boils Recognise an energy transfer during a change of state Draw straightforward conclusions from boiling point data presented in tables and graphs</p> <p>Describe examples of diffusion Write a fair test enquiry on diffusion and identify the dependent and independent</p>	<p>KNOW State what a mixture is and give examples of mixtures State that a mixture can be separated as a result of different melting points of its compounds With help, choose a simple technique to separate the substances in a mixture</p> <p>When provided with key words, describe solutions using keywords Describe observations when a substance dissolves Use observations or data to draw a conclusion to distinguish a solution from a pure liquid</p> <p>Use key words about dissolving Interpret solubility data shown on a bar chart Write a fair test enquiry question on solubility and plan the method and how to control the variables</p> <p>State that mixture may be separated due to their physical properties With support, use the correct technique to filter a mixture</p> <p>Know separation technique depends on the physical properties of substances to be separated Label distillation apparatus and describe</p>		

	<p>variables</p> <p>State definitions of atoms, elements, molecules and compounds</p> <p>Name one element and one compound</p>	<p>what happens in distillation</p> <p>Describe what happens to a mixture when it undergoes chromatography</p> <p>Describe what a chromatogram looks like</p> <p>Use evidence from chromatography to identify unknown substances in mixtures and to identify the pen or plant a sample is from</p>		
2/3	<p>APPLY</p> <p>Explain in terms of particles why different substances have different properties</p> <p>Explain properties such as density, based on the arrangement of 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>Compare the properties of a substance in its three states</p> <p>Explain the properties of solids, liquids and gases based on the arrangement and movement of particles</p> <p>Use observations to decide if a substance is in its solid, liquid or gas state.</p> <p>Draw annotated before and after diagrams of particles, and use words to explain observations about melting and freezing</p> <p>Explain melting and freezing in terms of changes to the energy of particles</p> <p>Use cooling data to identify the melting point of wax</p> <p>Draw annotated before and after diagrams of particles and use words 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</p>	<p>APPLY</p> <p>Explain what a mixture is using the particle model</p> <p>Explain how to use melting temperatures to distinguish mixtures from pure substances</p> <p>Devise suitable techniques to separate mixtures based on their properties.</p> <p>Explain how substances dissolve using the particle model</p> <p>Draw annotated before and after particle diagrams to represent dissolving</p> <p>Use data to draw a conclusion between the mass of solute dissolved in a solution</p> <p>Use a solubility curve of a solute to describe and explain simple observations about solutions</p> <p>Explain why it is important to control variables to provide evidence for a conclusion in a solubility investigation.</p> <p>Identify a physical property that must be different for separation techniques to work</p> <p>Choose the most suitable technique to separate a mixture of substances</p> <p>Use annotated before and after particle diagrams to explain how filtration works</p> <p>Draw annotated before and after particle diagrams and use words to explain how</p>		

	<p>points and use them to contribute to conclusions</p> <p>Draw annotated diagrams 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>Represent atoms molecules and elements using models</p> <p>Use diagrams to represent atoms and molecules of elements and compounds</p>	<p>evaporation and distillation work</p> <p>Use the particle model to explain observations made during the distillation of inky water</p> <p>Explain how chromatography separates mixtures</p> <p>Identify one physical property which must be different and one physical property which must be the same in order to separate a mixture by chromatography</p> <p>Use evidence from chromatography to explain how to identify unknown substances in mixtures and identify the pen, plant or sampe it is from</p>		
4/5	<p>EXTEND</p> <p>Evaluate particle models that explain the properties of substances</p> <p>Use data about particles to predict and explain differences in properties such as density.</p> <p>Design and explain a new representation for the particle model.</p> <p>Argue for how to classify substances which behave unusually as solids liquids or gases</p> <p>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> <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> <p>Explain in detail the differences between melting and freezing</p> <p>Suggest reasons for the different melting</p>	<p>EXTEND</p> <p>Use particle models to compare mixtures and pure substances</p> <p>Comment on the purity of a substance by interpreting temperature change data</p> <p>Justify the suitability of separation techniques in terms of the properties of constituent substances</p> <p>Explain the relationship between solutes, solvents and solutions</p> <p>Justify whether a given particle diagram represents a solution or a pure substance</p> <p>Explain the applications of solution chemistry to different contexts.</p> <p>Suggest a reason for the effect of temperature on solubility for a given solute</p> <p>Analyse and interpret solubility curves</p> <p>Justify the procedure and evaluate the results in a solubility investigation</p> <p>Explain why a stated physical property must be different for a given separation</p>		

	<p>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 boiling</p> <p>Suggest reasons for the different boiling points of different substances based on the arrangement and movement of particles</p> <p>Assess the strength of evidence from boiling point data deciding whether it is sufficient to support a conclusion.</p> <p>Draw annotated before and after diagrams of particles and 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> <p>Compare atoms, molecules and elements using models</p> <p>Use diagrams to compare molecules of elements and compounds</p>	<p>technique to work</p> <p>Justify a chosen technique for separating a mixture of substances</p> <p>Design a model to explain filtering and identify advantages and disadvantages of the model.</p> <p>Compare evaporation and distillation</p> <p>Justify whether evaporation or distillation would be suitable for obtaining given substances from a solution</p> <p>Suggest a combination of methods to separate a complex mixture and justify the choices made</p> <p>Justify the use of chromatography in different scenarios</p> <p>Consider how chromatography can be used to monitor the progress of reactions</p> <p>Suggest possible issues to consider when using chromatography to identify unknown substances.</p>		
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TOPIC	AUTUMN (1st Half)	SPRING	SUMMER
YEAR 8 BIOLOGY	Photosynthesis Structure and function/adaptation of the organs needed for photosynthesis. Water/nutrient uptake. Contrast with respiration.	Cells Structure and function of animal and plant cells. Use of light microscope including preparation of a simple slide. Cell types in relation to tissue and organ type. Basic organ systems of plants and animals to include plant reproduction.	Ecological relationships, populations and habitats, distributions and adaptations. Plant and animal classification. Sampling techniques (quadrats and sweep nets) and feeding relationships (food chains and webs). PSHE, Chatham Green Ecology field work, decision making, leadership and environmental issues.
1/2	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 the basic parts of a microscope and how to use one to view a slide. Know how to make slides. Know what an organ and an organ system are and what organs are made of. Know the names and positions of the major plant and human organs and what they do. Know the names of organs in the digestive, breathing, circulatory and nervous systems. Know what fertilisation is.	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 know some of the mineral salts needed by plants for growth. Know 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. Know why plants are important in keeping the atmosphere in balance and understand some of the consequences of clearing forests.	In addition, pupils will: Know what a cell is and the basic parts of animal and plant cells and what these parts of the cells do. Know what cell division is. Know what a tissue is and the names of some common tissues found in organs. Know the functions of the digestive, breathing, circulatory and nervous systems. 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. Know about the equipment and sampling methods that are used for sampling plants and animals. Know how to estimate population sizes. 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.
5	Pupils will know what the products of photosynthesis are used to make and why plants need these different substances they make from glucose. Know how leaves and roots are adapted to the jobs they do.	Know how some animal cells are adapted to their functions. Know how palisade and root hair cells are adapted to their functions	Know how to show the numbers of organisms in a food chain (pyramid of numbers). Know what organisms need to survive and that they compete for resources. Know how changes in populations occur.
6	Scholarship papers completed to a high standard. Have the opportunity to investigate the principles of transpiration and photosynthetic adaptation.	Have the opportunity to investigate the more complex structure and function of the eukaryotic cells.	Know some adaptations of plants for obtaining nutrition.

TOPIC	AUTUMN	AUTUMN INTO SPRING	SPRING INTO SUMMER	SUMMER
YEAR 8 CHEMISTRY	<p>Atoms and Elements</p> <p>The periodic table of elements. Properties of metals and non-metal elements, compounds of elements joined together, molecules. Naming of compounds.</p>	<p>Patterns of Reactivity</p> <p>The reactivity of metals with water, oxygen and acids. The reactivity series of metals and displacement reactions. Extraction of metals from ores.</p>	<p>Compounds and Mixtures</p> <p>Atoms, elements, compounds and formulae. Chemical reactions, reactants and products, (combustion, decomposition) and physical changes. Mixtures and separation.</p> <p>PSHE, Environmental issues arising from combustion of fossil fuels, acid rain</p>	<p>Used for Physics focus and preparation for End of Year examination BA Crests Award Science / Ecology project</p>
1/2	<p>Know that there is a huge variety of materials. Know some of the properties of elements and how to sort things into metals and non-metals. Know examples of some properties of materials and which properties apply to metals, and which to non-metals. Know how many different elements there are and the names of some of these. Know where to find metals and non-metal elements in the Periodic Table.</p> <p>Know that all materials are made of elements combined together. Know whether some common substances are elements, compounds, or mixtures.</p>	<p>Know the names of metals used to make a variety of different objects and know some properties of these metals. To plan and carry out investigations to show that some metals are unreactive in air and know how to place metals in order of reactivity based on their chemical properties.</p> <p>Know the name of the gas in the air that reacts with metals most easily.</p> <p>To identify and predict the name of the gas that is given off when metals react with acids and when reactive metals react with water.</p>	<p>Know how to recognise the difference between an element a compound and a mixture using particle diagrams or formulae. Know some examples of mixtures. Know what to look for to see if a chemical reaction has occurred.</p> <p>Know the boiling point and freezing point of pure water and the basic ways of separating mixtures.</p>	
3/4	<p>Know how to work out the name of a compound from the names of the elements it contains and how many elements are in a compound from its chemical name.</p> <p>Know what the smallest part of an element is called and that new materials are formed when atoms join together in different ways.</p> <p>To investigate how elements are different from non-elements (compounds/molecules and mixtures) in terms of particles. To create models to explain the difference between an element and a compound and between an atom and a molecule.</p> <p>To be able to createwrite word equations for reactions where elements join together to make compounds.</p>	<p>Know about displacement reactions and how to write word equations for such reactions of metals. Know how to use the results of displacement reactions to place metals in order of reactivity.</p> <p>Know the names of the compounds that form when metals react with water and how to write word equations for the reactions of metals with air (oxygen), water and acids.</p> <p>Know the names of the salts formed from the three common laboratory acids.</p>	<p>Know what an atom and a molecule are. Know the meaning of the words reactant and product and be able to describe some chemical reactions caused by heating. Be able to write simple word equations for chemical reactions.</p> <p>Know what pure water is and why different types of bottled water taste different. Know that many drinks are mixtures. Know the names of different gases in the air and how the melting point and the freezing point of a substance are linked.</p>	
5/6	<p>To be able to create their own chemical symbols for</p>	<p>To understand how to use the Reactivity Series to</p>	<p>To investigate the effect of impurities on the</p>	

	elements correctly and know how to work out the numbers of different atoms in a compound from its formula. Have the opportunity to understand symbolic and state equations.	predict whether a displacement reaction will take place. Know how the extraction and discovery of metals links to their reactivity. Know some factors that affect the reaction of a metal with acid. Understand such reactions from their symbolic equations and be able to construct such equations.	melting and boiling points of substances and know how to use melting and boiling point data to decide if a substance is pure. Know how the gases in the air can be separated.	
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TOPIC	AUTUMN	AUTUMN	SPRING INTO SUMMER	SUMMER
YEAR 8 PHYSICS	Forces and their Effects Forces and friction. Balanced and unbalanced forces. Elastic materials and proportional extension, gravity and weight, upthrust and density, speed and distance time graphs	Speed, Pressure and moments Understanding, calculation and use of speed, pressure and moments. Understanding the role of particles in explaining air resistance and pressure.	Heating and Cooling Understanding and explaining using the idea of particles changes of state in solids and liquids and expansion and contraction. Measurement of thermal energy. Understanding conduction, convection and radiation as ways heat energy is transferred. Ways of reducing thermal transfer through insulation.	Energy resources PSCHE, relating renewable energy resources to reduction in pollution from burning fossil fuels.
1/ 2	Know what a force is and how a force meter works. Know what contact and non-contact forces are and be able to name some examples. Know how to measure a force and what the unit of force is. Know about the forces on a floating object. Know two ways of measuring the volume of an object. Know what friction is and how rough and smooth surfaces affect friction. Know some examples of helpful friction and unhelpful friction. Know how lubricants reduce friction. Know some of the factors that affect the stopping distance of a car. Know what an elastic material is.	Understand how pressure depends on force and area and know some ways of changing pressure. Know how water pressure changes with depth. Know what a lever is and understand the words 'load', 'effort', 'pivot'. Know some everyday examples of levers. Know how the length of a lever affects the effort needed.	Know the meanings of melting, boiling, condensing, freezing and evaporating. Know the link between melting point and freezing point. Know another name for heat energy and know the units for measuring temperature and heat. Know the difference between temperature and heat energy. Know that heat energy can be transferred.	Know the different forms of energy and the different ways that energy can be stored. Be able to give some examples of energy changes.

3/4	<p>Be able to predict whether an object will float. Know what is meant by speed. Know how the stopping distance of a car depends on speed. Know the difference between mass and weight, and know their units. Know that weight can change depending on where you are.</p>	<p>Know what is meant by speed. Know what a moment is. Know some units for pressure and why there is pressure from liquids and gases.</p>	<p>Know why homes should be insulated and how energy can be lost from houses. Know why it is important to save energy. Know some examples of heat conductors and insulators and be able to explain how some insulating materials reduce heat loss. Know why some materials are good insulators. Know which substances heat can travel through by convection. Be able to explain convection currents. Be able to explain conduction using the particle model. Know which materials infrared radiation can travel through.</p>	<p>Know that electricity is made using other energy resources. Be able to draw an energy flow diagram. Know the law of conservation of energy and which forms of energy are usually produced as waste energy. Know that a machine causes an energy transfer.</p>
5	<p>Know the meaning and calculation of density. Know how to interpret simple distance / time graphs. Know the units for speed and how to calculate it.</p>	<p>Know the units for speed and how to calculate it. Know how to calculate the moment of a force. Be able to apply the principle of moments. Be able to use the equation for calculating pressure. Know what hydraulic systems are. Understand the meaning of 'in equilibrium'. Know what happens when a gas is compressed.</p>	<p>Be able to explain expansion and contraction. Know why some materials are better conductors than others.</p>	<p>Know what efficiency means and be able to calculate it.</p>
6	<p>Be able to use knowledge of density to predict floating and sinking in different liquids.</p>	<p>Have the opportunity to investigate what hydraulic systems are.</p>	<p>Know what happens to the temperature of a liquid while it is boiling and what happens to the temperature while a liquid freezes.</p>	

19 Spanish

TOPIC	AUTUMN	SPRING	SUMMER
<p>Year 7 SPANISH</p>	<p>Themes to be covered:</p> <p>The self and identity</p> <p>Family</p> <p>Pets</p> <p>Hobbies</p> <p>ESR: Navidad en España ESR: Proyecto animales; looking at animals in Spanish speaking countries SMSC: Cultural: Respecting other cultures Social: Listening to each other and treating each other equally Cross-curricular: Art: Making cards / Maths: numbers, birthday and dates / PE: sports and hobbies / PSHE: The role of the family ESR: Celebrating birthdays (El día de los Santos) ESR: Understanding facts about Los Reyes Magos Fundamental British Values: Actively promoting tolerance of others, particularly other religions (Catholicism in Spain), appreciating other cultures (los reyes celebrations in Spain and dia de los muertos in Mexico)</p> <p>Language to be covered:</p> <p>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>	<p>Topics to be covered:</p> <p>School</p> <p>Family</p> <p>ESR: Writing and planning a school plan for a Guatemalan School (literacy) ESR: Semana Santa en España SMSC: Cultural: Respecting other cultures and festivals Social: Listening to each other and treating each other equally Fundamental British Values: Actively promoting tolerance of others Understanding the differences between school systems in UK and Spain and respecting those differences. Email exchange with Spanish students.</p> <p>Language to be covered:</p> <p>Hay/No hay adjective endings and plurals Regular verbs Time phrase Irregular verbs Extended writing with detail Possessive pronouns Tener and ser Third person verbs Intensifiers Estar irregular verb</p>	<p>Topics to be covered:</p> <p>Tenses</p> <p>Your town</p> <p>ESR: Researching Spanish and South American towns and villages. The types of homes in Spain and discussing impoverished places</p> <p>ESR: Understanding the Geography of Hispanoamerica SMSC: Cultural: Respecting other cultures and festivals Social: Listening to each other and treating each other equally Cross-curricular: English ; sentence construction, tenses, adjectival agreements - literacy / Geography - maps and capitals Fundamental British Values: Actively promoting tolerance of others, and respect for different cultures and lifestyles Democracy: looking at government systems in Britain and Hispanic countries - rule of law regarding state handouts, poverty and housing in both countries</p> <p>Language to be covered:</p> <p>Making sentences match; plurals/masculine and feminine nouns and adjectives Forming questions Opinions Irregular verb ir Querer verb Near future tense</p>

1	<p>I can understand a range of familiar spoken phrases I can give short, simple responses to what I hear using short phrases</p> <p>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</p> <p>I can write a few short sentences, with support, using expressions that I have already learnt</p>	<p>I can understand a range of familiar spoken phrases I can give short, simple responses to what I hear using short phrases</p> <p>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</p> <p>I can write a few short sentences, with support, using expressions that I have already learnt</p>	<p>I can understand a range of familiar spoken phrases I can give short, simple responses to what I hear using short phrases</p> <p>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</p> <p>I can write a few short sentences, with support, using expressions that I have already learnt</p>
2/3	<p>I can understand the main points from short passages made up of familiar language</p> <p>I can take part in brief prepared tasks, using visual clues to help me initiate or respond. I use mainly memorised language; they occasionally substitute items of vocabulary. Using present and/or future tenses or both together.</p> <p>To begin to use context to work out the meaning of unfamiliar words</p> <p>Write short text on familiar topics adapting language they have already learnt. Using present and/ or future tenses or both together</p>	<p>I can show that I understand the main points from spoken passages made up of familiar language</p> <p>I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language</p> <p>I am beginning to use context to work out the meaning of unfamiliar words</p> <p>I can write short phrases from memory, my spelling is readily understandable</p>	<p>I can show that I understand the main points from spoken passages made up of familiar language</p> <p>I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language</p> <p>I am beginning to use context to work out the meaning of unfamiliar words</p> <p>I can write short phrases from memory, my spelling is readily understandable</p>
4/5	<p>I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences</p> <p>I can use my knowledge of grammar to adapt and substitute single words and short phrases</p> <p>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>I can adapt my knowledge of grammar to substitute words and short phrases</p> <p>xt: I can use the comparative and/or the superlative when talking about pets. I can use the near future tense in my work</p>	<p>I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences</p> <p>I can use my knowledge of grammar to adapt and substitute single words and short phrases</p> <p>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>I can adapt my knowledge of grammar to substitute words and short phrases</p> <p>xt: I can extend my work by using another tense and a wider range of vocabulary. I can speak about a range of situations.</p>	<p>I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences</p> <p>I can use my knowledge of grammar to adapt and substitute single words and short phrases. I can use the future tense orally</p> <p>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>I can adapt my knowledge of grammar to substitute words and short phrases using the near future tense with ease</p> <p>xt: I can add the Conditional tense to my written and oral work</p>

TOPIC	AUTUMN	SPRING	SUMMER
<p>Year 8 SPANISH</p>	<p>Topics to be covered:</p> <p>Holidays Activities</p> <p>ESR: Mi Vida en Havana using two tenses ESR: Navidad en España SMSC: Cultural: Respecting other cultures and festivals Social: Listening to each other and treating each other equally Cross-curricular: Geography - maps and capitals ESR: Celebrating birthdays (El día de los Santos) ESR: Understanding facts about Los Reyes Magos Fundamental British Values: Actively promoting tolerance of others, particularly other religions (Catholicism in Spain), appreciating other cultures (los reyes celebrations in Spain and dia de los muertos in Mexico) Democracy: looking at government systems in Britain and Hispanic countries</p> <p>Language to be covered: The Imperative Opinions and use of adjectives Adjective Endings and comparative Querer verb Using exclamations Using irregular verbs Regular ar,er,ir verbs Near future tense Making and answering questions Using cognates Past tense of Ir Past tense of regular verbs Connectives, time expressions, opinions and reasons</p>	<p>Themes to be covered:</p> <p>Food Clothes Future and preterite tenses</p> <p><u>VAPs: seasons / compass points / dates</u> ESR: Understanding the Geography of Hispanoamerica SMSC: Cultural: Respecting other cultures and festivals Social: Listening to each other and treating each other equally Cross-curricular: Art: Making cards / Geography - maps and capitals ESR: Celebrating birthdays (El día de los Santos) ESR: Understanding facts about Los Reyes Magos Fundamental British Values: Actively promoting tolerance of others, particularly other religions (Catholicism in Spain), appreciating other cultures (los reyes celebrations in Spain and dia de los muertos in Mexico) Democracy: looking at government systems in Britain and Hispanic countries</p> <p>ESR: Eating habits in Hispanic countries and typical dishes ESR: Semana Santa Cross-curricular: Science: Diet, healthy and unhealthy eating habits, Drama: Acting out role-plays, Maths: Time SMSC: Respecting and listening to others Cultural awareness of eating habits in other countries/ religions</p> <p>Language to be covered: Tengo que plus infinitive Querer and poder Past tense of wide array of verbs Past opinions Past questions Cognates Identifying context Range of opinions Near future tense Articles</p>	<p>Themes to be covered:</p> <p>My town</p> <p>Exam preparation (role-plays, end of topic questions) <u>VAPs: seasons / compass points / dates</u> ESR: Understanding the Geography of Hispanoamerica SMSC: Cultural: Respecting other cultures and festivals Social: Listening to each other and treating each other equally Cross-curricular: Art: Making cards / Geography - maps and capitals ESR: Celebrating birthdays (El día de los Santos) ESR: Understanding facts about Los Reyes Magos Fundamental British Values: Actively promoting tolerance of others, particularly other religions (Catholicism in Spain), appreciating other cultures (los reyes celebrations in Spain and dia de los muertos in Mexico) Democracy: looking at government systems in Britain and Hispanic countries</p> <p>ESR: Describing a Spanish town ESR: Describing a world trip</p> <p>Language to be covered:</p> <p>Giving opinions Transferable language Asking and responding to questions Using me gustaria plus the infinitive Prepositions Near future tense Preterite Estar Adjectives Using the superlative Using the comparative</p>

1/2	<p>I can show that I understand the main points from spoken passages made up of familiar language</p> <p>I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language</p> <p>I am beginning to use context to work out the meaning of unfamiliar words</p> <p>I can write short phrases from memory, my spelling is readily understandable</p>	<p>I can show that I understand the main points from spoken passages made up of familiar language</p> <p>I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language</p> <p>I am beginning to use context to work out the meaning of unfamiliar words</p> <p>I can write short phrases from memory, my spelling is readily understandable</p>	<p>I can show that I understand the main points from spoken passages made up of familiar language</p> <p>I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language</p> <p>I am beginning to use context to work out the meaning of unfamiliar words</p> <p>I can write short phrases from memory, my spelling is readily understandable</p>
3/4	<p>I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences</p> <p>I can use my knowledge of grammar to adapt and substitute single words and short phrases</p> <p>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>I can adapt my knowledge of grammar to substitute words and short phrases</p>	<p>I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences</p> <p>I can use my knowledge of grammar to adapt and substitute single words and short phrases</p> <p>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>I can adapt my knowledge of grammar to substitute words and short phrases</p>	<p>I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences</p> <p>I can use my knowledge of grammar to adapt and substitute single words and short phrases</p> <p>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>I can adapt my knowledge of grammar to substitute words and short phrases</p>
5/6	<p>I can understand a range of familiar spoken phrases in the future tense</p> <p>I can give more detailed responses to what I hear using detailed phrases</p> <p>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.</p> <p>I can write a few sentences using expressions that I know as well as phrases that I have learnt independently.</p> <p>Ext: I can extend my work by using all three tenses with ease and a wider range of vocabulary. I can speak about a range of situations using vocabulary that I have taught myself</p>	<p>I can understand a range of familiar spoken phrases in the future, present and past tense</p> <p>I can give more detailed responses to what I hear using detailed phrases in all three tenses</p> <p>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.</p> <p>I can write a few sentences using expressions that I know as well as phrases that I have learnt independently in two tenses</p> <p>Ext: I can create a recipe and make a cookery video in Spanish</p>	<p>I can understand a range of familiar spoken phrases in the future, present and past tense</p> <p>I can give more detailed responses to what I hear using detailed phrases in three tenses</p> <p>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</p> <p>I can write a short paragraph using expressions that I know as well as phrases that I have learnt independently.</p> <p>Ext: I can speak spontaneously about most topics and I have carried out research on Spanish culture and customs and shared this with my class</p>

20 French

TOPIC	AUTUMN	SPRING	SUMMER
<p>Year 7 FRENCH</p>	<p>Topics to be covered:</p> <p>The Alphabet and pronunciation Introductions Descriptions Brothers and sisters Ages Birthdays Likes and dislikes Telling the Time Clothes School</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:</p> <p>Forming questions Adjective endings Using the verb avoir Using the definite and indefinite articles intensifiers months, numbers and colours forming the negative opinions Using regular er verbs</p>	<p>Topics to be covered:</p> <p>Weather Free time activities Sport Sport in French speaking countries Countries Expressing opinions Forming and answering questions Animals Higher numbers family and home descriptions breakfast</p> <p>ESR: poverty in French speaking countries. Breakfast in France. SMSC: Cultural - French dwellings in French speaking countries. Hobbies in poorer areas/countries 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, ART: Drawing of self and others. History: French Colonies. DT/Science: health and diet P4C: The Right for children to have Free Time: Discuss Language to be covered: jouer à faire</p>	<p>Topics to be covered:</p> <p>Listening/Reading and Writing skills Dictionary skills Speaking skills Translation skills Revision of previous units Preparation for assessment Bastille Day Family and home</p> <p>ESR: equality in society SMSC: 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 History: The French revolution P4C: equality, does it exist?: Discuss</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>

	using il y a and il n'y a pas de Understanding infinitives	aimer + infinitive higher numbers adjective endings possessive adjectives partitive article (du, de la, de l', des)	
1	<p>I can understand a range of familiar spoken phrases I can give short, simple responses to what I hear using short phrases (SMSC: respect, empathy, tolerance) 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) I can write a few short sentences, with support, using expressions that I have already learnt (SMSC: Confidence, resilience)</p>	<p>I can understand a range of familiar spoken phrases I can give short, simple responses to what I hear using short phrases (SMSC: respect, empathy, tolerance) 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) I can write a few short sentences, with support, using expressions that I have already learnt (SMSC: Confidence, resilience)</p>	<p>I can understand a range of familiar spoken phrases I can give short, simple responses to what I hear using short phrases (SMSC: respect, empathy, tolerance) 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) I can write a few short sentences, with support, using expressions that I have already learnt (SMSC: Confidence, resilience)</p>
2/3	<p>I can show that I understand the main points from spoken passages made up of familiar language I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language I am beginning to use context to work out the meaning of unfamiliar words I can write short phrases from memory, my spelling is readily understandable</p>	<p>I can understand a range of familiar spoken phrases I can give short, simple responses to what I hear using short phrases (SMSC: respect, empathy, tolerance) 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) I can write a few short sentences, with support, using expressions that I have already learnt (SMSC: Confidence, resilience)</p>	<p>I can show that I understand the main points from spoken passages made up of familiar language I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language I am beginning to use context to work out the meaning of unfamiliar words I can write short phrases from memory, my spelling is readily understandable</p>

4/5	<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 by using a wider range of vocabulary. I can speak about a range of situations and use the language accurately</p>
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TOPIC	AUTUMN	SPRING	SUMMER
<p>Year 8</p> <p>FRENCH</p>	<p>Dynamo 1 Unit 5/ Allez 1 Unit 4.1,,4.2,4.6,4.8,5.4,5.6</p> <p>Topics to be covered:</p> <p>Paris - history and famous monuments</p> <p>Places in the town</p> <p>Directions in the town</p> <p>Using euros and understanding prices</p> <p>Weather</p> <p>Transport</p> <p>Breakfast routine</p> <p>Describing mealtimes</p> <p>Ordering a snack/ice-cream/meal</p> <p>Invitations</p> <p>Following a recipe</p> <p>ESR: Making a French dish</p> <p>ESR: Food at Xmas in France</p> <p>ESR: Eating habits in France and typical dishes</p> <p>SMSC: respecting other cultures/social skills</p> <p>SMSC: differences in eating habits/lack of good nutrition/poverty</p> <p>Cross-Curricular: Geography (describing towns/ French geography), Science (Healthy Eating and Drinking) History (Paris)</p> <p>Drama: Acting out role-plays</p> <p>Language to be covered:</p>	<p>Studio 2 rouge/vert, Allez 1</p> <p>Topics to be covered:</p> <p>Holidays</p> <p>Countries</p> <p>Transport</p> <p>Activities</p> <p>Food and drink (ordering food in restaurants)</p> <p>Asking questions</p> <p>ESR: Eating habits in French speaking countries and typical dishes. Healthy living</p> <p>ESR: Fairtrade, Malnutrition and poverty</p> <p>Cross-curricular: Science: Diet, healthy and unhealthy eating habits, Drama: Acting out role-plays</p> <p>Geography: World map, Morocco project</p> <p>SMSC: Respecting and listening to others</p> <p>Cultural awareness of eating habits in other countries/ religions</p> <p>P4C: Why do we need holidays?</p> <p>Language to be covered:</p> <p>partitive article (du, de la, de l', des)</p> <p>verb aller</p>	<p>Topics to be covered:</p> <p>seasons/weather</p> <p>Clothes</p> <p>Colours</p> <p>making resolutions for the future</p> <p><i>exam preparation (role-plays, end of topic questions)</i></p> <p><i>Revision of grammar and vocabulary</i></p> <p>ESR: Child labour</p> <p>Cross-curricular: Science: Diet, healthy and unhealthy eating habits</p> <p>SMSC: Respecting and listening to others. Should we buy cheap clothes made by child labour?</p> <p>Cultural awareness of ways of dressing in other countries/ religions</p> <p>P4C: Is wearing fashionable clothes really important?</p> <p>Language to be covered:</p> <p>adjectival agreement</p> <p>Giving opinions</p>

	<p>Verb aller "to the" time expressions numbers verbs manger/boire (prendre - to extend) vouloir/pouvoir Near future tense Inviting someone out Connectives, time expressions, agreeing/disagreeing, opinions Understanding instructions Negative forms</p>	<p>"to the" "to" (à, en) Past tense Revision of future tense Revision of irregular and regular verbs in the present tense Adjectival agreement gender time expressions connectives opinions adverbs Question forms using different tenses Asking and responding to questions</p>	<p>Transferable language Asking and responding to questions Revision of present/past/future tenses</p>
1/2	<p>I can show that I understand the main points from spoken passages made up of familiar language I can use short phrases to express (SMSC: respect, empathy, tolerance) personal responses, although I use mainly memorised language I occasionally adapt or substitute language I am beginning to use context to work out the meaning of unfamiliar words (SMSC: respect, listening and respecting others views) W I can write short phrases from memory, my spelling is readily understandable (SMSC: Confidence, resilience)</p>	<p>I can show that I understand the main points from spoken passages made up of familiar language I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language I am beginning to use context to work out the meaning of unfamiliar words I can write short phrases from memory, my spelling is readily understandable</p>	<p>I can show that I understand the main points from spoken passages made up of familiar language I can use short phrases to express personal responses, although I use mainly memorised language I occasionally adapt or substitute language I am beginning to use context to work out the meaning of unfamiliar words I can write short phrases from memory, my spelling is readily understandable</p>
3	<p>I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences I can use my knowledge of grammar to adapt and substitute single words and short phrases 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 V I can adapt my knowledge of grammar to substitute words and short phrases</p>	<p>I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences I can use my knowledge of grammar to adapt and substitute single words and short phrases 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 V I can adapt my knowledge of grammar to substitute words and short phrases</p>	<p>I can show that I understand the main points from spoken passages made up of familiar language in more detailed sentences I can use my knowledge of grammar to adapt and substitute single words and short phrases 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 V I can adapt my knowledge of grammar to substitute words and short phrases</p>
4			

5	<p>I can understand a range of familiar spoken phrases in the future tense</p> <p>I can give more detailed responses to what I hear using detailed phrases</p> <p>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.</p> <p>I can write a few sentences using expressions that I know as well as phrases that I have learnt independently.</p>	<p>I can understand a range of familiar spoken phrases in the future, present and past tense</p> <p>I can give more detailed responses to what I hear using detailed phrases in all three tenses</p> <p>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.</p> <p>I can write a few sentences using expressions that I know as well as phrases that I have learnt independently in two tenses</p>	<p>I can understand a range of familiar spoken phrases in the future, present and past tense</p> <p>I can give more detailed responses to what I hear using detailed phrases in three tenses</p> <p>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</p> <p>I can write a short paragraph using expressions that I know as well as phrases that I have learnt independently.</p>
6	<p>Ext: I can extend my work by using at least 2 tenses and a wider range of vocabulary. I can speak about a range of situations using vocabulary that I have taught myself. I am very accurate. Make a video of how to make a French dish.</p>	<p>Ext: I can create a presentation on an imaginary holiday/ I can invent a dialogue in a restaurant 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.</p>	

21 German

TOPIC	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER
<p>Year 7</p> <p>GERMAN</p>	<p><u>First half of Autumn Term</u></p> <p><u>About Me</u> Introducing yourself (name, age, where you live)</p> <p>Learning how to pronounce German words</p> <p>Counting to 19 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 Adjectives of character Accusative case Asking questions Question words Connectives</p>	<p><u>Second half of Autumn Term</u></p> <p>Talking about pets and superpets Talking about family members and age Describing appearance Using adjectives with nouns Talking about birthdays Learning about Christmas and finding out about German traditions</p> <p>Plural of nouns Conjugation of regular and irregular verbs (haben and sein) Modal verb 'können' Pronouns Possessive pronouns Adjectives - colours Connectives Dates Numbers</p>	<p><u>First half of Spring Term</u></p> <p>Talking about which sports you play Talking about your leisure activities Talking about how often you do activities Talking about mobile phones and computers Talking about the future Giving your opinion</p> <p>Conjugation of regular and irregular verbs in the present tense Word order Future plans with the present tense Adjectives (opinions) Time expressions Nouns</p>	<p><u>Second half of Spring Term</u></p> <p>Talking about school subjects Using 'weil' to give reasons and opinions Talking about days and times Describing characteristics Talking about school facilities and rules</p> <p>Conjugation of regular and irregular verbs in the present tense Word order with 'weil' clauses Adjectives (opinions) Opinions using 'ich mag/ich mag nicht' Time expressions Nouns Es gibt + accusative case Modal verb 'dürfen'</p>	<p><u>Summer Term</u></p> <p>Talking about a town Talking about what the town has or does not have Counting to 100 Buying snacks and drinks Talking about holiday plans</p> <p>Nouns (buildings, public amenities) Compound Nouns Es gibt + accusative case Pronouns der/er, die/sie, das/es Modal verbs 'können' and 'dürfen' Ich möchte Using werden to form the future tense Time expressions Revision</p>
1	<p>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</p>	<p>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</p>	<p>L Show they 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</p>	<p>L Show they 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 language in simple sentences W Write a few short sentences, with support, using expressions that they have already learned</p>	<p>L Show they 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</p>

2/3	<p>L Understand the main points from short passages made up of familiar language</p> <p>S Answer simple questions giving basic information and pronunciation shows an awareness of sound patterns</p> <p>R To be able to read aloud familiar phrases</p> <p>W To write a few short sentences, with support or from memory. Spelling should be understandable</p>	<p>L Understand the main points from short passages made up of familiar language</p> <p>S Answer simple questions giving basic information and pronunciation shows an awareness of sound patterns</p> <p>R To be able to read aloud familiar phrases</p> <p>W To write a few short sentences, with support or from memory. Spelling should be understandable</p>	<p>L Show they understand the main points from spoken passages made up of familiar language</p> <p>S Use short phrases to express personal responses, although they use mainly memorised language they occasionally adapt or substitute language</p> <p>R Begin to use context to work out the meaning of unfamiliar words</p> <p>W Write short phrases from memory, spelling is readily understandable</p>	<p>L Show they understand the main points from spoken passages made up of familiar language</p> <p>S Use short phrases to express personal responses, although they use mainly memorised language they occasionally adapt or substitute language</p> <p>R Begin to use context to work out the meaning of unfamiliar words</p> <p>W Write short phrases from memory, spelling is readily understandable</p>	<p>L Show they understand the main points from spoken passages made up of familiar language in simple sentences, with detail</p> <p>S Occasionally substitute items of vocabulary to vary questions or statements</p> <p>R Begin to use context to work out the meaning of unfamiliar words</p> <p>W Write short phrases from memory, spelling is readily understandable</p>
4/5	<p>L Understand language from several topics</p> <p>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</p> <p>R To begin to use context to work out the meaning of unfamiliar words</p> <p>W Write short text on familiar topics adapting language they have already learned</p> <p>VAPS: Produce a presentation on famous Germans, past and</p>	<p>L Understand language from several topics</p> <p>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</p> <p>R To begin to use context to work out the meaning of unfamiliar words</p> <p>W Write short texts on familiar topics adapting language they have already learned</p> <p>VAPS: Produce a presentation on German customs and</p>	<p>L Show they understand the main points from spoken passages made up of familiar language in simple sentences, with detail</p> <p>S Begin to use knowledge of grammar to adapt and substitute single words and phrases</p> <p>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</p> <p>W Write short phrases from memory, spelling is readily understandable. Adapt knowledge of grammar to substitute words and phrases</p> <p>VAPS: Research and describe an</p>	<p>L Show they understand the main points from spoken passages made up of familiar language in simple sentences, with detail</p> <p>S Begin to use knowledge of grammar to adapt and substitute single words and phrases</p> <p>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</p> <p>W Write short phrases from memory; spelling is readily understandable. Adapt knowledge of grammar to substitute words and phrases</p> <p>VAPS: Make a display about the</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</p> <p>S Take part in short conversations, express opinions using their knowledge to adapt phrases</p> <p>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</p> <p>W They refer to future plans as well as everyday activities, although there may be some mistakes, the meaning can be understood with little difficulty</p> <p>VAPS: Produce a presentation on</p>

	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.	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.	unusual collection in German. Model accurate spoken and written German. Take part in the National German Spelling Bee	solar system in German. Take part in the National German Spelling Bee	a place of interest in Germany or Austria.
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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	<p>L Understand a range of phrases, sentences and instructions with some repetition and note main details</p> <p>S Be able to participate spontaneously in a conversation using appropriate language to express opinions</p> <p>R Recognise familiar language and look up new words</p> <p>W Write short phrases with support</p>	<p>L Understand a range of phrases, sentences and instructions with some repetition and note main details</p> <p>S Be able to participate spontaneously in a conversation using appropriate language to express opinions</p> <p>R Recognise familiar language and look up new words</p> <p>W Write short phrases with support</p>	<p>L Understand a range of phrases, sentences and instructions with some repetition and note main details</p> <p>S Be able to participate spontaneously in a conversation using appropriate language to express opinions</p> <p>R Recognise familiar language and look up new words</p> <p>W Write ¾ short phrases with support</p>	<p>L Understand a range of phrases, sentences and instructions with some repetition and note main details</p> <p>S Be able to participate spontaneously in a conversation using familiar language</p> <p>R Recognise familiar language and look up new words</p> <p>W Write ¾ short phrases with support</p>	<p>L Understand a range of phrases, sentences and instructions with some repetition and note main details</p> <p>S Be able to participate spontaneously in a conversation using appropriate language to express opinions</p> <p>R Recognise wenn clauses, familiar language and look up new words</p> <p>W Write short phrases with support</p>
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</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>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</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</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,</p>

	<p>or future events in them</p> <p>W Use connectives and refer to past and present or future events and give opinions</p> <p>VAPS: Research unusual holiday experiences and design a holiday homepage</p>	<p>W Use connectives and refer to past and present and future events and give opinions</p> <p>VAPS: research jobs which require German; write a report and a letter applying for a job.</p>	<p>opinions and make up sentences applying grammatical knowledge</p> <p>VAPS: Prepare to give a dinner party, planning and explaining a menu.</p>	<p>opinions and make up sentences applying grammatical knowledge accurately</p> <p>VAPS: Research German class trips; choose a destination and create a persuasive advert for a class trip</p>	<p>use 'weil 'and 'wenn' clauses and give opinions</p> <p>VAPS: Prepare a commentary for a fashion show of Fair-trade labels and create publicity materials</p>

22 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.

Year 7 GEOGRAPHY	<p>OS Map Skills Development and review of the work covered in previous years and building on key map skills. This includes learning about contours and how to make cross-sections; latitude & longitude and how to locate places with this; development of direct OS map answers for exams;</p> <p>Locational Knowledge. Developing knowledge of places around the world; locating and marking a number of continents around the world.</p>	<p>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</p>	<p>Environmental issues: Rainforests. Issues in the rainforest; the causes, effects and solutions to deforestation</p>	<p>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.</p>	<p>Rivers Fieldwork. This will be based on fieldwork collected on rivers.</p>
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1	Pupils must developed 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 understand what the rainforests are and what they are like. They must also understand the idea of sustainable development	Pupils must be able to describe how basic geomorphological processes work such as erosion, deposition and transport	Pupils must be able to write up fieldwork illustrating the use of basic fieldwork and data analysis skills
2	Pupils should be able to use more advanced map skills such as 6 figure grid references and bearings Pupils should be able to identify key places in the British Isles	Pupils should be able to describe with the aid of diagrams how the different elements of the climate work such as rain and temperature	Pupils should be able to provide a simple description of the causes, effects and solutions to deforestation	Pupils should be able to provide a basic description with diagrams how these processes develop certain landforms in rivers	Pupils should be able to write up fieldwork demonstrating a understanding of the fieldwork which has been demonstrated in the fieldwork
3	Pupils should be able to identify the location and name of countries and capital cities in Europe and other continents. They should also have a good level of map skills.	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 more detailed and researched description of the causes, effects and solutions to deforestation	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 project with of assistance from the teacher.
4	Pupils could identify key physical features in the World Pupils could be able to use their map skills to interpret geographical information that maps can provide	Pupils should be able to provide a basic explanation of how and why climate patterns vary in different parts of Britain	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 be able to provide detailed descriptions of geomorphological processes and how people can affect them.	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 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 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 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 could develop a real aptitude for geomorphological processes and demonstrated a real understanding of the processes demonstrating independent research. They could also assess the human impacts on these processes, how we affect them and how they affect us. They should provide a balanced argument demonstrating independent research	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. Candidate has shown 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.	Settlement in MEDCs 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.	Settlement in LEDCs Issues in cities in LEDCs such as shanty towns, sweatshops and Multinational Corporations	Economic Activities Different types of economic activity; where people work in the UK; why certain economic activities are located in different places. What happens when and why industries grow and decline in certain places.	Revision for Examinations
1/2	Pupils must have a basic understanding of plate tectonics	Pupils must understand what is meant by a MEDC and be able to describe a some simple characteristics	Pupils must understand what a LEDC is and be able to describe a some simple characteristics	Pupils must have a simple understanding of the different types on Industry	
3	Pupils should be able to provide a explanation of the pattern of earthquakes and volcanoes in the World	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 LEDC settlements and offer a few solutions	Pupils should be able to describe different location factors of different types of industry	
4	Pupils should be able to provide a basic explanation of how plate tectonics can affect people using an example and how they affect people	Pupils should have a good understanding and be able to explain more complicated characteristics of settlement such as hierarchy and land use patterns. They should also be able to provide a basic description of how settlements can change	Pupils should understand how people live in shanty towns and develop an empathy with them	Pupils should be able to describe different location factors of different types of industry	

5	Pupils should be able to provide a basic explanation of how plate tectonics can affect people using an example and how they affect people	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 LEDC cities and offer well thought out and reasoned/researched solutions	Pupils could be able to describe in detail how the processes in an industry work and how it can impact the local area including the people	
6	Pupils could demonstrate an in depth understanding of this topic. Pupils might be able to describe how and why plate tectonics can and might or might not be predicted. They might also offer a well researched and reasoned explanation why some countries suffer from natural disasters more than others	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	Pupils could demonstrate an in depth understanding of this topic. Pupils might research and develop idea of inequality in the World and develop their own opinions about it as well as other issues in LEDC cities. They might research this and offer their own justified opinion	Pupils could demonstrate an in depth understanding of this topic. Pupils might develop a detailed understanding how industry can change in an area and the advantages/disadvantages of these changes. They could also look at the politics involved in attracting business to an area and why it has been lost with examples such as TNC's	

23 History

TOPIC	AUTUMN	AUTUMN	AUTUMN
Year 7 HISTORY	General overview of the Medieval Period.	Norman Conquest and The battle of Hastings	Henry II and Thomas Becket
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.	Pupils know what happened to Thomas Becket in Canterbury Cathedral
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.	Pupils will understand and be able to generally explain why Becket was murdered in Canterbury Cathedral.
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.	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.
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.	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.
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.	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.

TOPIC	SPRING	SUMMER	SUMMER
Year 7 HISTORY	The Third Crusade and Richard the Lionheart	Edward I and Edward II's campaigns in Scotland culminating in the battle of Bannockburn	UNDER REVIEW
1	Pupils know what a Crusade is and particularly the basics of the 3 rd Crusade and where they were fought in the Medieval Period.	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.	
2-	Pupils know and begin to understand that Richard I led the Third Crusade and the campaign meant that Christians could return to Jerusalem.	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.	
3	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.	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.	
4	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.	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.	
5	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.	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.	

TOPIC	AUTUMN	AUTUMN
Year 8 HISTORY	The Black Death	The Peasants' Revolt
1/2	Pupils are able to generally explain what the Black Death was and how it spread across Europe.	Pupils are able to explain the basic timeline of events of the Peasants' Revolt.
3	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.	Pupils have a wider knowledge of the events of the Peasants' Revolt as well as able to explain the causes of the Peasants' Revolt.
4	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.	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.
5	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.	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.
6	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.	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.

TOPIC	SPRING	SPRING	SUMMER
Year 8 HISTORY	Joan of Arc	<u>Early Elizabethan England (1558 – 1588)</u> <ul style="list-style-type: none"> • The problem of Mary, Queen of Scots • Plots and revolts at home • The Spanish Armada • Education and Leisure in Elizabethan England • Walter Raleigh and Virginia 	<p>Source Work and Revision</p> <p>The Summer Term is spent revising the pupils' chosen topic as well as practising essay writing technique and source questions.</p> <p>The pupils' Grade from their Final Examination (or Common Entrance Examination) should therefore reflect their final level of achievement.</p>
1/2	Pupils are able to explain what Joan of Arc managed to achieve in her short lifetime.	Pupils have a decent grasp of the basic timeline of events for each topic.	Pupils show basic comprehension skills and answer the source questions in a way to demonstrate a basic understanding of what is written.
3	Some pupils should understand and be able to generally explain what Joan of Arc managed to achieve whilst explaining why she did it.	Pupils have a deeper knowledge of the topics and begin to understand how they affected Elizabethan politics and life.	Pupils show good comprehension skills and show a reasonable understanding of the sources by answering the questions in a more detailed fashion.
4	Some pupils should be able to explain in depth what Joan of Arc achieved and why she achieved it.	Pupils show a great depth of knowledge of the events and begin to know and link causes, events and consequences to the Elizabethan Age.	Pupils demonstrate better comprehension skills and show a good understanding of the sources by answering the questions in a detailed fashion and show an ability to compare and contrast sources.
5	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.	Pupils describe in depth the events of each section as well as explain the many causes in detail and be able to analysis the consequences for Elizabethan England.	Pupils answer the source questions in a highly detailed manner which demonstrates good comprehension of the sources as well as showing an appreciation of bias, hindsight and the ability to compare and contrast information within the sources as well as being confident in their own opinion.
6	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.	Pupils also show through independent research the ability to explain why these issues are so important in not only the Elizabethan Period but in modern society.	Pupils answer the source questions in a highly detailed manner which demonstrates good comprehension of the sources as well as showing an appreciation of bias, hindsight, propaganda and the ability to compare and contrast information within the sources as well as being confident in their own opinion. They will also show an appreciation of the value and wide ranging diversity of historical sources.

24 Religious Studies

TOPIC	AUTUMN	SPRING	SUMMER
Year 7 RS	<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 Introduction to Philosophy for Children. Different types of questioning. Understanding what makes a philosophical question. Skills for discussion and debating as a group.</p>	<p>The Life of Jesus (2): The Parables and Teachings of Jesus; 'Outcasts' ; Jesus Man myth or God</p> <p>Philosophy Curriculum Development of communication skills and philosophical questioning. Development of critical, collaborative, creative and caring approaches to discussion and debate.</p>	<p>Science and Faith: 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 Development of philosophical questions related to science and faith, origins of the universe, purpose and meaning.</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>

<p>3</p>	<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>
<p>4</p>	<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>

<p>5</p>	<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.</p> <p>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>
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TOPIC	AUTUMN (1)	AUTUMN (2)	SPRING	SUMMER
Year 8 RS	<p>RS curriculum</p> <p>Christmas: Why are there different accounts of the story? Secular vs religious, Old Testament Prophecy.</p>	<p>Inspirational People: Desmond Tutu, Mahatma Gandhi,, Nick Vujcic, Dame Cecily Saunders. Essay writing technique.</p> <p>Philosophy curriculum Next steps in philosophical questioning. Different types of questioning. Exploration of controversial issues and presentations. Further discussion and debating as a group.</p>	<p>Religion and the Environment: Hindu and Christian attitudes towards the environment.</p> <p>Philosophy Curriculum Final 'what if' enquiry project on the philosophical implications of solving crimes before they happen using the beginning of the film 'Minority Report'. including presentations</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 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>	

<p>3</p>	<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 difference between 'religious' and 'secular' events around Christmas.</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>Understand the difference between a hero and a person inspired by faith.</p>	<p>To know the meaning of the word 'stewardship'.</p> <p>Know about two religious responses to the environmental crisis</p>	
<p>4</p>	<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.</p> <p>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.</p> <p>Think about and demonstrate an understanding of 'why' and 'how' faith can lead to action and whether this impact is more significant because it's coming from a religious believer.</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>	

25 Latin Overview

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
<p>Year 8</p> <p>LATIN</p>	<p><u>Autumn Term:</u></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><u>Spring Term:</u></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><u>Summer Term:</u></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
<p>1/2</p>	<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> <ul style="list-style-type: none"> Be able to use vocabulary lists to deduce the meanings of different parts of nouns and verbs with assistance Be able to translate longer Latin stories accurately Be able to translate simple SVO English into Latin sentences, using correct word order Be able to understand and manipulate simple grammar Be able to use a range of primary sources to ask and answer questions about the Roman world Be able to take an active part in class discussions 	<p>Pupils will:</p> <ul style="list-style-type: none"> Be able to use vocabulary lists to deduce and apply the meanings of different parts of nouns and verbs with assistance Have some understanding of simple linguistic structures and be able to manipulate simple grammar Be able to translate simple SVO English into Latin sentences, using correct word order Be able to use with some discrimination a range of primary sources to ask and answer increasingly complex questions about the Roman world Be able to take an active part in class discussions 	<p>Pupils will:</p> <ul style="list-style-type: none"> Be able to use vocabulary lists to deduce and apply the meanings of different parts of nouns and verbs with assistance Have some understanding of simple linguistic structures and be able to manipulate simple grammar Be able to translate simple SVO English into Latin sentences, using correct word order Be able to use with some discrimination a range of primary sources to ask and answer increasingly complex questions about the Roman world Be able to take an active part in class discussions
4	<p>Pupils will:</p> <ul style="list-style-type: none"> Be able to use vocabulary lists to deduce the meanings of different parts of nouns and verbs Be able to translate longer Latin stories accurately Be able to translate simple SVO English into Latin sentences, using correct word order Be able to manipulate grammar regularly Be able to use a range of primary sources to ask and answer questions about the Roman world Be able to take an active part in class discussions 	<p>Pupils will:</p> <ul style="list-style-type: none"> Be able to use vocabulary lists to deduce and apply the meanings of different parts of nouns and verbs Have some understanding of simple linguistic structures and be able to manipulate more complex grammar Be able to translate simple SVO English into Latin sentences, using correct word order Be able to use with some discrimination a range of primary sources to ask and answer increasingly complex questions about the Roman world Be able to take an active part in class discussions 	<p>Pupils will:</p> <ul style="list-style-type: none"> Be able to use vocabulary lists to deduce and apply the meanings of different parts of nouns and verbs Be able to translate simple SVO English into Latin sentences, using correct word order Have some understanding of simple linguistic structures and be able to manipulate more complex grammar Be able to use with some discrimination a range of primary sources to ask and answer increasingly complex questions about the Roman world Be able to take an active part in class discussions
5	<ul style="list-style-type: none"> Be able to use vocabulary lists to deduce the meanings of different parts of nouns and verbs Be able to translate longer Latin stories accurately Be able to translate more complex SVO English into Latin sentences, using correct word order Be able to manipulate grammar regularly, using all cases of nouns and tenses of verbs Be able to use a range of primary sources to ask and answer questions about the Roman world Be able to take an active part in class discussions 	<p>Pupils will:</p> <ul style="list-style-type: none"> Be able to use vocabulary lists to deduce and apply the meanings of different parts of nouns and verbs Have a deeper understanding of simple linguistic structures and be able to manipulate more complex grammar Be able to translate more complex English into Latin sentences, using correct word order Be able to use with some discrimination a range of primary sources to ask and answer increasingly complex questions about the Roman world Be able to take an active part in class discussions 	<p>Pupils will:</p> <ul style="list-style-type: none"> Be able to use vocabulary lists to deduce and apply the meanings of different parts of nouns and verbs Have a deeper understanding of simple linguistic structures and be able to manipulate more complex grammar Be able to translate more complex English into Latin sentences, using correct word order Be able to use with some discrimination a range of primary sources to ask and answer increasingly complex questions about the Roman world

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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26 Art

TOPIC	AUTUMN	SPRING	SPRING
Year 7 Art	<p>Portraiture Tonal study Pupils will create their own tonal study analysing the use of strong directional lighting and its effects on form.</p>	<p>Mask Project Pupils will produce a 3D mask inspired by a culture of their choice.</p>	<p>Landscape, drawing and painting Pupils will create their own landscape watercolour painting using the work of Julia Emily Gordon as Inspiration.</p>
1	<p>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.</p>	<p>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.</p>	<p>Sketch out lightly the composition. Complete an observational landscape painting using watercolours. Use a range of colours. Comment on techniques used in their work.</p>
2-	<p>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.</p>	<p>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.</p>	<p>Comment on techniques used in their own and others' work. Use watercolour paints to show how light affects colour. Select the correct size brush</p>
3	<p>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.</p>	<p>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.</p>	<p>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</p>

4	<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>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>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>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 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>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	<p>Ceramic Pots</p> <p>Pupils will investigate and analyse the ceramics of Kate Malone.</p>	<p>Images that represent you inspired by Yinka Shonibare's Line Painting</p>	<p>Pop Art Portrait</p> <p>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.</p>
1/2	<p>Select a fruit or vegetable as a starting point for the project. Complete an observational drawing, using bold colour on a large scale.</p> <p>Research the ceramics of Kate Malone using computer skills.</p> <p>Draw initial designs for ceramic pot</p> <p>Make a 3D pot considering decoration, texture following instructions to realise intentions</p> <p>Glaze work</p>	<p>Have a basic understanding of Yinka Shonibare's work and how he uses images and pattern to represent himself.</p> <p>Select images that represent themselves.</p> <p>Simplify these images into a set of four symbols.</p> <p>Design their composition investigating how the symbols can look more interesting by making them smaller or larger.</p> <p>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</p>	<p>Be able to justify why they have chosen certain images and how this relates to themselves.</p> <p>Consider shape, colour and composition.</p> <p>Apply instructions and information to their work</p> <p>Cut out a series of images</p>

3	<p>Develop the use of shadow and colour in their drawing Draw initial designs for ceramic pot using their research and drawing as inspiration. Be open to new ideas and actively seek guidance in order to improve their work Make a 3D pot based on their own design.</p>	<p>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</p>	<p>Discuss and share their ideas using appropriate vocabulary, Consider and experiment with composition</p>
4	<p>Use a range of Complementary colours in their drawing using blending and tone to create form. Create designs that replicate shapes and patterns unique to Kate Malone’ work. Make a 3D pot experimenting with a range of solutions. Use a variety of glazes to replicate the work of Kate Malone demonstrating an understanding of glazing techniques.</p>	<p>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.</p>	<p>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.</p>
5	<p>Handle materials in a variety of ways to enhance and develop their work experimenting with colour, mark making, shape, form and texture. Use a variety of glazes to enhance their project demonstrating an understanding of glazing techniques and properties.</p>	<p>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 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>	<p>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>Make a 3D pot considering a variety of decoration, texture and form, using instruction as a starting for their own interpretation of the project. Use a variety of glazes to enhance their project demonstrating an understanding of glazing techniques and properties.</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>

27 Design Technology & Engineering

TOPIC	AUTUMN (1)	AUTUMN (2)	SUMMER
Year 7 DTE	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	<ul style="list-style-type: none"> - Make a pewter pendant with teacher assistance. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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-	<ul style="list-style-type: none"> - 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. - Demonstrate an ability to work safely in the workshop throughout the making process 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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. - Use previous CAD skills to make a more intricate design than expected. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Personally develop their own understanding of 3D design beyond that of the expected/demonstrated standard. Tutorials available within the program may be used to help
5	<ul style="list-style-type: none"> - 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	SUMMER
Year 8 DTE	Research, design and 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	<p>Be able to produce a simple design idea that considers the design brief.</p> <ul style="list-style-type: none"> - Make a prototype using the materials supplied that resembles their initial design concept; consistent teacher assistance will be needed to complete. - Be able to mark out, cut, finish and join a variety of materials, using the correct tools and machinery safely and correctly. 	<p>Be able to produce a simple design idea that considers the design brief.</p> <ul style="list-style-type: none"> - Will have made some contribution to building the model and help organise the presentation. 	
3	<p>Be able to use their chromebook to conduct simple research to inform their design idea.</p> <ul style="list-style-type: none"> - 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. - Be able to make use of the tools and techniques taught previously to construct their idea, assistance may be given 	<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	<p>Produce a range of annotated design sketches that consider appropriate construction methods and material choices.</p> <ul style="list-style-type: none"> - 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; Some modification may be needed to work as designed. - Make use of the workshop resources to make the other parts needed for their design to complete the project independently. 	<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 machining. - 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. - 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. 	<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. 	
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28 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, PSICHE</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 pupils piece without trying to dominate.	Without asking, a pupil will be able to perform a piece of drama that utilizes historical styles without being lead 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.

29 Music

TOPIC	AUTUMN (1)	Autumn (2)	SPRING (1)	SPRING (2)
Year 7 MUSIC	Film Music: This unit develops understanding of musical clichés and conventions. Pupils compose the music for an action film trailer	Strumming and picking: Part 3 of the Ukulele in the classroom scheme to develop all round musical skills.	Samba: This unit explores the fabulous poly-rhythmic music of Samba and links to the cultural and social environment of Brazil.	Programme Music: Exploring the orchestra as a means of telling stories and representing characters.
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	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.	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.	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	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.
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

30 Physical Education

TOPIC	AUTUMN	AUTUMN	SPRING	SUMMER
Years 7&8 PE	Gymnastics (also in Spring Term)	Swimming	Strength and Conditioning	Athletics
Year 7 - 1 Year 8 - 2	Be able to control their body in the air showing 5 basic shapes. Perform a range of individual, pair and group balances.	Able to swim 100m with moderate technique using more than one stroke. Demonstrate water safety and safe entry.	Be able to measure and monitor heart rate and understand why this is useful. Perform exercises with some control and accuracy.	Use basic techniques in running, jumping and throwing activities. Identify and describe the basic technique of a range of events.
Year 7 – 2 Year 8 - 3	Gain height safely onto apparatus using springboards and trampettes. Perform individual floor skills including rotational skills.	Be confident in the water. Describe basic technique for more than one main stroke. Have moderate technique in three major strokes (FC, B/S, Br/S).	Name and describe a range of components of fitness. Perform exercises with control and accuracy.	Use sound basic techniques in a range of running, jumping and throwing events. Recognise effective performance and identify some of the factors which make it effective
Year 7 – 3 Year 8 - 4	Perform a high quality individual and group routine using a range of techniques such as mirroring, cannon. Perform non-rotational vaults with accuracy and control. Perform a basic rotational vault.	Have and outline effective technique in three main strokes over 200m, including effective breathing control. Have basic turning technique in multiple strokes. Have and define effective dive entries.	Be able to create and perform exercises to improve a given component of fitness. Be able to maintain an appropriate intensity and quality in their work.	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. Select aspects that they need to practice and discuss why this is necessary. Analyse other pupils' performances, select an area of weakness, give the correction and discuss the effect this will have on performance.

<p>Year 7 – 4 Year 8 - 5</p>	<p>Perform with high level control all floor skills, including rolls, handstands and cartwheels.</p> <p>Perform a range of vaults, including rotational, with control and accuracy.</p> <p>Compare theirs and other pupils' performance to a perfect model or coaching points and modify points of weakness.</p>	<p>Demonstrate high level technique in three main strokes over 300m distance, including bilateral breathing and explain why this technique has a positive effect on performance.</p> <p>Demonstrate rudimental Butterfly technique being able to select correct timing of stroke.</p> <p>Analyse their technique and select areas to improve, explaining how. Then show modified technique.</p> <p>Demonstrate race standard dive entries.</p> <p>Compare theirs and others' performance to a model performer.</p>	<p>Analyse a sports' characteristics and create sport specific exercises.</p> <p>Understand and explain the difference between aerobic and anaerobic exercise.</p> <p>Evaluate their own performance in all components of fitness, highlighting areas of weakness and strength, then design exercises to improve these weaknesses.</p> <p>MSA/Scholar sessions with JLS.</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>Year 7 – 5 Year 8 - 6</p>	<p>Perform more difficult rotational vaults, including but not limited to extended handspring, handspring half turn and short arm overswing.</p> <p>Perform complex floor agilities such as arab spring backflip.</p> <p>Evaluate their own performance (with or without the use of video analysis), summarise how to improve, and demonstrate higher level performance as a result of their analysis.</p>	<p>Excellent technique in three major strokes (FC, B/S, Br/S).</p> <p>Have sound technique in butterfly.</p> <p>Reflect on performance and how to improve. Show improved performance afterwards.</p> <p>Qualification for National Swimming Championships.</p>	<p>Perform exercises for all components of fitness and maintain an intensity and technique well above that of national standard at all times.</p> <p>Be able to demonstrate a high level of athleticism (coordination, balance, cardiovascular endurance, speed, strength, agility etc) that is well above average standards for their age group.</p> <p>MSA/Scholar sessions with JLS.</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>Qualifying for National Athletics competition.</p>

31 Personal, Social, Health & Citizenship Education (PSHE)

Our Programme of Study for PSHE in Years 7 and 8 aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education). PSHE education contributes to our statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

PSHE lessons also provide opportunities for pupils to listen to visiting speakers and join in with group discussions. This year all pupils will follow a 6 week Mindfulness Programme.

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.

TOPIC	AUTUMN	SPRING	SUMMER
<p>Year 7 PSHE</p>	<p>Relationships</p> <ul style="list-style-type: none"> Managing emotions within a range of relationships To respect equality and be a productive member of a diverse community To identify and access appropriate advice and support How to deal with risky or negative relationships including all forms of bullying <p>Health & Wellbeing</p> <ul style="list-style-type: none"> Influences of social media Importance of habit and routine Alcohol and drug misuse and managing peer influence <p>Living in the Wider World</p> <ul style="list-style-type: none"> Introduction to careers Challenging career stereotypes and raising aspirations <p>PSHE calendar events</p> <ul style="list-style-type: none"> <i>E-Safety Workshop - Sept 28th</i> <i>Wellbeing Week - Oct 2nd-6th</i> <i>Drugs and Alcohol Workshop</i> <i>Anti-bullying Week - Nov 13-19th</i> <i>Wellbeing questionnaires</i> <i>World Mental Health Day (Digital Detox)</i> 	<p>Relationships</p> <ul style="list-style-type: none"> Diversity, prejudice and bullying including cyber bullying Managing on and offline friendships Establishing boundaries <p>Health & Wellbeing</p> <ul style="list-style-type: none"> Personal safety Promoting self-esteem and coping with stress <p>Living in the Wider World</p> <ul style="list-style-type: none"> Saving, spending and budgeting our money Making ethical financial decisions <p>PSHE calendar events</p> <ul style="list-style-type: none"> <i>Visit from NSPCC</i> <i>Wellbeing Week</i> <i>National Careers Week (February)</i> 	<p>Relationships</p> <ul style="list-style-type: none"> Relationships and sex education including healthy relationships <p>Health & Wellbeing</p> <ul style="list-style-type: none"> Diet, exercise and how to make healthy choices <p>Living in the Wider World</p> <ul style="list-style-type: none"> Understanding legal rights and responsibilities Recognise and celebrate cultural diversity; understand what is meant by the global market <p>PSHE calendar events</p> <ul style="list-style-type: none"> <i>Visit from the School Nurse</i>

TOPIC	AUTUMN	SPRING	SUMMER
<p>Year 8 PSHE</p>	<p>Relationships</p> <ul style="list-style-type: none"> To explore the range of positive qualities people bring to relationships To discuss the features of positive and stable relationships (including trust, mutual respect, honesty, equality) and those of unhealthy relationships (including imbalance of power, coercion, control, exploitation, abuse of any kind) To appreciate that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships <p>Health & Wellbeing</p> <ul style="list-style-type: none"> Alcohol and drug misuse and managing peer influence Peer pressure, assertiveness and risk <p>Living in the Wider World</p> <ul style="list-style-type: none"> Rights and responsibilities in the community Tackling discrimination Identifying learning strengths and setting goals <p>PSHE calendar events</p> <ul style="list-style-type: none"> <i>E-Safety Workshop - Sept 28th</i> <i>Wellbeing Week - Oct 2nd-6th</i> <i>Drugs and Alcohol Workshop</i> <i>Anti-bullying Week - Nov 13-19th</i> <i>Wellbeing questionnaires</i> <i>World Mental Health Day (Digital Detox)</i> 	<p>Relationships</p> <ul style="list-style-type: none"> Tackling racism and religious discrimination, promoting human rights Managing conflict <p>Health & Wellbeing</p> <ul style="list-style-type: none"> Mental Health and emotional wellbeing, including body image Managing change and loss <p>Living in the Wider World</p> <ul style="list-style-type: none"> Risks and consequences making financial decisions To understand British Law in relation to cultural practices, universal rights and basic human rights <p>PSHE calendar events</p> <ul style="list-style-type: none"> <i>Visit from NSPCC</i> <i>Wellbeing Week</i> <i>National Careers Week (February)</i> 	<p>Relationships</p> <ul style="list-style-type: none"> Relationships and sex education including healthy relationships and consent Personal values <p>Health & Wellbeing</p> <ul style="list-style-type: none"> Diet, lifestyle balance and unhealthy coping strategies <p>Living in the Wider World</p> <ul style="list-style-type: none"> Plan a budget Understanding the causes and effects of debt <p>PSHE calendar events</p> <ul style="list-style-type: none"> <i>Visit from the School Nurse</i>

32 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	recognises that a range of digital devices can be considered a computer; recognises and can use a range of input and output devices; appreciates that programs can work with different types of data; recognises that data can be structured in tables to make it useful.	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.; executes, checks and changes programs; understands that programs execute by following precise instructions; understands what an algorithm is and is able to express simple linear (non-branching) algorithms symbolically; understands that computers need precise instructions; demonstrates care and precision to avoid errors.	recognises different types of data: text, number; understands the difference between data and information.
2	knows that computers collect data from various input devices, including sensors and application software; understands the difference between hardware and application software, and their roles within a computer system; understands the difference between data and information; uses filters or can perform single criteria searches for information.	uses arithmetic operators, if statements, and loops, within programs; uses logical reasoning to predict the behaviour of programs; detects and corrects simple semantic errors i.e. debugging, in programs; understands that algorithms are implemented on digital devices as programs; designs simple algorithms using loops, and selection i.e. if statements; uses logical reasoning to predict outcomes; detects and corrects errors i.e. debugging, in algorithms.	knows that digital computers use binary to represent all data; understands how bit patterns represent numbers and images; knows that computers transfer data in binary; understands the relationship between binary and file size (uncompressed); defines data types: real numbers and Boolean.

3	<p>understands why and when computers are used; knows the difference between physical, wireless and mobile networks; performs more complex searches for information e.g. using Boolean and relational operators; 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; declares and assigns variables; uses post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement; designs solutions (algorithms) that use repetition and two-way selection i.e. if, then and else; uses diagrams to express solutions; uses logical reasoning to predict outputs, showing an awareness of inputs.</p>	<p>performs simple operations using bit patterns e.g. binary addition. 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; knows that there is a range of operating systems and application software for the same hardware; defines data types: real numbers and Boolean.</p>	<p>understands the difference between, and appropriately uses if and if, then and else statements; uses a variable and relational operators within a loop to govern termination; designs, writes and debugs modular programs using procedures; knows that a procedure can be used to hide the detail with sub-solution.</p>	<p>understands the relationship between binary and electrical circuits, including Boolean logic; 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; understands and can explain Moore's Law; understands the relationship between binary and electrical circuits, including Boolean logic.</p>	<p>between algorithmic solutions and computers; has practical experience of a high-level textual language, including using standard libraries when programming; uses a range of operators and expressions e.g. Boolean, and applies them in the context of program control; 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	shows an awareness of tasks best completed by humans or computers; designs solutions by decomposing a problem and creates a sub-solution for each of these parts; recognises that different solutions exist for the same problem.	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.; creates programs that implement algorithms to achieve given goals; understands why and when computers are used.	dependant upon examination outcomes.
3	understands that iteration is the repetition of a process such as a loop; recognises that different algorithms exist for the same problem; represents solutions using a structured notation; can identify similarities and differences in situations and can use these to solve problems (pattern recognition).	understands the difference between, and appropriately uses if and if, then and else statements; uses a variable and relational operators within a loop to govern termination; designs, writes and debugs modular programs using procedure; shows an awareness of tasks best completed by humans or computers; designs solutions by decomposing a problem and creates a sub-solution for each of these parts; recognises that different solutions exist for the same problem.	dependant upon examination outcomes.
4	understands that programming bridges the gap between algorithmic solutions and computers; has practical experience of a high-level textual language, including using standard libraries when programming; recognises that some problems share the same characteristics and use the same algorithm to solve both; understands the notion of performance for algorithms and appreciates that some algorithms have different performance characteristics for the same task.	uses a range of operators and expressions e.g. Boolean, and applies them in the context of program control; understands a recursive solution to a problem repeatedly applies the same solution to smaller instances of the problem; understands that iteration is the repetition of a process such as a loop; recognises that different algorithms exist for the same problem; represents solutions using a structured notation; can identify similarities and differences in situations and can use these to solve problems (pattern recognition).	dependant upon examination outcomes.
5	recognises that the design of an algorithm is distinct from its expression in a programming language (which will depend on the programming constructs available); evaluates the effectiveness of algorithms and models for similar problems; recognises where information can be filtered out in generalizing problem solutions; uses logical reasoning to explain how an algorithm works.	detects and corrects syntactical errors; appreciates the need for, and writes, custom functions including use of parameters; knows the difference between, and uses appropriately, procedures and functions; understands that programming bridges the gap between algorithmic solutions and computers; has practical experience of a high-level textual language, including using standard libraries when programming; uses a range of operators and expressions e.g. Boolean, and applies them in the context of program control; selects the appropriate data types.	dependant upon examination outcomes.

6	designs a solution to a problem that depends on solutions to smaller instances of the same problem (recursion); understands that some problems cannot be solved computationally.	understands and applies parameter passing; applies a modular approach to error detection and correction. uses nested selection statements; appreciates the need for, and writes, custom functions including use of parameters; knows the difference between, and uses appropriately, procedures and functions; understands and uses negation with operators; uses and manipulates one dimensional data structures; detects and corrects syntactical errors.	dependant upon examination outcomes.
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33 CLIC

CLIC stands for Citizenship and Language in the community. It aims to develop an understanding of social, moral and cultural values that are inherent within British Society. Pupils will have the opportunity to reflect on current world events and explore a balanced viewpoint underpinning these events. Every lesson begins with a reflection on a recent news story. Pupils are expected to lead their learning by bringing information, items and items of interest to their lessons. An awareness of wider world is explored whilst developing skills of communication and an understanding of cross curricular links.

TOPIC	AUTUMN	SPRING	SUMMER
Year 7 CLIC	FAMILY	MEDIA STUDIES	NATIONAL AND REGIONAL CULTURES
1	Produce a family tree Contribute verbally to class discussions All work handed in on time	Ideas can be presented in letter form Understanding of different types of newspapers Basic recall of Hollywood studio system Be able to identify stereotyping	Be able to recall positive aspects of Britain Basic presentation on a familiar place of their choice – may not require any research
2/3	Explain the positive and negatives of family life Understanding the importance of citizenship Evaluate the importance of relationships between family member and carers Ability to take part in a full discussion or to have led a group	Clear understanding of requirements of formal letter writing Use of language to present a story – emotive language etc Ability to compare and contrast the work of major Hollywood studios To write a critique between two different types of soap opera	Presentation contains a lot of variety with slides acting as prompts for the speaker Greater awareness of why a given location may be popular An understanding of historical background of the place they are presenting
4/5	Research a family tree in greater depth	Depth of content in letter shows excellent use	Pupils have a in depth understanding of the area

	<p>Family tree goes back many generations and has required in depth research</p> <p>Has a greater understanding of philosophical debate and demonstrates understanding of other views and opinions</p>	<p>of English</p> <p>Understanding of media bias.</p> <p>Discuss film using the correct terminology – e.g. cross cutting, use of shot choices, music and film construction .</p> <p>Expected to have an understanding of hidden messages and morality. Use of semiotics.</p>	<p>they are presenting.</p> <p>Artefacts and prompts are used to create interest and</p> <p>Enthusiasm and a clear passion for their chosen area is evident An awareness of economic factors, tourism</p>
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TOPIC	AUTUMN	SPRING	SUMMER
Year 8 CLIC	LEGAL SYSTEM	POLITICS	REFLECTION
1/2	<p>What causes crime</p> <p>Students can recall different types of crime</p> <p>Student can recall human rights issues</p> <p>Students have an understanding of why prison is important</p>	<p>Students have an understanding of the role of an MP</p> <p>Students can recall the differences between Parliament, Government and the cabinet</p> <p>Students understanding some policy differences</p> <p>Understand the monarchy is not elected</p>	<p>Devise a board game that support all the knowledge their have learnt in CLIC</p> <p>Final presentation about CLIC</p> <p>Pupil have acquired and retained basic knowledge of all topic areas discussed</p>
3/4	<p>Students can categorise the causes of crime as social and or economic factors</p> <p>Students have in depth knowledge a particular crime and punishment issues e.g. Derek Bentley</p> <p>Students can analyse the advantages and disadvantages of prison</p>	<p>Most students will be able to recall several ways to explain how an MP works for the community</p> <p>Students are aware how a law is passed</p> <p>Most students will fully understanding policies of one or two articles and contribute effectively in discussion</p> <p>Pupil can present arguments for and against the monarchy</p>	<p>Devise a new Scheme of Work for CLIC</p> <p>Final CLIC presentation should showcase their understanding to a greater depth</p>
5/6	<p>Some students will be able to evaluate strategies that could reduce the levels of crime</p> <p>Students consider/ challenge their own opinions</p> <p>Students are able to consider a range of alternatives for prison</p>	<p>Pupils will have a good understanding or who an MP works for</p> <p>Students extend their knowledge about current cabinet members and their recent actions e.g. Boris Johnsons actions on Brexit</p> <p>An understanding of several policies of political parties and are able to consider and challenge opinions</p> <p>Pupil are able to describe their own opinions on the monarchy, supporting it with suitable evidence</p>	<p>In depth presentation about a country of their choice, including historical geographic and cultural references e.g. USA elections, Current wildfires in California, water shortages in relevant countries</p> <p>Final CLIC presentation should be of a quality the raises questions, gives balanced view points and challenges understanding of others</p>

34 Classics

TOPIC	AUTUMN	SPRING	SUMMER
Year 8 CLASSICS	Roman Britain	Rome and the Roman Empire	Roman myths and legends
1/2	Pupils will be able to: recall and understand the facts of the Roman invasions of Britain recall and understand the structure of the Roman army and Roman forts recall and understand basic facts about the life of King Cogidubnus and Fishbourne Palace	Pupils will be able to: recall and understand the story of the foundation of Rome recall and understand the Wonders of the Ancient World recall and understand different religions in the ancient world	Pupils will be able to: recall and understand the story of Jason and the Argonauts recall and understand the story of Theseus recall and understand the story of Perseus
3	apply prior knowledge by asking the question of 'what was Britain like before the Romans arrived?' apply knowledge of Roman villas to compare villas in Britain to those in Rome	apply knowledge by comparing the different versions of the foundation of Rome story apply knowledge of modern religions to those of the ancient world	apply knowledge of ancient civilisations to understand morals behind each story apply knowledge of the Roman and Greek gods to their role in each myth
4	analyse the structure of the army and question why it was so successful analyse what Fishbourne Palace reveals about Romanisation in Britain	analyse the reasons why each Wonder was chosen analyse the similarities and differences between the religions of the ancient world	analyse the interaction between gods and mortals in each story analyse the qualities of each protagonist and whether or not they are a hero
5	evaluate the evidence for Romanisation in Britain evaluate the evidence for the existence of King Cogidubnus evaluate what we mean by the term "Romanisation"	evaluate the central beliefs of each religion and how they are connected evaluate the reasons behind the different versions of the story of the foundation of Rome	evaluate the similarities in the stories and why this might be evaluate the extent to which the gods affect each protagonist
6	create a floorplan for an authentic Roman fort in Britain create a Roman treasure hoard and evaluate what it can reveal about life in Roman Britain	create a video dramatisation of the foundation of Rome story create an argument for a new wonder of the world	evaluate the similarities in the stories and why this might be evaluate the extent to which the gods affect each protagonist