



CURRICULUM STATEMENTS

YEAR 9



ART

Autumn Term

- Typography
- Mixed media, Oil pencil/ collage
- Layering, working blind, stencilling, collage, mixed media
- Drawing/mark making using a range of materials
- Colour mixing through painting
- Sculpting
- Construction
- Planning, debating, empathy listening, group work

Spring Term

- Understanding of positive and negative space
- Working independently, colour theory, illustration
- Art industry
- Weaving
- Debating, empathy, understanding, listening
- Drawing and pattern making

Summer Term

- Investigating art and artists through discussion, looking and creating.
- Working independently, collecting research, producing mind maps, developing ideas, problem solving, evidencing progress, producing a personal and meaningful response
- Bird masks, mixed media

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has some knowledge and an emerging understanding of the key concepts.	A student working at this level is developing the knowledge as outlined in the Curriculum framework. They are developing the understanding of the key concepts however are not yet secure in these or in meeting end points assessments.	A student working at this levels is secure in the knowledge as outlined in the Curriculum framework. They have mastered the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a greater depth of understanding ; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.
Curriculum Statement	<ul style="list-style-type: none"> • Students can name different drawing and making processes and their purpose. • With scaffolded guidance, students can reflect on drawing for purpose. • Students may contribute occasionally to structured class discussion. • Students are starting to remember some of the key vocabulary explored in the Year 9 curriculum and can make some connections to content learnt in Year 8. • Students continue to practice drawing, mark making and colour mixing skills from Year 7/8. • Students experiment with new processes such as scaling up, negative space, paper weaving, typography experiments and construction. • Students experiment with new materials though printmaking and card construction. • They can recognise some art techniques and processes but are not yet able to use their understanding to explain their observations. 	<ul style="list-style-type: none"> • Students are beginning to reflect on different drawing and making processes and their purpose. • Students are beginning to be reflective on challenging and difficult. • With <i>specific</i> guidance, students can recall Year 7/8 curriculum content. Students contribute to structured class discussion. • Students start to build on their drawing, drawing for design 3D construction and colour mixing skills practiced in Year 7/8. • Students are beginning to experiment more effectively with the challenge of new materials, such as scaling up, negative space, paper weaving, typography experiments and construction. • Students at this level are developing their understanding of some of the key vocabulary in the Year 8 curriculum and can still recall some of Year 7/8. • They can use some art terms currently. Their evidence of art techniques and processes are not always complete. 	<ul style="list-style-type: none"> • Students are beginning to understand different drawing and making processes and their purpose. • Students are reflective on challenging and difficult themes through specific artworks. Explored through carefully structured discussions. • With guidance, students can recall and connect Year 8 curriculum content. Students build on drawing for design, 3D construction , and colour mixing secured in Year 7/8. • Students can meet the challenge of new materials, such as scaling up, negative space, paper weaving, typography experiments and construction. • Students at this level have remembered and understood most of the key vocabulary in the Year 7 & 8 curriculum. They can evidence this learning through a range of outcomes. 	<ul style="list-style-type: none"> • Students are consistently able to understand different drawing and making processes and their purpose. • Students are independently reflective on challenging and difficult themes through specific artworks. Students can start to carefully structure their own points of view and structure discussion and argument. • Students can recall and connect Year /8 curriculum content, adding to their confidence and application of knowledge, such as consistently applying knowledge of such as scaling up mixed media, pencil grading, 3D or sgraffito. • Students can effectively select and use appropriate new materials such as, scaling up, negative space, paper weaving, typography experiments and construction. • Students can analyse concepts from both Year 7 and Year 8 curriculum content without prompting. • They can independently apply their understanding to new situations and make predictions. They can provide comprehensive reflective accounts of their progress. 	<ul style="list-style-type: none"> • Students innately understand the purposes and functions of drawing and making processes and their purpose. • Students can analyse colour theory and intuitively apply this to their investigations independently. • Students at this level have remembered and understood all of the content, key vocabulary and concepts explored in the Year 7/8 curriculum. • Students know apply and understand all of the content above at a greater depth and can confidently apply this knowledge in both familiar and unfamiliar situations. Students explain their ideas well using complex art vocabulary. • Students can independently and effectively select and use appropriate new materials such as, mixed media, pencil weaving. • Students can analyse and apply concepts from both Year 7 and Year 8 curriculum content without prompting. • They can independently apply their understanding to new situations and make predictions. They can provide comprehensive reflective accounts of their progress.



Half Term 1

- Writing programs
- Python functions – print and input
- Variables
- Selection (If-elif-else)
- Iteration (for statements and for loops)
- Identifying syntax errors

Half Term 2

- Data science - Visualising data and identifying patterns, Software tools for visualising data
- Global data, Correlation and outliers
- Investigation cycle
- Cleansing data
- Data and Information
- Data Privacy and Protection
- Social Engineering, Malware and Hacking
- Methods of Prevention

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Curriculum Statement	<ul style="list-style-type: none"> • Students have an emerging understanding of basic python functions and techniques but need support in constructing their own program. • Students have an emerging understanding of how data can be analysed and interpreted by software. • Students have an emerging understanding of cybersecurity threats to computer systems. 	<ul style="list-style-type: none"> • Students have a developing understanding of basic python functions and techniques. They can use these techniques to create basic programs. • Students have a developing understanding of how data can be analysed and interpreted by software. They can identify some patterns within the data presented. • Students have a developing knowledge of cybersecurity threats to computer systems and can identify some methods of prevention. 	<ul style="list-style-type: none"> • Students have a secure understanding of python functions and techniques. They can use these techniques to create programs for given scenarios. • Students have a secure understanding of how data can be analysed and interpreted by software. They can describe some patterns within the data presented. • Students can use the investigation cycle to investigate data they have been given. • Students have a secure knowledge of cybersecurity threats to computer systems and can describe all of the methods of prevention. 	<ul style="list-style-type: none"> • Students have a deep understanding of python functions and techniques. They can use all these techniques to create programs for given scenarios. • Students have a deep understanding of how data can be analysed and interpreted by software. They can describe some patterns within the data presented. • Students can use the investigation cycle to investigate data they have been given and given detailed conclusions of their finding. • Students have a deep knowledge of cybersecurity threats to computer systems and can explain all the possible threats and which methods of prevention are most suitable. 	<ul style="list-style-type: none"> • Students can decompose, design and create a range of complex python programs using a range of python functions and techniques. • Students can use the investigation cycle to investigate a topic of their choice and use appropriate software to analyse and interrogate the data. • Students can explain a wide range of threats to computer systems and be able to offer suitable advice on how people can prevent these attacks. They can apply their knowledge to a range of different scenarios.



COOKING & NUTRITION

Knowledge

- Nutrition (Macronutrients & Micronutrients)
- Dietary Groups & Dietary related diseases
- Environmental Impact of Food
- Energy balance
- Food availability
- Food labelling
- Function of key ingredients

Key Skills

- Use of equipment
- Hygiene and Safety
- Organisation
- Initiative and Independence (Autonomy)
- Quality control
- Technical skill

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Curriculum Statement	<ul style="list-style-type: none"> • Students have an emerging understanding of Macronutrients, Micronutrients and can apply the principles of nutrition to dietary related diseases. • Students have an emerging understanding of specific dietary groups and requirements. • Students often display aspects of the 6 practical skills and are growing in confidence with a range of cooking techniques. • Students have an understanding of food labelling and the traffic light labelling. • Students are able to identify the scientific function of key ingredients. • Students have an emerging understanding of the impact that food has on the environment and with teacher support can make ethical choices when selecting ingredients. 	<ul style="list-style-type: none"> • Students have a developing understanding of Macronutrients, Micronutrients and can apply the principles of nutrition to dietary related diseases. With support they can also can apply this when selecting and/or adapting a recipe. • Students have a developing understanding of specific dietary groups and requirements. With support they can justify and explain changes when planning recipes. • Students display aspects an understanding of all 6 practical skills and are competent in a range of cooking technique. Students can produce simple time plans to support with food production. • Students are able to identify the scientific function of key ingredients when making a range of products. With teacher support they can link these to dishes cooked. • Students have a developing understanding of the impact that food has on the environment and with teacher support can make ethical choices when selecting ingredients. 	<ul style="list-style-type: none"> • Students have a secure understanding of Macronutrients, Micronutrients and can apply the principles of nutrition to dietary related diseases. They can also can apply this when selecting and/or adapting a recipe. • Students have a secure understanding of specific dietary groups and requirements. They can securely justify and explain changes when planning recipes. • Students confidently display an understanding of all 6 practical skills and are competent in a range of cooking techniques and begin to cook with autonomy. Students are able to produce time plans with support that are logically sequenced. • Students have a secure understanding of food labelling and traffic light labelling. They understand why it is important and the benefits for the consumer. They can securely explain why it is important. • Students are able to explain the scientific function of key ingredients. They can use subject specific terminology appropriately. • Students have a secure understanding of the impact that food has on the environment and use this make ethical choices when selecting ingredients. 	<ul style="list-style-type: none"> • Students have a deep understanding of Macronutrients, Micronutrients and can apply the principles of nutrition to dietary related diseases and different dietary groups. They can also can apply this when selecting and/or adapting a recipe. • Students have a deep understanding of specific dietary groups and requirements. They can justify and explain changes when planning recipes. They can evaluate the impacts for the consumer with specific dietary requirements. • Students showcase an understanding of all 6 practical skills and are competent in a range of cooking techniques cook with autonomy. Students are able to produce time plans that are logically sequenced. • Students have a deep understanding of food labelling and traffic light labelling. They deeply understand why it is important and the benefits for the consumer. They can evaluate the implications for consumers and companies. • Students have a deep understanding of key ingredients. They can explain the function in recipes using subject specific terminology in dishes they manufacture. They routinely use subject specific terminology. • Students have a deep understanding of the impact that food has on the environment and routinely use this make ethical choices when selecting ingredients/ recipes. 	<ul style="list-style-type: none"> • Students have a deep understanding of Macronutrients, Micronutrients and can apply the principles of nutrition to dietary related diseases and different dietary groups. • Students showcase an understanding of all 6 practical skills and are competent in a range of cooking techniques cook with autonomy. Students are able to produce detailed time plans that are logically sequenced. • Students have a deep understanding of food labelling and traffic light labelling. They deeply understand why it is important and the benefits for the consumer. They can evaluate the implications for consumers and companies. • Students have a deep understanding of key ingredients. They can explain the function in recipes using subject specific terminology in dishes they manufacture. They routinely use subject specific terminology. • Students have a deep understanding of the impact that food has on the environment and routinely use this make ethical choices when selecting ingredients/ recipes.



DANCE

<p>Autumn Term Introduction to Contemporary Dance and Class Performance Piece</p> <p>Practical: Pupils will explore the technique that underpins contemporary dance styles and will develop and perform several set phrases in this style.</p> <p>This will provide a basis for the skills. Pupils will work collaboratively to create a performance piece, responding to a given stimulus.</p> <p>Theory: Safe Working Practice, students explore six areas - Warm up Cool down Nutrition Hydration Safe Execution Appropriate dance wear</p>	<p>Spring Term Duet/trio performance pieces</p> <p>Practical: Pupils will explore the stimuli provided looking specifically at how a dance can progress from stimulus to development to show a clear choreographic intention. Pupils will work in groups to create a suitable performance piece, showcasing their abilities in physical, technical, expressive, and mental skills.</p> <p>Theory: Critical appreciation of own work and responding to a given stimulus, motif writing and performance skills.</p>	<p>Summer Term Exploring a professional dance work</p> <p>Practical: Pupils will study a section of a professional dance work, understand, and demonstrate the style and Choreographic intention.</p> <p>Theory: Building and forming responses to questions based on the professional work studied.</p>
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Curriculum Statement	Students are beginning to demonstrate key choreographic and performance skills within their practical work with teacher support and scaffolded tasks. Students at this level are starting to remember some of the key content in the Year 9 curriculum, but lack the understanding and confidence to discuss these within their learning. Students are able to perform short sequences of movement.	Students are beginning to demonstrate key choreographic and performance skills within their practical work. Students take part in peer and whole class discussions to support their learning. Students at this level have remembered and understood some of the key content in the Year 9 curriculum, supported by teacher prompts. They are developing the use of key dance vocabulary in order to discuss their practical work. Students are beginning to develop a sense of performance in the presentation of their work.	Students are able to consistently demonstrate key choreographic and performance skills within their practical work. Students are able to discuss these skills confidently in their working groups and whole class discussions. Students at this level have remembered and understood most of the key content in the Year 9 curriculum. They can explain most ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently through appropriate performance skills in keeping with the content of the work.	Students are able to consistently and confidently demonstrate key and sophisticated choreographic and performance skills within their practical work. Students are able to discuss these skills confidently in their working groups and whole class discussions. Students will employ a leadership role within their working groups. Students at this level have remembered and understood all of the key content in the Year 9 curriculum. They can explain all of their ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently through consistently high level performance skills in keeping with the content of the work.	Students are able to consistently and confidently demonstrate key and sophisticated choreographic and performance skills within their practical work with creativity and flair. Students initiate creative ideas and discussion in their working groups and whole class discussions. Students will employ a leadership role within their working groups. Students at this level have remembered and understood all of the key content in the Year 9 curriculum and consistently make links within their learning and apply recall techniques to enhance their work. They can explain all of their ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently and creatively through consistently high level performance skills in keeping with the content of the work.



DRAMA

Autumn Term

- Characterisation workshops
- Stanislavski - Naturalism
- Understanding how to act with script
- Social, cultural and historical context
- How meaning is interpreted and communicated
- Characteristics of performance and dramatic works
- Personal Interpretation of Role and context. Study a 21st Century Play by Modern Playwright
- Rehearse scripted scenes for performance
- Understanding of character development, period and genre
- Preparation for written paper
- Personal Interpretation of Role and context

Spring Term

- Rehearse and perform a 21st Century scripted play for performance to an invited audience
- Understanding of technical theatre, set, costume and lighting design
- Personal Interpretation of Role and context
- Developing artistic intentions/a message for their piece
- Preparation for self-reflective writing and evaluation written papers
- Create and develop ideas to communicate meaning in a theatrical performance
- Developing a performance from research
- Understanding practitioners
- Consideration of audience demographic and how this impacts performance
- Creation of original material

Summer Term

- Create and develop ideas to communicate meaning in a theatrical performance
- Developing a performance from research
- Understanding practitioners.
- Consideration of audience demographic and how this impacts performance
- Creation of original material
- Analysis and evaluation of the work of live theatre makers
- Knowledge and understanding of Drama and Theatre
- Set Design
- Costume Design
- Lighting Design
- Demonstrate knowledge and understanding of how drama and theatre is developed and performed
- Analyse and evaluate their own work and the work of others
- Theatre Trip to View Live theatre

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Curriculum Statement	<ul style="list-style-type: none"> • At this level, students are still developing their skills in drama, particularly in more naturalistic scripted performance and devising. They will have some knowledge and an emerging understanding of key concepts such as character development and storytelling, but will still need support and guidance in applying these concepts to their own work, particularly when performing in "Blood Brothers" or creating original devised pieces. • Students at this level will be able to demonstrate basic techniques such as using facial expressions and body language to convey meaning, but will still need support and guidance to fully understand and execute more complex performance techniques, particularly when trying to create realistic, naturalistic characters and scenarios. • They will also be developing their ability to work effectively in a team, but will need help in understanding how to contribute to and support the group, particularly when working on scripted or devised pieces. • In terms of evaluation, students at this level will struggle to reflect on and analyse their own work and the work of their peers, particularly in the context of "Blood Brothers" or devised pieces, but will be able to identify the most basic elements of a performance. 	<ul style="list-style-type: none"> • At this level, they are developing the knowledge and understanding of key concepts such as character development and storytelling, but are not yet secure in these concepts; particularly when performing in "Blood Brothers" or creating original devised pieces. • Students at this level will be able to execute a range of techniques with more control and understanding, and will be able to adapt their performance style to suit different characters or scenarios, particularly when trying to create realistic, naturalistic characters and scenarios. They will also be able to demonstrate a developing understanding of how to apply drama concepts to their own work, particularly when working on scripted or devised pieces. • They will be able to work effectively in a team, taking on specific roles and responsibilities and supporting their group members, particularly when working on "Blood Brothers" or devised pieces. • Students at this level will be able to reflect on their own work and identify some of the strengths and areas for improvement in their performances. 	<ul style="list-style-type: none"> • Students at this level have a strong foundation of performance skills and a clear understanding of drama concepts, particularly in more naturalistic scripted performance and devising and are consistently meeting end point assessments when performing in "Blood Brothers" or creating original devised pieces. • In terms of performance skills, students at this level are able to execute a wide range of techniques with confidence and control, and are able to adapt their performance style to suit a range of characters and scenarios. They are also able to demonstrate a secure understanding of how to apply drama concepts to their own work, particularly when working on scripted or devised pieces. • They are able to work effectively in a team, showing the ability to support and collaborate with others, particularly when working on "Blood Brothers" or devised pieces. • In terms of evaluation, students at this level are able to reflect on their own work and identify the strengths and areas for improvement in their performances, as well as explaining how they have addressed these areas in future work. 	<ul style="list-style-type: none"> • Students at this level have a high level of skill and understanding in drama, particularly in more naturalistic scripted performance and devising. They are very secure in the knowledge and understanding of key concepts such as character development and storytelling as outlined in the curriculum framework, and are demonstrating a greater depth of understanding by being able to apply and manipulate this knowledge, particularly when performing in "Blood Brothers" or creating original devised pieces. • In terms of performance skills, students at this level are able to execute a wide range of techniques with ease and creativity, and are able to create and develop complex characters and scenarios, particularly when trying to create realistic, naturalistic characters and scenarios. They are also able to demonstrate an advanced understanding of how to apply drama concepts to their own work. • They are able to work effectively in a team, showing leadership skills and the ability to collaborate with others to create high-quality performances. • In terms of evaluation, students at this level are able to reflect on their own work and the work of their peers with insight and detail, identifying the strengths and areas for improvement and explaining how these could be addressed in future work. 	<ul style="list-style-type: none"> • <i>Students at this level are highly skilled and talented in drama. They are excelling at a level that is exceptional and are displaying excellent knowledge, application, and interplay of the key concepts and knowledge that indicates an exceptional understanding and academic flair for drama.</i> • <i>In terms of performance skills, students at this level are able to execute a wide range of techniques with ease and creativity, and are able to create and develop complex characters and scenarios, particularly when trying to create realistic, naturalistic characters and scenarios. They are also able to demonstrate an advanced understanding of how to apply drama concepts to their own work, particularly when working on scripted or devised pieces.</i> • <i>They are able to work effectively in a team, showing leadership skills and the ability to collaborate with others to create high-quality performances.</i> • <i>In terms of evaluation, students at this level are able to reflect on their own work and the work of their peers with insight and detail, identifying the strengths and areas for improvement and explaining how these could be addressed in future work, particularly when considering the specific demands and challenges of more naturalistic scripted performance and devising.</i>



DESIGN & TECHNOLOGY

- Knowledge**
- Sources and origins of materials
 - Characteristics and selection of metals, timbers and plastics
 - Sustainability strategies for **Design and Manufacture**
 - Understanding Computer Aided **Design** and Computer Aided **Manufacture** Developments
 - Understanding uses and application of the vacuum former and laser cutting in **Design and Manufacture**

- Key Skills**
- Demonstrating safe working practises in the **manufacture** of electronics products

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Curriculum Statement	<ul style="list-style-type: none"> • Students are able to recognise where metals originate and with guidance some key aspects of processes into a usable stock forms. • With guidance Students are able to identify a limited characteristics of materials. • Students can identify some sustainability strategies. • With guidance Students use a range of equipment safely in a workshop during the manufacture of products. • With guidance Students are able to generate basic design ideas. • Students can explain a limited number of key vocabulary and apply them appropriately throughout some aspects of design and technology. 	<ul style="list-style-type: none"> • Students are able to recognise where materials originate. • Students are able to identify limited characteristics of materials. • Students can identify some sustainability strategies surrounding the design and manufacture process. • With guidance Students select and use a range of equipment safely in a workshop during the manufacture of products. • With guidance Students are able to generate design ideas using labels. • Students can explain some key vocabulary and apply them appropriately throughout all aspects of design and technology. 	<ul style="list-style-type: none"> • Students are able to recognise where materials originate and their properties. • Students are able to identify some characteristics of Metals and alloys. • Students can identify some sustainability strategies surrounding the design and consumption. • Students select and use a range of equipment safely in a workshop during the manufacture of products. • Students are able to generate design ideas adding annotation and rendering. • Students can explain most key vocabulary and apply them appropriately throughout all aspects of design and technology. 	<ul style="list-style-type: none"> • Students are able to recognise where Metals originate and explain their properties in detail. • Students are able to identify and justify materials and their characteristics. • Students can identify sustainability strategies surrounding the design and consumption, as well as their impact upon society and the environment. • Students confidently select and use a range of equipment safely in a workshop during the manufacture of products. • Students are able to confidently and accurately generate design ideas adding detailed annotation and rendering. • Students can explain all key vocabulary and apply them appropriately throughout all aspects of design and technology. 	<ul style="list-style-type: none"> • Students are able to recognise where materials originate, their properties and the impacts on society. • Students are able to justify how the characteristics of most materials have informed design and manufacture. • Students can discuss with confidence sustainability strategies surrounding the design and consumption,, as well as their impact upon society and the environment. • Students skilfully select and use a range of equipment proficiently in a workshop during the manufacture of products. • Students are able to precisely generate ideas using a range of 3D drawing techniques adding detailed annotation and rendering. • Students can explain and justify most key vocabulary and apply them appropriately throughout all aspects of design and technology.

"What really hooks me out is a book that, when you're all done reading it, you wish the author that wrote it was a terrific boss of yours and you could call him up on the phone whenever you felt like it. That doesn't happen much, though."
-JD Salinger

ENGLISH (Writing)

Autumn Term

- An understanding of complex themes such as radicalisation, alienation, coping as a young parent, death and loss
- The function and effect of multi perspective narrative
- An understanding of the big ideas and messages each novel explores
- What does it mean to be human and to understand how writers ask big questions about the human body, mind, spirit and social self
- Engagement with some of the controversial debates that writers have argued for historically and that writers are exploring today: attitudes to 'others', desire for change, the surveillance state, human origin and challenges of modern innovation such as genetics.

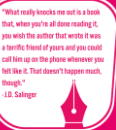
Spring Term

- Understand how a writer explores themes of social justice, class and social responsibility (a common thread running through the Modern Drama strand of our curriculum)
- What was life like in Britain in the 1980s? (zoom in on Liverpool and Margaret Thatcher)
- The impact of Hollywood/the media in glamourising a dream lifestyle often compared to reality (zoom in on Marilyn Monroe)
- Revisit the theme of coming of age and how this theme is presented in this text
- What type of things can humans be scared of? Where might these fears come from? --Why might we like to read/watch texts that scare us?
- To explore the theme of fear and different fears that a writer can focus on and convey through fiction
- What strategies can writers employ to create tension and suspense in a piece of writing?

Summer Term

- To understand different types of love and relationship including ideas of family, romance, our connection to ourselves and the world around us
- To explore big ideas such as: how has digital media affected our connections with others, how can revenge be problematic, what is the difference between stereotypes of love and the reality of true connection, what barriers are there to love, what happens to a family relationship over time?
- What is a dramatic monologue and how can they affect a reader? What is a sonnet?
- To see how poets can use and break poetic conventions to make new meaning (understand ideas of allusion and intertextuality)
- An understanding of the plot and characters in Macbeth
- Track the tragic journey of Macbeth and Lady Macbeth
- To know the key themes of Macbeth and be able to give examples of where/how these themes are shown in the play
- What Jacobean society believed about witchcraft/the supernatural
- The Gunpowder Plot and its links to Macbeth
- Who King James I was and knowledge of his rule over England and Scotland
- The concept of a tragic hero and the influence of Greek tragedy on Shakespeare
- What Jacobean society believed about society
- The potential wider ideas that Macbeth explores

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Curriculum Statement	<p><u>Students should be able to demonstrate their ability to:</u></p> <ul style="list-style-type: none"> • Make occasional links to the Y8 curriculum in their writing. • Make occasional references to context in their writing. • Communicate a simple opinion or story idea to their reader. • Show an awareness of how word choices help to make writing more interesting. • Attempt to use at least one or two language devices to make writing more interesting. • Attempt to write in full sentences. • Create a sometimes suitable tone and atmosphere. • Show an awareness of how to use some basic punctuation. 	<p><u>Students should be able to demonstrate their ability to:</u></p> <ul style="list-style-type: none"> • Draw upon some ideas linked to the Y8 curriculum. • Make some links or references to context. • Attempt to structure their piece to include a beginning, middle and end. • Begin to use a variety of word choices to attempt to engage the reader. • Include three or more language devices to add detail to the writing. • Begin to use a variety of sentence types with occasional variety of sentence openers. • Attempt to create a specific mood or tone. • Almost always using punctuation accurately. 	<p><u>Students should be able to demonstrate their ability to:</u></p> <ul style="list-style-type: none"> • Start to address some challenging ideas from the Year 8 curriculum. • Show they can remember some contextual factors they have learnt so that characters and situations are starting to be developed and can draw upon real case studies and examples. • Have a clear beginning middle and end to ensure my writing is clear. • Start to use some sophisticated word choices to engage the reader. • Use a selection of language devices to present their ideas in an imaginative way. • Use a range of sentence types with a variety of sentence openers for effect. • Create a specific mood or tone. • Punctuate their response correctly and sometimes for effect. 	<p><u>Students should be able to demonstrate their ability to:</u></p> <ul style="list-style-type: none"> • Begin to show or consider some more complex themes from Y8 curriculum. • Build on a range of contextual factors they have learnt so that characters, their situations & case studies/examples are realistic and believable. • Produce a piece of writing with a well-planned beginning middle and end that is sequenced skilfully for effect e.g., a hook opening, non-chronological use of time, a cyclical narrative, use of foreshadowing, zooming in and out. • Start to use a wide range of sophisticated word choices to engage the reader and provoke a response/emotion. • Use a wide range of language devices crafted for effect. • Consciously craft a full range of sentence types for effect with a wide variety of sentence openers. • Successfully create a specific mood or tone through imaginative choices. • Purposefully use a full range of punctuation for both effect and clarity. 	<p><u>Everything in the extending band PLUS ALL OF THIS:</u></p> <ul style="list-style-type: none"> • Shows hints of originality. • Confidently use a wide range of sophisticated word choices to engage the reader and provoke a response/emotion. • Confident use of language and structure throughout. • Confidently and successfully use a wide range of language devices precisely crafted for effect. • Successfully and confidently create & sustain a specific mood or tone through imaginative choices.



ENGLISH (Reading)

Autumn Term

- An understanding of complex themes such as radicalisation, alienation, coping as a young parent, death and loss
- The function and effect of multi perspective narrative
- An understanding of the big ideas and messages each novel explores
- What does it mean to be human and to understand how writers ask big questions about the human body, mind, spirit and social self.
- Engagement with some of the controversial debates that writers have argued for historically and that writers are exploring today: attitudes to 'others', desire for change, the surveillance state, human origin and challenges of modern innovation such as genetics.

Spring Term

- Understand how a writer explores themes of social justice, class and social responsibility (a common thread running through the Modern Drama strand of our curriculum)
- What was life like in Britain in the 1980s? (zoom in on Liverpool and Margaret Thatcher)
- The impact of Hollywood/the media in glamourising a dream lifestyle often compared to reality (zoom in on Marilyn Monroe)
- Revisit the theme of coming of age and how this theme is presented in this text
- What type of things can humans be scared of? Where might these fears come from? Why might we like to read/watch texts that scare us?
- To explore the theme of fear and different fears that a writer can focus on and convey through fiction.
- What strategies can writers employ to create tension and suspense in a piece of writing?

Summer Term

- To understand different types of love and relationship including ideas of family, romance, our connection to ourselves and the world around us
- To explore big ideas such as: how has digital media affected our connections with others, how can revenge be problematic, what is the difference between stereotypes of love and the reality of true connection, what barriers are there to love, what happens to a family relationship over time?
- What is a dramatic monologue and how can they affect a reader? What is a sonnet?
- To see how poets can use and break poetic conventions to make new meaning (understand ideas of allusion and intertextuality)
- An understanding of the plot and characters in Macbeth
- Track the tragic journey of Macbeth and Lady Macbeth
- To know the key themes of Macbeth and be able to give examples of where/how these themes are shown in the play
- What Jacobean society believed about witchcraft/the supernatural
- The Gunpowder Plot and its links to Macbeth
- Who King James I was and knowledge of his rule over England and Scotland
- The concept of a tragic hero and the influence of Greek tragedy on Shakespeare
- What Jacobean society believed about society
- The potential wider ideas that Macbeth explores

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Generic Rubric	A student working at this level has some knowledge and an emerging understanding of the key concepts.	A student working at this level is developing the knowledge as outlined in the Curriculum framework. They are developing the understanding of the key concepts however are not yet secure in these or in meeting end points assessments.	A student working at this levels is secure in the knowledge as outlined in the Curriculum framework. They have mastered the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a greater depth of understanding ; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.
Curriculum Statement	<p><u>Responses demonstrate students ability to:</u></p> <ul style="list-style-type: none"> • Show simple knowledge about some of the plot, characters and themes of the texts studied. • Make a simple link to a concept that has been studied. • Make some simple points that sometimes show their understanding of the text and question. • Support some of the points they make with simple quotes or references. • Attempt to identify a method the writer has used. • Make some simple comments about why the writer uses language and structure. • Make some simple comments about the author and context of the text. 	<p><u>Responses demonstrate students ability to:</u></p> <ul style="list-style-type: none"> • Show some key knowledge about the plot, characters and themes of the texts studied. • Make links to some wider ideas and issues that have been studied. • Make some clear and relevant points that show their understanding of the text and question. • Support some of the points they make with relevant quotes or references. • Accurately identify a method that the writer has used. • Make relevant comments about why the writer uses language and structure such as through explaining what the writer has made me think, feel or understand at that point of the text. • Make clear and relevant comments about the author and context of the text which has relevance to the point they have made. 	<p><u>Responses demonstrate students ability to:</u></p> <ul style="list-style-type: none"> • Show a clear understanding of the plot, characters and themes of the texts studied. • Make links to some challenging concepts and wider ideas that have been studied. • Make a range of clear and explained points that show their clear understanding of the text and the question. • Support all of the points they make with well-chosen quotes or references. • Accurately identify a number of methods that the writer has used. • Offer layers of analysis about why the writer uses language and structure such as through making multiple inferences, zooming in on connotations of key words and/or tracking structural changes. • Make clearly explained comments about how the life of the author and context of the text helps to shape it in relation to the point made. 	<p><u>Responses demonstrate students ability to:</u></p> <ul style="list-style-type: none"> • Show a detailed understanding of the plot, characters and themes of the texts studied. • Address challenging concepts and wider ideas that have been studied. • Offer some insightful and perceptive points that show their full understanding of the text, its deeper meanings and the question. • Support all of the points they make with a wide range of carefully chosen quotes or references throughout their response. • Accurately identify a number of sophisticated methods that the writer has used. • Offer layers of insightful analysis that demonstrate their perceptive understanding of why a writer has used language and structure. • Embed insightful and perceptive comments about how the life of the author and context of the text shapes it in relation to the point made. 	<p><u>Everything in Extending PLUS:</u></p> <ul style="list-style-type: none"> • Show an extensive and precise knowledge of the plot, characters and themes of the texts studied. • Critically explore, question and challenge complex concepts and wider ideas that have been studied. • Offer WIDE RANGE of insightful and perceptive points that show their full understanding of the text, its deeper meanings and the question. • Evidence of flair and originality when it comes to interpretations. • Offer shades of meaning. • Apt evidence chosen and always embedded. • Appreciation and understanding of the purposeful craft of the writer. • Own wider knowledge of wider ideas/context.



Autumn Term
Autumn 1 – Discrimination, prejudice and the media
 Students will explore a range of current issues and religious perspectives that explore prejudice and discrimination. For example: Freedom of speech and hate speech, Racism, Black lives matter, Refugee- Ukraine, Islamophobia, Religious responses.
Autumn 2 – Introductions to Philosophy
 Students will gain an understand of important and influential philosophers and their ideas throughout history.

Plato
 Aquinas
 Descartes
 Hume

Spring Term
Spring 1 – Religion and Science
 Students will explore religious creation stories alongside scientific explanations for life. Genesis, Hindu creation story, The Big Bang, Evolution, Are religion and science compatible?
Spring 2 – Medical Ethics
 Students will study a range of medical ethic issues and religious perspectives to them including:
 • Ethical discussion of modern-day ethical issues in medicine
 • Fertility treatment, organ donation and saviour siblings
 • Ethical discussions of modern-day ethical issues in medicine
 • Cloning, life support, religious responses

Summer Term
Summer 1 – The value of life
 Students will explore societal issues and religious perspectives through debate and oracy on challenging topics such as:
 • Animal rights
 • Forced Marriage and honour-based violence
 • Human Trafficking
 • Students will be encouraged to debate and to use their voice to empower and support others

Summer 2 – RSE
 Sex Education. Healthy relationships, unhealthy relationships, sex and contraception. The impact of the media on our understanding of sex and sexuality
 Relationships– sexism, sexuality, masculinity, healthy relationships, discrimination and examples of protected characteristics

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Curriculum Statement	<ul style="list-style-type: none"> Students have a basic knowledge of worldviews, belief and practices. They should be able to recall religious sources of authority, places of worship. They will also be able to recognise scripture and apply when asked for evidence. They know some key vocabulary which they use occasionally to show their understanding. They can explain a few of the key concepts covered in the curriculum and attempt to understand the importance of these concepts to people and places of worship and religious significance. Students need support when selecting sources of wisdom and authority and understanding the significance and importance behind them. 	<ul style="list-style-type: none"> Students have a reasonable knowledge of worldviews, belief and practices. They can sometimes recall religious sources of authority and infer generic understanding. They know a range of key vocabulary which they use regularly to show their understanding. They can explain most of the key concepts covered in the curriculum and usually understand the importance of these concepts to people and places of worship and religious significance. They sometimes can identify the links between core concepts and areas of study. Students can often select sources of wisdom and authority. Students need support when analysing the significance and importance behind them. 	<ul style="list-style-type: none"> Students have a secure knowledge of worldviews, belief and practices. They can recall religious sources of authority and infer understanding. They know a wide range of key vocabulary which they always use to show their thorough understanding. They can fully explain all of the key concepts covered in the curriculum and understand the importance of these concepts to people and places of worship and religious significance. They can begin to explain the links between core concepts and areas of study. Students are able to select sources of wisdom and authority. Students need support when analysing the significance and importance behind them and begin to apply exam skill. 	<ul style="list-style-type: none"> Students have a extensive knowledge of worldviews, belief and practices. They can confidently recall religious sources of authority and infer understanding to a good level. Here there is some evaluation. They know an extensive range of key vocabulary which they always use to show their thorough understanding. They can fully explain all of the key concepts covered in the curriculum and evaluate the importance of these concepts to people and places of worship and religious significance. They can explain the links between concepts and areas of study. Students are able to select sources of wisdom and authority. Students need support when analysing the significance and importance behind them. They can do this confidently. 	<ul style="list-style-type: none"> Students have exceptional knowledge of worldviews, belief and practices. They can recall and evaluate religious sources of authority and infer understanding confidently. They have an exceptional range of key religious and non-religious vocabulary and use it to show understanding. They can fully explain all of the key concepts in the curriculum and evaluate the importance of these concepts. They can explore and justify the significance of links between concept as well as evaluate the significance and importance of arguments. Here they can also make synoptic links between. Students are able to select sources of wisdom and authority. Students need no support when analysing the significance and importance behind them. They can do this with confidence.



Autumn Term

- Our Global World – Weather Hazards and Climate Change
- Extreme weather, Global and UK
- Tropical storms – Causes, Impacts and Responses
- Climate change and tropical storms
- Climate change and wildfires – Causes, Impacts and Responses
- Our Global World – Urbanisation
- Towns and cities
- Changing Britain Industrial Britain
- OS Maps Urbanisation
- Megacities
- Migration
- LIDC Urbanisation
- Sustainable cities

Spring Term

- Our Global World
- Superpowers – Chomsky
- Military, Economic and Cultural Power
- China, USA, India and Russia.
- Place Study – The Middle East
- Countries and continents
- Physical and human geography
- The Arabian Peninsula
- Conflict in the Middle East
- Israel and Palestine
- Banskya in Israel
- The future of The Middle East

Summer Term

- Our Natural World – Coasts
- Our Coastline in the UK
- Types of waves
- Physical processes erosion, transportation and deposition
- Headlands and bays
- Coastal Defenses - Happisburgh DME
- Tourism at the coast – Advantages and Disadvantages
- Our natural world – Sustaining Ecosystems
- What is an ecosystem?
- Global ecosystems
- Tropical rainforests
- Polar environments
- Sustainable management of environments small scale and global

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Curriculum Statement	<ul style="list-style-type: none"> • Students have a basic geographical knowledge of places and spaces within different geographical contexts. They sometimes recall key place specific details. • They know a range of key geographical vocabulary which they use regularly to show their understanding. • They can explain most of the key concepts covered in the curriculum and usually understand the importance of these concepts to people and places. • They sometimes can identify the links between concepts and areas of study. • Students need support when selecting, constructing and analysing graphs and maps using geographical skills. 	<ul style="list-style-type: none"> • Students have a reasonable geographical knowledge of places and spaces within different geographical contexts. They can sometimes recall key place specific details. • They know a range of key geographical vocabulary which they consistently use to show their understanding. • They can explain all of the key concepts covered in the curriculum and understand the importance of these concepts to people and places. • They can often identify the links between concepts and areas of study. • Students can often select and construct graphs and maps using geographical skills. Students need support when analysing these graphs and maps. 	<ul style="list-style-type: none"> • Students have a secure geographical knowledge of places and spaces within different geographical contexts. They can often recall key place specific details. • They know a wide range of key geographical vocabulary which they always use to show their thorough understanding. • They can fully explain all of the key concepts covered in the curriculum and understand the importance of these concepts to people and places. • They can begin to explain the links between concepts and areas of study. • Students are able to select, construct and analyse graphs and maps using appropriate geographical skills. 	<ul style="list-style-type: none"> • Students have a extensive geographical knowledge of places and spaces within different geographical contexts. They can regularly recall key place specific details. • They know an extensive range of key geographical vocabulary which they always use to show their thorough understanding. • They can fully explain all of the key concepts covered in the curriculum and evaluate the importance of these concepts to people and places. • They can explain the links between concepts and areas of study. • Students are able to select, construct and analyse graphs and maps confidently using appropriate geographical skills. 	<ul style="list-style-type: none"> • Students have exceptional geographical knowledge of place/space within different geographical contexts. They accurately recall and select key place specific details. • They know an exceptional range of key geographical vocabulary and use it to show understanding. • They can fully explain all of the key concepts in the curriculum and evaluate the importance of these concepts to people and place. • They can explore and justify the significance of links between concepts and areas of study. • Students are able to select, construct and analyse graphs and maps accurately using appropriate geographical skills.



Autumn Term

- The Second World War (the Pacific War; Africa-Americans stationed in Britain; evacuation etc)
- The Holocaust (Nuremberg Laws; Kristallnacht; Transportation etc)
- The Israeli-Palestinian conflict (1948, 1967 and 1973 wars; settlements and the PLO) 1st Intifada; the Oslo Accords; and the 2nd Intifada)

Spring Term

- Campaigns for equality in Britain the 20th century (Dr. Harold Moody; the Notting Hill Riots; the Bristol Bus Boycott; the Brixton Uprising; the Asian Youth Movement)
- End of the British Empire (Ghanaian and Kenyan independence; the Troubles; Margaret Thatcher; Somalian migration to Britain)

Summer Term

The USA, 1789-1995 (native Americans; making of the USA; Jim Crow in the South; the Great migration; Prohibition; boom and bust; women; civil rights; the Stonewall Riot; Black Power; the Vietnam War; feminism; red power; and the end of the Mafia)

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Curriculum Statement	<ul style="list-style-type: none"> • Students have a basic historical knowledge of places and spaces within different historical contexts. They sometimes recall key place specific details. • They know a range of key historical vocabulary which they use regularly to show their understanding. • They can explain most of the key concepts covered in the curriculum and usually understand the importance of these concepts to people and places. • They sometimes can identify the links between concepts and areas of study. • Students need support when selecting, constructing and analysing sources using historical skills. 	<ul style="list-style-type: none"> • Students have a reasonable historical knowledge of places and spaces within different historical contexts. They can sometimes recall key place specific details. • They know a range of key historical vocabulary which they consistently use to show their understanding. • They can explain all of the key concepts covered in the curriculum and understand the importance of these concepts to people and places. • They can often identify the links between concepts and areas of study. • Students can often select and construct sources using historical skills. Students need support when analysing these sources. 	<ul style="list-style-type: none"> • Students have a secure historical knowledge of places and spaces within different historical contexts. They can often recall key place specific details. • They know a wide range of key historical vocabulary which they always use to show their thorough understanding. • They can fully explain all of the key concepts covered in the curriculum and understand the importance of these concepts to people and places. • They can begin to explain the links between concepts and areas of study. • Students are able to select, construct and analyse sources using appropriate historical skills. 	<ul style="list-style-type: none"> • Students have a extensive historical knowledge of places and spaces within different historical contexts. They can regularly recall key place specific details. • They know an extensive range of key historical vocabulary which they always use to show their thorough understanding. • They can fully explain all of the key concepts covered in the curriculum and evaluate the importance of these concepts to people and places. • They can explain the links between concepts and areas of study. • Students are able to select, construct and analyse sources confidently using appropriate historical skills. 	<ul style="list-style-type: none"> • Students have exceptional historical knowledge of place/space within different historical contexts. They accurately recall and select key place specific details. • They know an exceptional range of key historical vocabulary and use it to show understanding. • They can fully explain all of the key concepts in the curriculum and evaluate the importance of these concepts to people and place. • They can explore and justify the significance of links between concepts and areas of study. • Students are able to select, construct and analyse sources accurately using appropriate historical skills.



Autumn Term

Fractions, decimals and percentages

- Fractions/percentages of amounts
- Calculations with Fractions
- Fractions, Decimals and Percentages

Percentages

- Percentages Increase/Decrease
- Percentage Change
- Reverse Percentages
- Simple/Compound Interest

Expressions

- Simplifying Expressions
- Indices
- Expanding and Factorising (single brackets)
- Algebraic Fractions*

Handling Data

- Sampling
- Organising data
- Representing Data
- Averages & Spread

Equations and Inequalities

- Solving Linear Equations
- Expand/factorise quadratics
- Solving quadratics
- Solving inequalities
- Simultaneous equations
- Rearranging equations

Spring Term

Angles in Polygons

- Calculating missing angles:-around a point-in a straight line-in a triangle-in a quadrilateral-in parallel lines
- Angle sum in polygons
- Congruence
- Similarity

Graphs 1

- Drawing straight-line graphs
- Equation of straight line
- Parallel and perpendicular lines
- Equation of a line from two points

Working in 2D

- Measuring lengths and angles
- Area of 2D Shapes
- Transformations
- Column vectors

Probability

- Theoretical Probability
- Experimental Probability
- Mutually Exclusive Events
- Sample Space

Pythagoras & Intro to Trigonometry

- Pythagoras – finding missing lengths
- Problem solving with Pythagoras
- Introduction to trig – finding a missing angle
- Trig – finding a missing side

Summer Term

Circles

- Circumference
- Area
- Arc length and sector area

Working in 3D

- 3D shapes
- Volume of a prism/cylinder
- Surface area of prisms/cylinder

Sequences

- Sequence Rules
- Nth term
- Special Sequences
- Quadratic Sequences

Combined Events (Probability)

- Sets
- Frequency trees
- Tree diagrams

- Flexi – prep for Year 10 GCSE



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Curriculum Statement	<ul style="list-style-type: none">• Students are beginning to use known facts to demonstrate their understanding of a mathematical process.• With teacher support, they can use methods to solve problems involving addition, subtraction, multiplication, and division.• Students sometimes contribute to class discussions and key information is sometimes visible in exercise books.• With help, they can identify strengths and areas of development from Progress Checks.	<ul style="list-style-type: none">• Students are developing strategies for problem-solving, such as drawing a diagram. Students can write a description of a mathematical process and can solve multi-step problems with guidance or scaffolding.• They are becoming more familiar and confident in working mathematically in everyday contexts.• When contributing to class discussions, they sometimes use correct mathematical terminology and can present their methods in a clear and logical sequence.• Students can identify strengths and areas of development from Progress Checks.	<ul style="list-style-type: none">• Students use a range of mathematical techniques, terminology, diagrams, and symbols consistently and accurately to communicate mathematical ideas.• Students use all relevant information to inform conclusions within a problem and can interpret solutions in the context of the given problem, ensuring an answer is sensible.• Students contribute methods in class discussions and show working out in clear methodical steps.• They can identify strengths and areas of development from Progress Checks, and with guidance, can react to feedback.• They get many questions correct but may make occasional errors.	<ul style="list-style-type: none">• Students are secure in using strategies to solve problems and can make connections between different areas of mathematics.• They can interpret complex questions, identifying the mathematical processes required to solve a problem.• They use alternative methods to check a solution is accurate.• During class discussions, students can contribute and analyse different methods. They show clear methodical steps in written work and can make algebraic generalisations.• They can react to feedback from Progress Checks and work on their areas for development independently.	<ul style="list-style-type: none">• Students make and use connections, which may not be immediately obvious, between different parts of mathematics.• They can use strategies to solve complex problems by identifying the mathematical processes required.• They are able to attempt problems beyond the curriculum.• During class discussions, students evaluate different methods and pose further questions.• Their classwork demonstrates their passion for the subject, not only in lesson, but is extended at home using revision materials.• They can react to feedback from Progress Checks and continue to extend their learning independently.• Their mental arithmetic is sharp, and they have a natural flair for the subject.



SPANISH

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
<p>Generic Rubric</p>	<p>A student working at this level has some knowledge and an emerging understanding of the key concepts.</p>	<p>A student working at this level is developing the knowledge as outlined in the Curriculum framework. They are developing the understanding of the key concepts however are not yet secure in these or in meeting end points assessments.</p>	<p>A student working at this levels is secure in the knowledge as outlined in the Curriculum framework. They have mastered the key concepts and are meeting end points assessments.</p>	<p>A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a greater depth of understanding; they can apply and manipulate the knowledge and key concepts.</p>	<p>A students working at this level is excelling at a level that is exception. They display excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.</p>
<p>Curriculum Statement</p>	<p>Pupils have yet to develop their ability to examine and understand texts and conversations and need to develop the ability to communicate clearly on topics studied in Year 7 and 8. Pupils have emerging communication skills through reading aloud, forming questions and discussing, describing, and giving opinions topics studied. Pupils have a basic understanding of communication using the past present and future tenses. There are frequent errors and sentences are short and repetitive which impedes communication.</p>	<p>Pupils are continuing to develop their ability to examine and understand texts and conversations and are developing the ability to communicate clearly on topics studied in Year 7 and 8. Pupils are continuing to develop their communication skills through reading aloud, forming questions and discussing, describing, and giving opinions on topics studied. Pupils are beginning to communicate competently using the past, present and future tenses using support. There are some lapses in accuracy and communication which impede understanding.</p>	<p>Pupils are confidently developing their ability to examine and understand increasingly complex texts and conversations and securely communicate with increasing detail and complexity on topics studied in Year 7 and 8. Pupils are demonstrating competent communication skills through reading aloud, forming questions and discussing, describing, and giving opinions on topics studied. Pupils are able to communicate competently using the past, present and future tenses with support. There are occasional lapses in communication and accuracy which impedes understanding.</p>	<p>Pupils are confidently extending their ability to examine and understand increasingly complex texts and conversations. Pupils communicate consistently and clearly with increasing detail and complexity on topics studied in Year 7 and 8. Pupils are consistently able to communicate through reading aloud, forming questions and discussing, describing, and giving opinions on topics studied. Pupils are able to communicate independently using the past, present and future tenses. There are rare lapses in communication and accuracy, however there may be errors in more complex language and grammatical structures</p>	<p>Pupils are excelling in their ability to examine and understand increasingly complex texts and conversations. Pupils communicate spontaneously and clearly with increasing detail and complexity on studied in Year 7 and 8, forming questions and discussing, describing, and justifying complex opinions on topics studied. Pupils are able to communicate creatively using the past, present and future tenses. There are no lapses in communication and accuracy, however there may be occasional errors in complex language and grammatical structures.</p>

Autumn Term
 Things I like and don't like. Films, going to the cinema and plans for birthday celebrations. School life and studies, rules, uniform. saying what i did yesterday at school.

Spring Term
 Revision of food, Making healthy plans and new years resolutions. What I ate yesterday and revision of the past tense. Sports and activities to keep fit. Giving advice on keeping healthy. Revision of the future and past tense.

Summer Term
 Jobs and tasks we have to do. What we did yesterday at work. Future career plans and life goals. Revision of Health, food and routine. Revision of jobs and future plans.



MUSIC

Autumn Term

- Understand the history of Hip Hop
- Understand the key contextual features of Hip Hop
- Understand the musical features of Hip Hop
- Understand a key Hip Hop artist, Lauryn Hill
- Understand how to aurally recognise the features within a Hip Hop piece
- Understand how to talk about the elements of music within Hip Hop
- Understand how to perform a Hip Hop piece
- Understand the music technology associated with Hip Hop

Spring Term

- Understand what tonality means
- Understanding chords
- Understanding major chords and how to play and build them
- Understand minor chords and how to play and build them
- Understand how to play a piece of music in both a major and minor key

Summer Term

- Understand what activism is
- Understand different genres associated with activism
- Understand the key characteristics of folk music, reggae, punk and rap
- Understand how to play chords for a folk song
- Understand rffs
- Understand how to use Logic pro to create music
- Understand how write a rap

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Curriculum Statement	Students are beginning to demonstrate key composition and performance skills within their practical work with teacher support and scaffolded tasks. Students at this level are starting to remember some of the key content in the Year 9 curriculum, but lack the understanding and confidence to discuss these within their learning. Students are able to perform and compose short pieces of music. Students are able to listen to and comment on music.	Students are beginning to demonstrate key composition and performance skills within their practical work. Students take part in peer and whole class discussions to support their learning. Students at this level have remembered and understood some of the key content in the Year 9 curriculum, supported by teacher prompts. They are developing the use of key dance vocabulary in order to discuss their practical work. Students are beginning to develop a sense of performance, composition and listening skills.	Students are able to consistently demonstrate key composition and performance skills within their practical work. Students are able to discuss these skills confidently in their working groups and whole class discussions. Students at this level have remembered and understood most of the key content in the Year 9 curriculum. They can explain most ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently through appropriate performance, composition and listening and analytical skills.	Students are able to consistently and confidently demonstrate key and sophisticated composition and performance skills within their practical work. Students are able to discuss these skills confidently in their working groups and whole class discussions. Students will employ a leadership role within their working groups. Students at this level have remembered and understood all of the key content in the Year 9 curriculum. They can explain all of their ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently through consistently high level performance, composition and listening and analytical skills.	Students are able to consistently and confidently demonstrate key and sophisticated composition and performance skills within their practical work with creativity and flair. Students initiate creative ideas and discussion in their working groups and whole class discussions. Students will employ a leadership role within their working groups. Students at this level have remembered and understood all of the key content in the Year 9 curriculum and consistently make links within their learning and apply recall techniques to enhance their work. They can explain all of their ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently and creatively through consistently high level performance, composition and listening and analytical skills.



PE

Autumn Term

Physical skills, rules and fair play, warm ups: Students will acquire and/or develop skills in isolation, conditioned practices and competitive situations in a range of physical activities (rugby, football, basketball, netball, badminton, table tennis, hockey, gymnastics, health related fitness)

Spring Term

Physical skills, rules and fair play, warm ups: Students will acquire and/or develop skills in isolation, conditioned practices and competitive situations in a range of physical activities (rugby, football, basketball, netball, badminton, table tennis, hockey, gymnastics, health related fitness, trampolining, handball and striking and fielding)

Summer Term

Physical skills, rules and fair play, warm ups: Students will acquire and/or develop skills in isolation, conditioned practices and competitive situations in a range of physical activities (rugby, football, basketball, netball, badminton, table tennis, hockey, gymnastics, health related fitness, trampolining, handball and striking and fielding, athletics, track and field)

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
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Curriculum Statement	Students perform basic physical skills with some accuracy and control and begin to refine their technique using teaching points. They begin to demonstrate some leadership skills during warm-ups and tasks. Students can describe and follow most rules and scoring methods . Students have good knowledge & understanding of fitness and training methods. They are starting to apply different thinking skills including basic strategies, tactics.	Students perform physical skills with accuracy and control and begin to refine their technique using teaching points. They demonstrate some leadership skills during warm-ups, tasks or competitive situations . Students can describe and consistently follow rules and scoring methods . Students have very good knowledge & understanding of fitness and training methods and begin to understand how this can impact performance . They apply some thinking skills including basic strategies, tactics and outwitting their opponents .	Students consistently select and apply physical skills with accuracy, control and fluency . They can also perform some advanced skills with some accuracy . They demonstrate good leadership skills during warm-ups, tasks or competitive situations . Students can describe and follow complex rules and scoring methods . Students have sound knowledge & understanding of fitness and training methods in order to improve performance. They apply thinking skills such as strategies, tactics and outwitting their opponents based on their own strengths and their opponents weaknesses .	Students begin to consistently select advanced physical skills . They demonstrate different leadership roles in a range of activities. Students can follow complex rules and scoring methods in a range of activities . Students have very good knowledge & understanding of fitness and training methods in order to improve performance . They apply strategies and tactics to outwit their opponents based on their own strengths and their opponents weaknesses. They start to reflect on their own performance .	Students begin to consistently select and apply advanced physical skills . They demonstrate different leadership roles effectively in a range of activities. Students can follow and enforce complex rules and scoring methods in a range of activities. Students have excellent knowledge & understanding of fitness and training methods in order to improve performance. They start to apply advanced strategies and tactics to outwit their opponents based on their own strengths and their opponents weaknesses. They start to reflect on their own performance and analyse performance of others .



SCIENCE

Autumn Term

- Energy stores and pathways
- Energy content of food
- KE, GPE, EPE
- Electrical energy
- National grid
- Renewable and non renewable energy
- Global warming
- Earth and atmosphere
- Rocks and the rock cycle

Spring Term

- Cells and microscopy
- Specialised cells
- Genes
- Respiration
- Skeleton
- Muscular system
- Recreational drugs
- Drugs in sport
- Disease
- Defence systems
- Antibiotics
- Resistant bacteria
- Medical developments

Summer Term

- Atomic structure
- Periodic table
- Group 1 and group 7
- Reactivity of metals
- Extraction of metals
- Pollutants
- Cause and effects of global warming
- Human impacts on the environment
- Bonding- ionic, covalent, metallic
- Graphite and diamond
- Graphene and fullerenes

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
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Curriculum Statement	Students are beginning to think about asking scientific questions of their own but not yet able to relate this to investigation planning. With teacher support and a step by step method to follow students can carry out simple scientific investigations and they can collect some data with appropriate guidance. Students are starting to remember some of the key content explored in the curriculum, they can describe some basic scientific ideas such as the difference between elements and compounds, but are not yet able to use their understanding to explain their observations.	Students are beginning to ask scientific questions of their own but not yet able to relate this to investigation planning. They can collect results carefully in a table and with teacher guidance they can present that data appropriately. They are developing scientific knowledge from the key content covered and can use some scientific terms correctly. Their explanations of scientific processes are not always complete.	Students are asking scientific questions and, with guidance, can plan and carry out investigations safely but do not always understand whether results are valid. They can present information in a variety of formats and draw conclusions based on scientific knowledge. Students at this level have remembered and understood most of key content from the curriculum. They can explain most ideas using key vocabulary and can make predictions about what they expect to happen in scientific investigations.	Students are consistently able to; form scientific questions of their own, plan valid and workable scientific investigations, obtain accurate data and record this in a table, plot a line graph and draw a line of best fit and identify patterns in data. Students at this level have remembered and understood the vast majority of the content and concepts explored in the curriculum. They can apply their understanding to new situations and make predictions. Students can write detailed and comprehensive explanations.	Students are able to plan and carry out scientific investigations independently. They can analyse and evaluate data in a range of formats. Students know and understand all of the curriculum at a greater depth and can confidently apply this knowledge in both familiar and unfamiliar situations. Students explain their ideas well using complex scientific vocabulary.