

Art and Design & Technology Framework and Guidance

Timetable	There are 6 lessons of art per term
Curriculum	We follow an amended version of the national curriculum
Outcomes and assessment	There are three non-negotiable outcomes for each term and these must be covered across the 6 lessons
	Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these three outcomes, but not that all pupils achieve every objective (although that may be the case)
Objectives	There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1w, 1w+, 1r, 1r+ etc) and a milestone grade automatically generated
	To help pupils achieve these outcomes, teachers devise a series of lesson objectives that, if achieved, will cumulatively enable pupils to meet the outcomes
	Each lesson requires a learning objective in the format: 'I am learning to', or 'I am learning that' or 'I am learning about'
	The objectives, as long as they begin with the above sentence starter, are up to teacher discretion and can roll over multiple lessons or be one objective per lesson
Activities and	The objectives can roll over multiple lessons or be one objective per lesson
	The activities that teachers use in the lessons to achieve the objectives are up to teacher discretion and expertise and are encouraged to be as engaging and active as possible and do not always need to be a sheet or a PowerPoint and should be tailored to the pupils

		TERM 1:	TERM 2:	TERMS 3 AND 4:		TERM 5:	TERM 6:
Phase 3 (KS3)	Year 7 outcomes	Stained Glass Windows (art)]	Glaciation and landscape (construction)	Rockets and the space race (construction)		Andy Warhol and Harry Beck	Recycled/upcycled clothing (textiles)
		I can explain common conventions of a stained glass window	I can identify conventions of a glaciation zone (accumulation, ablation, terminus)	I can identify conventions of a rocket	I can explain the different components to make a rocket	I can identify conventions of pop art	I can explain the rationale for recycling and upcycling with reference to the environment
		I can, using examples, plan my own window	I can make effective use of sketches and template to design my landscape	I can promote a design for a rocket	I can explain what the space race was and why countries were racing	I can experience new crafts, such as computer art, to aid in my pop-art and Underground designs	I can demonstrate basic textile skills such as sewing and threading a needle
	Year 8 outcomes	I can identify a number of key issues and design problems when making my window	I can build my landscape using plaster cast and/or newspaper	I can choose and justify the most effective tools and equipment to make my rocket	I can design an aerodynamic rocket	I can explain the underground system at a basic level, why the map was needed and what came before	I can use a sketchbook to initiate ideas for recycled or upcycled clothing
		I can be aware of a range of tools, techniques and processes available to make the frame	I can understand the consequences glaciation would leave on a landscape afterwards	I can make effective use of a sketchbook to initiate and incubate ideas for designing a rocket	I can explain and promote a design for a rocket	I can explain the characteristics of the pop-art movement	I can explain and promote an upcycled design
		I can, using a range of drawing tools/mediums, design my window	I can explain my design for a glacial landscape/a terrain following glaciation	I can gather feedback on the design and construction of my rocket	I can evaluate different methods of making my rocket aerodynamic	I can choose appropriate materials with which to make my designs	I can demonstrate more proficient practical textile skills
	Year 9 outcomes	I can offer alternative solutions to design problems when making my window	I can select suitable materials and components to make a landscape (e.g. resin)	I can consider how the rocket might be theoretically be propelled	I can act on feedback about my rocket's design	I can explore the contribution that Beck made to London	I can evaluate my product against a given criteria
		I can choose the most effective tools, techniques, processes and equipment for my design, justifying my decision	I can understand and apply building and problem solving skills to improve the final look of my landscape	I can evaluate my rocket against the provided criteria	I can test and refine my rocket's design in the light of comments and act upon these	I can create a credible pop-art work in the style of Warhol or other pop-artists	I can, based on a sketched prototype, up-cycle or recycle an item of clothing
		I can make my prototype window following my design	I can design a glacial landscape in detail including building, trees, valleys, grass, rivers etc.	I can seek and respond to the opinion of others to help prove my rocket	I can give thought to more complex elements of design such as the heat proofing	I can explain the pop-art movement, some of its main figures and know what drove it to success	I can make innovative choices and combinations of materials to fulfil a job
		I can evaluate my window against the conventions of stained glass windows, suggesting ways to improve in future	I can evaluate and refine my work against given criteria and act upon feedback	I can offer alternative solutions to design problems	I can give thought to more complex elements of design such as how the astronauts experience zero gravity	I can use the map created by Beck as a stimulus for my own effective piece of artwork	I can seek and respond to the opinion of others to help improve my clothing

Computing Framework and guidance

Timetable	Computing is taught once per week
Outcomes and assessment	There are three non-negotiable outcomes for each term and these must be covered across the six lessons per term
	Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these three outcomes, but not that all pupils achieve every objective (although that may be the case) There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1w, 1w+, 1r, 1r+ etc) and a milestone grade automatically generated
Objectives	To help pupils achieve these outcomes, teachers devise a series of lesson objectives that, if achieved, will cumulatively enable pupils to meet the outcomes
	Each lesson requires a learning objective in the format: 'I am learning to', or 'I am learning that' or 'I am learning about'
	The objectives, as long as they begin with the above sentence starter, are up to teacher discretion and can roll over multiple lessons or be one objective per lesson The objectives can roll over multiple lessons or be one objective per lesson
Activities and Resources	The activities that teachers use in the lessons to achieve the objectives are up to teacher discretion and expertise and are encouraged to be as engaging and active as possible and do not always need to be a sheet or a PowerPoint and should be tailored to the pupils

		TERM 1: Online safety	TERM 2: Working with text and images	TERM 3: Finding and selecting information	TERM 4: Computer systems	TERM 5: Coding and programming	TERM 6: Handling data
Phase 3 (KS3)	Year 7 outcomes	I can discuss scenarios involving online risk	I can find and download images from online sources	I can identify features of different search engines	I can understand the basic concept of how a computer functions	I can use LOGO commands to draw lines and shapes	I can build a data table
		I can identify features of a secure password	I can select and prepare text for a document	I can independently carry out research using the internet	I can identify the main components of a computer	I can follow step by step instructions to create a program in Scratch	I can work with different types of data
		I can identify online scams	I can select and combine appropriate types of information	I can use effective search criteria	I can identify a range of computer peripherals	I can create a simple game in Scratch	I apply editing and formatting techniques with data
	Year 8 outcomes	I can generate multiple solutions for helping others when cyberbullying occurs	I can use a range of tools to edit and format text	I can identify different ways to store and transfer digital information	I can describe the function of some computer components	I can edit commands to customise a program in Scratch	I can understand how to interpret data in various forms
		I can identify that malware can damage a computer	I can analyse the requirements of a document	I can identify online sources used to find information	I can describe the difference between input and output devices	I can use variables to store and manipulate data within a Scratch project	I can create a range of formulas in a spreadsheets
		I can explain how to create strong passwords and why it is important to use unique passwords for different accounts	I can use a range of software to create documents to a given specification	I can identify features of a range of web browsers	I can identify common types of storage devices	I can use cloning in Scratch to create multiple instances of a sprite	I can perform a range of calculations in a spreadsheet
	Year 9 outcomes	I can recognise different types of online scams and understand how to protect myself from them	I can create simple animations in presentation software	I can use a range of digital tools to locate information from different types of online media	I can identify and describe different types of software	I can write simple programs in Python	I can create and format a range of charts using spreadsheet software
		I can recognise that people's online information can be helpful or harmful to their reputation and image	I can use advanced digital tools, such as layers and gradients, to create complex digital artwork	I can assess the reliability of a range of sources	I can classify components as input, process, output or storage device	I can create Python code that responds to user input	I can ask and answer questions about data in a graph or chart
		I can understand the laws and regulations surrounding online content, including copyright, data protection, and privacy laws	I can export my digital art in different file formats, understanding how file type affects quality and use	I can summarise and paraphrase information from multiple sources without plagiarising	I can identify and describe the main internal and external components of a computer system	I can create Python commands that use selection	I can sort complex data in a table to find specific information, such as highest or lowest values
	Key Vocabulary	Phishing, identity, cyberbullying, virus	Align, paragraph	Source, criteria, filter	Component, input, output	Variable, interface, environment	Format, range, operator

Geography Framework and Guidance

Timetable	There are 6 lessons of geography per term
Curriculum	We follow an amended version of the national curriculum
Outcomes and assessment	There are three non-negotiable outcomes for each term and these must be covered across the 6 lessons
	Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these three outcomes, but not that all pupils achieve every objective (although that may be the case) There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1w, 1w+, 1r, 1r+ etc) and a milestone grade automatically generated
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		TERMS 1 AND 2		TERMS 3 AND 4		TERMS 5 AND 6	
		Climate Change		Emerging Economies: Russia, India and South Africa		The environment	
Phase 3 (KS3)	Year 7 outcomes	I can differentiate between the terms weather and climate	I can explain the effects of climate change on the world in general terms	I can identify the component parts of the term BRICS	I can explain why BRICS countries are grouped together with regard to their economic development	I can define a vegetation belt and appreciate that there are different vegetation belts across the globe	I can define a climate zone and identify them on an atlas
		I can explain global warming in simple terms	I can describe what a glacier is	I can appreciate that, whilst economically, there are similarities, the countries are very different in human and physical ways	I can recognise some main physical features of Russia (Siberia), India (the Ganges) and South Africa (Kruger national park)	I can define a biome and use a given example	I can describe the features of one specific climate zone
		I can identify the greenhouse gases	I can identify that human processes are warming the Earth	I can identify common human geographical trends about the countries e.g. birth and death rate, migration, age of population	I can locate the countries in an atlas, identifying major cities and geographical features	I can undertake fieldwork on my local environment (e.g. land uses and climate)	I can appreciate that these biomes/climate zones/vegetation belts are vulnerable to human interference
	Year 8 outcomes	I can explain the impact greenhouse gases have on global warming	I can explain flooding as an extreme weather consequence of global warming	I can begin to compare the three countries' physical geographical similarities and differences	I can explore the impact of the British Empire on India and South Africa	I can explain a case study vegetation belt (e.g. evergreen/deciduous forests) with regard to its climate, soil, elevation and drainage	I can analyse one specific biome case study (e.g. savannah)
		I can explain how human processes have sped up climate change	I can use aerial photos to identify desertification as a consequence of global warming	I can cite and explain one case study geographical physical feature in each of the country	I can comment on the potential future trajectory of these three countries given their role in the world	I can contrast between biomes and vegetation belts	I can explore reasons for different climate zones
		I can explain how glaciers are formed	I can suggest a number of ways that changing human activities can reduce the impact of global warming	I can begin explain the diversity of population, languages and culture in the three countries and suggest reasons for this	I can utilise aerial photography and maps to ascertain key information about a given case study	I can observe, measure and record what is seen in fieldwork, drawing conclusions	I can demonstrate a beginning competence in using online tools, pictures, atlases and data to analyse geographical features of a climate zone/biome/vegetation belt
	Year 9 outcomes	I can explain how glaciers are impacted by the process of global warming	I can explain the causes of the melting ice caps and explore the impact on the Earth	I can begin to make a more nuanced analysis of the power imbalances in Russia, India and South Africa	I can demonstrate a developing competence on various web based tools to view, analyse and interpret the countries and data	I can compare and contrast two different vegetation belts (e.g. evergreen/deciduous forests versus Arctic tundra)	I can analyse one specific climate zone linking it to its biome and its vegetation belt
		I can explore a series of ways we can reduce the impact of climate change	I can explore a number of extreme weather events and explain how global warming has caused this	I can explore the formation of one key physical geographical feature in each of the three countries	I can analyse one key news story recent event regarding the human geography of each of the three countries	I can compare and contrast between two biomes (e. g. savannah and tundra)	I can critically evaluate the impact humans are having on the environment
		I can use and interpret a map to understand the impact of rising sea levels	I can explain the impact of climate change on the Earth from Ice Age to present, suggesting a likely trajectory for the future	I can make a reasoned comparison between Russia, India, and South Africa based on evidence and examples	I can explore graphical evidence on trends in the three countries, coming to conclusions	I can handle diverse data arising from fieldwork to analyse and draw conclusions	I can demonstrate a developing competence on various web based tools to view, analyse and interpret the areas

History Framework and Guidance

Timetable	There are 6 lessons of history per term
Curriculum	We follow an amended version of the national curriculum
Outcomes and assessment	There are three non-negotiable outcomes for each term and these must be covered across the 6 lessons Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these three outcomes, but not that all pupils achieve every objective (although that may be the case) There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1w, 1w+, 1r, 1r+ etc) and a milestone grade automatically generated
Objectives	To help pupils achieve these outcomes, teachers devise a series of lesson objectives that, if achieved, will cumulatively enable pupils to meet the outcomes Each lesson requires a learning objective in the format: 'I am learning to', or 'I am learning that' or 'I am learning about' The objectives, as long as they begin with the above sentence starter, are up to teacher discretion and can roll over multiple lessons or be one objective per lesson The objectives can roll over multiple lessons or be one objective per lesson
Activities and	The activities that teachers use in the lessons to achieve the objectives are up to teacher discretion and expertise and are encouraged to be as engaging and active as possible and do not always need to be a sheet or a PowerPoint and should be tailored to the pupils

		TERMS 1 AND 2		TERMS 3 AND 4		TERMS 5 AND 6	
		Medieval Britain		The Cold War		Church, state and society (1509 - 1901)	
Phase 3 (KS3)	Year 7 outcomes	I can identify the different parties claiming the throne in 1066	I can identify what the Bayeux Tapestry and the Doomsday Books are	I can identify the main protagonists of the Cold War	I can complete a timeline of the Cold War	I can identify the different Royal Families that ruled Britain over that 400 year period	I can plot the ruling families on a timeline
		I can describe the battles of the early Medieval period	I can explain life in Normal Britain in basic detail	I can begin to explain the events of the Cold War and why they were such a threat to the wider world	I can suggest a number of reasons for the end of the Cold War	I can contrast between Protestantism and Catholicism and understand the role of the Pope	I understand the terms Reformation and Renaissance
		I can explain the events of the Battle of Hastings	I can describe the Feudal system	I can identify the impact of the Cold War on the world's political landscape	I can identify what the Cuban Missile Crisis and the Vietnam War were	I can identify some of the main political conflicts of the period (e.g Gunpowder Plot, Civil War, Oliver Cromwell)	I can define the terms Industrial Revolution and The British Empire
	Year 8 outcomes	I can explain the events of the Battle of Hastings, the protagonists and its impact	I can identify what the Magna Carta is	I can explain each of the protagonists in the Cold War and their roles	I can explain the the potential consequences of the Cuban Missile Crisis	I can explain the Renaissance as a period of expansion, innovation and new thinking In Europe	I can explain the causes of the Industrial Revolution and some of the example innovations of the period
		I can explain the events of the Black Death	I can explain what life was like for different classes in Medieval Britain, including at peace and in war	I can explain the impact of the Cold War on society	I can explain the role of the Vietnam War in Cold War tensions	I can explain the role of Henry VIII in the Reformation	I can explain some of the changes Britain went through during the Industrial Revolution (including mechanisation and urbanisation) with reference to case study areas (e.g. South Wales Valleys)
		I can identify the causes of the War of the Roses and their impact	I can explain the Feudal system and its impact on life in Medieval Britain	I can explain the end of WWII and the Korean war as factors that led to the start of the Cold War	I can explain how Cold War came to have world significance	I can link religious changes in the UK to the Civil War	I can outline important foreign issues in the period e.g. age of exploration and the beginning of colonisation
	Year 9 outcomes	I can explore the impact of the Black Death on Medieval Britain and Europe	I can explain the Magna Carta and its historical significance	I can evaluate the roles played by each of the protagonists suggesting a range of reasons behind their actions	I can explain the reasons for the downfall of the USSR	I can explain the impact of religion on the destabilisation of the state through events such as the Civil War, Gunpowder Plot and Oliver Cromwell's Protectorate	I can explain the impact of the Renaissance on the church, arts and state in Europe
		I can explain the Wars of the Roses, the Battle of Bosworth Field and how they brought the end of the Medieval period	I can explain the increasing influence of the Church in Medieval Britain	I can evaluate the reasons for the start of the Cold War, judging which was the most significant	I can link the downfall of the USSR to contemporary Russia	I can explain the rise of Protestantism in the UK and around Europe as a challenge to the Papacy	I can explore the consequences of the Industrial Revolution in the UK and abroad and how it lead to the rise of the British Empire
		I can explain how life changed throughout the Medieval period and contrast that to today	I can explore life in Norman Britain in detail	I can explain the impacts of the Cuban Missile Crisis and the Vietnam War on USA and USSR relations	I can explain how and why the Cold War impacted the wider world considering its impact on contemporary international relations	I can explain the role Elizabeth I had in the move from Catholicism to Protestantism	I can critically evaluate the role the Empire played in colonization, war and the global rise of Christianity

Mathematics Framework

Terms	Assessment Point 1		Assessment Point 2		Assessment Point 3	
	T1	T2	T3	T4	T5	T6
Topics	Number Addition & Subtraction Fluency in calculations	Multiplication, Division and Fluency in Calculation Fractions, Decimals and Percentages	Measurement Number	Measurement Multiplication, Division and Fluency in Calculation	Position & Direction Properties of Shapes Ratio and Proportion Algebra	Reason and problem solving Probability Statistics
Year 7	I can round large numbers to a given power/significant figure	I can understand and use the square root symbol	I can calculate the area of parallelograms and triangles	I can calculate the volume of cubes and cuboids	I can solve problems involving the calculation of percentages such as 15% of 360	I can use a calculator to investigate patterns and sequences
	I can make generalisations about properties of numbers e.g. prime numbers, square or cube numbers	I can estimate using known facts (e.g. using the square root of 81 and the square root of 100 to estimate square root of 85)	I can understand negatives numbers (e.g. knowing how to subtract from a negative number)	I can divide up to 4 digit numbers by a two-digit number using short division	I can reflect shapes in a mirror	I can calculate and interpret the mean as an average
	I can add and subtract fractions	I can order and approximate decimals	I can calculate the area of cubes and cuboids	I can solve multi-step problems using multiplication	I can recognise, describe and build simple 3D shapes using nets	I can construct pie charts and line graphs and use them to solve problems
Year 8	I can understand percentage change	I can select and use appropriate calculation strategies to solve increasingly complex problems	I can understand the relationship between parallel lines and alternate and corresponding angles	I can recognise that shapes with the same areas can have different perimeters	I can divide a quantity into two or more parts in a given ratio	I can use a Venn diagram to calculate the probability of an event
	I can compare two quantities using percentages and work with percentages greater than 100%	I can understand that problems can be presented numerically, graphically or diagrammatically	I can use approximation to rounding and estimate answers	I can divide up to 4 digit numbers by a two-digit number using short division	I can compare and classify regular polygons	I can use ratio and proportion to express proportional relations
	I can select appropriate calculation strategies to solve increasingly complex problems	I can evaluate one number as a fraction or a percentage of another	I can find the circumference of a circle	I can use prime factor decomposition and understand that 120 can be expressed as $2 \times 2 \times 3 \times 5$	I can use simple algebraic formulae to describe linear number sequences	I can construct frequency diagrams using ICT and paper
Year 9	I can interpret fractions and percentages	I can use algebra to formulate mathematical relationships	I can use Pythagoras' theorem to solve problems including right-angled triangles	I can use a straight edge and compasses to carry out standard construction	I can understand that the relationship between two quantities can be expressed as a ratio or a fraction	I can use different methods to calculate the probability of an event
	I can use begin to algebra to formulate mathematical relationships	I can complete fractions problems generating fractional answers	I can use square roots, cubes and higher as integers	I can solve multiplication and division multi-step problems in context working out which operation to use and why	I can recognise and use common 2D representations of 3D objects	I can begin to understand geometric constructions
	I can demonstrate a basic level graphical fluency including linear and simple graphs	I can solve problems that involve percentage increase and decrease	I can find the area of a circle using its circumference	I can apply the properties of an angle on a straight line and a vertically opposite angle	I can find possible values in missing problems and equations involving 1 or 2 unknowns	I can understand mean, median, mode and spread

	Year 7 outcomes	Year 8 outcomes	Year 9 outcomes
Number	3	3	2
Addition and subtraction	2	1	2
Multiplication, division and fluency in calculation	4	4	2
Fractions, decimals and percentages	1	1	2
Measurement	3	3	4
Ratio and Proportion	1	1	1
Algebra	0	1	1
Properties of shapes	1	1	1
Position and direction	1	0	0
Statistics	2	1	1
Reasoning and problem solving	0	1	1
Probability	0	1	1
Totals	18	18	18

Where there are two units per term, for the Y7 and Y8 outcomes, both are from the easier unit and one of the more challenging unit whereas the opposite is true for Y9
 Where there are three units in each term, there is one outcome for unit for each term

Physical Education Framework and Guidance

Timetable	There are 12 lessons of PE per term
Curriculum	We follow an amended version of the national curriculum
Outcomes and assessment	There are three non-negotiable outcomes for each term and these must be covered across the 12 lessons
	Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these three outcomes, but not that all pupils achieve every objective (although that may be the case)
Objectives	There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1w, 1w+, 1r, 1r+ etc) and a milestone grade automatically generated
	To help pupils achieve these outcomes, teachers devise a series of lesson objectives that, if achieved, will cumulatively enable pupils to meet the outcomes
	Each lesson requires a learning objective in the format: 'I am learning to', or 'I am learning that' or 'I am learning about'
	The objectives, as long as they begin with the above sentence starter, are up to teacher discretion and can roll over multiple lessons or be one objective per lesson
Activities and	The activities that teachers use in the lessons to achieve the objectives are up to teacher discretion and expertise and are encouraged to be as engaging and active as possible and do not always need to be a sheet or a PowerPoint and should be tailored to the pupils

		TERM 1:	TERM 2:	TERM 3:	TERM 4:	TERM 5:	TERM 6:
Topics		Hockey	Basketball	Netball	Badminton/Tennis	Rounders	Athletics
Phase 3 (KS3)	Year 7 outcomes	I can participate in a hockey lesson	I can participate in a basketball lesson	I can participate in a netball lesson	I can participate in a modified game of tennis e.g. short tennis with foam balls	I can participate in a modified game of rounders	I can participate in modified version of the events e.g soft javelin and standing long jump
		I can identify where to be positioned on a hockey field to attack or defend	I can describe the rules of basketball in basic detail	I can describe the rules of basketball in basic detail	I can describe the rules of badminton/tennis in basic detail	I can demonstrate and explain the rules of rounders	I can run at different speeds
		I can display a beginning competence of the core skills of passing, trapping and hitting	I can demonstrate basic aptitude in the three forms of basketball pass	I can demonstrate basic aptitude in the three forms of basketball pass, knowing when to pass and who to	I can demonstrate basic technique such as underarm serves and forearm hitting of the ball/shuttlecock	I can demonstrate basic technique such as bowling underarm, how to hold the bat, and where to stand when fielding	I can describe the techniques needed, and the rules for, a range of athletic events at a basic level
	Year 8 outcomes	I can participate in a modified game of hockey, evaluating my performance	I can demonstrate skills to outwit an opponent (e.g. dummy/feint)	I can demonstrate an increasing competence of the core skills of netball, including passing, catching and shooting	I can begin to perform more complex skills such as backhands, smashes and overarm serves	I can demonstrate a developing awareness of tactics in rounders such as where to stand in the field and where to direct a shot	I can throw using a range of different objects, shot-put, javelin and discus, adopting increasingly correct technique for each
		I can identify different ways of evading an opponent	I can demonstrate a developing awareness of attacking and defending tactics	I can demonstrate a developing awareness of attacking and defending tactics, including the understanding of positioning and where I can and cannot go on the court	I can hit and return a shot, demonstrating footwork, ready stances and on court positioning	I can throw underarm and overarm and catch with one or two hands, selecting the correct throw given the situation	I can demonstrate a good understanding of the skills needed in order to participate in athletics - running, sprinting, throwing and jumping
		I can exhibit increasing competence of the core skills of passing, trapping, dribbling, hitting and flat stick tackling	I can evaluate my performance in basketball skills against a set criteria	I can evaluate my performance in netball skills against a set criteria, making improvements	I can explain the rules of badminton/tennis to others, including additional complexities such as doubles and singles matches	I can demonstrate increasing competency in a range of positions: batting, bowling, backstop and on a base	I have an increasing competence on technique across a range of athletic events
	Year 9 outcomes	I can confidently take part in a game of hockey, evaluating my performance and that of others	I can confidently participate in a full/modified game of basketball, evaluating my performance and that of others	I can confidently participate in a full/modified game of netball, evaluating my performance and that of others	I can confidently participate in a full/modified game of badminton/tennis	I can evaluate and improve my performance based on a set criteria	I can jump in different directions and over a variety of different distances, moderating my output for different disciplines e.g. high jump, long jump or triple jump
		I can outwit an opponent through a change of speed and/or turning under close control	I have a nuanced understanding of the complexities of the rules of basketball	I have a nuanced understanding of the complexities of the rules of netball and can explain these to others	I can demonstrate an awareness of how to beat an opponent with a variety of shot selection and positioning on the court	I can explain different batting and fielding tactics, adopting the correct ones given a range of scenarios	I can evaluate my technique and that of others, so that it is improved in a given discipline
		I can explain a variety of attacking and defending tactics in hockey	I can demonstrate more advanced skills such as layups, set shots and defensive tactics	I can demonstrate more advanced skills such as pivoting and blocking as a defensive tactic	I can serve overarm with increasing accuracy	I can confidently participate in a full/modified game of rounders, supporting my team mates	I can run at a range of speeds and across different distances with increasing control and stamina

PSHE Education Framework and Guidance

Timetable	There are 12 lessons of PSHE per term
Curriculum	We will be following the six strands of PSHE as set out by the PSHE Association
Outcomes and assessment	There are three non-negotiable outcomes for each term and these must be covered across the 12 lessons Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these three outcomes, but not that all pupils achieve every objective (although that may be the case) There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1w, 1w+, 1r, 1r+ etc) and a milestone grade automatically generated
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Activities and Resources	The activities that teachers use in the lessons to achieve the objectives are up to teacher discretion and expertise and are encouraged to be as engaging and active as possible and do not always need to be a sheet or a PowerPoint and should be tailored to the pupils The PSHE Association has a wealth of resources and guidance for each topic as well as sample lesson plans and links to individual activity across the internet

		TERM 1: MANAGING FEELINGS	TERM 2: HEALTHY LIFESTYLES	TERM 3: SELF AWARENESS	TERM 4: THE WORLD I LIVE IN	TERM 5: SELF-CARE, SUPPORT AND SAFETY	TERM 6: CHANGING AND GROWING
	Topic(s) in the PSHE Association framework	Self-esteem and unkind comments (MF1)	Elements of a healthy lifestyle (HL1) Healthy eating (HL4) Drugs, alcohol and tobacco (HL7)	Personal strengths (SA1) Prejudice and discrimination (SA3)	Diversity, rights and discrimination (WILI1) Managing online information (WILI2) Taking care of the environment (WILI3)	Feeling unwell (SSS1) Feeling frightened or worries (SSS2) Emergency situations (SSS5)	Puberty (CG1) Healthy/unhealthy relationship behaviours (CG3) Intimate relationships, consent and contraception (CG4)
Key Stage 3	Year 7 outcomes	I can identify a wide range of emotions and feelings and how they are experienced in the body	I can recognise what is meant by a healthy lifestyle and describe different ways people can be healthy (including healthy eating, sleep, personal hygiene, exercise and dental health)	I can describe activities I am good at and that I enjoy	I can identify similarities and differences between young people of my age	I can identify how we can tell if we are unwell (including possible symptoms) and whom to tell if we are unwell	I can identify some of the ways we have changed as we have grown older linking these to different stages of progression from birth to adulthood
		I can explore factors that affect mental health and begin to suggest ways of promoting positive mental health	I can describe my favourite food and drink, give reasons for my choices and identify foods that can be eaten all the time and those only occasionally.	I can identify some of my own personal strengths	I can identify what is meant by having, rules at school, home and the wider world and explore what is meant by rights and responsibilities	I can identify useful phrases to use in order to let someone know we feel unwell and explain why it is a good idea to ask for help quickly	I can identify key features of positive relationships and how they make us feel, and identify times we may feel as a result of someone's behaviour towards us
		I can understand that times of change can make people feel a variety of different ways	I can identify substances that people can swallow, drink or inhale that are harmful to our health, identify some common legal drugs (e.g. nicotine and alcohol) and identify some of the benefits of not smoking/vaping and delaying alcohol use	I can describe what it means to treat others in a kind and fair way, recognising that everyone is unique and special and no-one should be treated unfairly	I can recognise that not everything we see online is 'real' or 'true'	I can explain what being frightened or worried means and describe in simple ways how we communicate we are frightened or worried	I can identify different types of intimate relationships including same-sex relationships, explaining the difference between appropriate and inappropriate relationship behaviours in public places
	Year 8 outcomes	I can explain the difference between helpful and kind comments and unhelpful and unkind comments and the impact they have on me and others	I can identify strategies to make positive choices about physical health and wellbeing, sleep, personal hygiene, dental health and physical exercise	I can demonstrate how to recognise personal strengths in other people	I can describe some of the similarities, differences and diversity among different people (e.g. race, faith and culture)	I can describe in simple terms how germs are spread to others	I can explain why puberty happens
		I can understand that things I say or do can affect how others perceive me, and things that I say can affect how I am perceived in turn,	I can explain what we mean by a healthy, balanced diet and explain what makes some foods better for our health than others	I can explain prejudice and discrimination and distinguish between the two	I can recognise that online advertising is targeted at individuals	I can identify rules and procedures in school that help keep us safe (e.g. emergency evacuations) and explain how to report an accident in school	I can describe the positive qualities that people bring to relationships (e.g kindness, support, compromise, listening)
		I can understand the choices I make, things I do, and the things I say can all affect my self-esteem and mental health	I can explain that there are laws around supplying/possessing illegal substances and why they exist, what impact the substances might have on relationships, and reliable sources of information to help in relation to drugs and alcohol	I can recognise that prejudice and discrimination in any form are unacceptable	I can identify living things that people can care for (e.g. plants, pets, gardens) and reflect on the importance of the natural environment	I can demonstrate ways of communicating to others that we need help and explain reasons why I might feel uncomfortable or worried	I can explain what seeking and giving/not giving consent means in relationships and they we have the right to say 'no' or 'please stop'
	Year 9 outcomes	I understand I have individual freedoms and these allow me to make choices to boost my self esteem and happiness now and in the future	I can describe what might affect choices we make about our health (e.g advertising), physical activity (e.g. screen time), sleep (stress, social media) and describe strategies for managing these pressures	I can demonstrate how to appreciate personal strengths in other people	I can understand the term 'fake news' with reference to examples, understand not everything online is trustworthy and describe simple steps to check something's authenticity	I can describe what is means to take care of our bodies and keep them safe, identifying what unwanted physical contact and personal space mean	I can describe some of the new opportunities and responsibilities we have experienced as we have grown older
		I can demonstrate polite and assertive ways of challenging unkind comments directed to myself or others	I can explain the benefits of a healthy diet and the risks of consuming high sugar and caffeine and explain some of the influences on our food choices and how to manage these pressures	I can identify some examples of different forms of prejudice and discrimination based on the protective characteristics	I can recognise different ways of showing compassion to other living things	I can identify examples of what is meant by an emergency and identify sources of immediate help and how we would attract their attention	I can recognise what sex means, what happens during sexual activity and the consequences of sex might include pregnancy and STIs
		I can appreciate feelings associated with loss, grief and bereavement and how they might impact my mental health and self-esteem	I can explain how drugs/alcohol can influence people's ability to make decisions and the long-term personal and societal consequences of substance misuse and addiction and explore strategies to resist pressure to use these substances	I can describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others	I can describe the shared responsibilities we all have for taking care of other people, living things, and the environment we live in.	I can describe ways we can safely challenge unwanted physical contact	I can recognise that contraception, including condoms, can help prevent pregnancy and some STIs

Reading Framework and Guidance

Terms	Assessment Point 1		Assessment Point 2		Assessment Point 3	
	T1	T2	T3	T4	T5	T6
Year 7	I can use quotations to support ideas and arguments	I can use language to offer opinions on a text (e.g. some might believe...)	I can make comments on a text that are securely based in textual evidence	I can comment on an organization as a text level (e.g. how the writer builds to an unexpected ending)	I can focus on individual word level analysis	I am beginning to have a detailed discussion of the context in which texts are written and how this affects their meaning
	I can combine information from different sources to produce meaningful information	I can identify relevant points from a text providing a summary	I can consider the wider implications and significance of information I read	I can begin to use more appropriate terminology to explain the writer's use of language	I can clearly identify the writer's viewpoint and how it is developed with close reference to the text	I can use increasingly apt textual references
	I can identify different layers of meaning in a text	I can comment on different characters' viewpoints of an event	I can explore how structural choices support the writer's theme or purpose	I can draw together comments on how language contributes to effect on the reader	I can compare textual conventions over different periods	I can clearly identify the effect on the reader
Year 8	I can identify relevant points from different parts of the text, drawing them together	I can explain how the writer's language choices contribute to the meaning	I am increasingly able to explain structural choices	I can use precise quotations	I can analyse structural choices	I can produce an analysis of language
	I can clearly comment on a text using textual evidence and quotations	I can use quotations well to support relevant points	I can make inferences across a text	I have an emerging understanding of form	I can give a detailed exploration of context	I can clearly use context in discussions of meaning and purpose
	I can comment on the organisational features of a text	I can begin to explore context	I can explain structural choices	I can comment on structural choices used by writers from different periods	I can relate different forms to their conventions	I can provide an increasingly detailed analysis of character
Year 9	I can select the information needed to reinforce my ideas	I can identify the main purpose of a text and provide evidence to justify my viewpoint	I can explore layers of meaning in a text	I can comment on how language choices can affect a text's overall effectiveness	I can use clear examples from the whole text to explore how a writer presents their point of view	I can take a critical stance to make an increasingly original comment on a text
	I can make inferences across a text although they may not be securely rooted in the text	I can identify features common to similar texts	I can comment on the wider importance of a text	I can comment on the impact of a text's organisation	I can comment on the typical features of texts from different time periods	I am beginning to analyse more subtle parts of the writer's craft
	I can identify structural choices and features of organisation	I can bring together information from different places in the text with well-selected quotations	I can explain in detail how language is used at different points in a text	I can explore how theme and purpose are presented throughout a text	I can explore how a text's meaning is changed by the time and place in which it was written and set	I can make concise and precise links between texts

Science Framework and Guidance

Timetable	There are 2 lessons of science per week
Curriculum	We follow an amended version of the national curriculum
Outcomes and assessment	There are three non-negotiable outcomes for each term and these must be covered across the 12 lessons Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these three outcomes, but not that all pupils achieve every objective (although that may be the case) There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1w, 1w+, 1r, 1r+ etc) and a milestone grade automatically generated
Objectives	To help pupils achieve these outcomes, teachers devise a series of lesson objectives that, if achieved, will cumulatively enable pupils to meet the outcomes Each lesson requires a learning objective in the format: 'I am learning to', or 'I am learning that' or 'I am learning about' The objectives, as long as they begin with the above sentence starter, are up to teacher discretion and can roll over multiple lessons or be one objective per lesson The objectives can roll over multiple lessons or be one objective per lesson
Activities and	The activities that teachers use in the lessons to achieve the objectives are up to teacher discretion and expertise and are encouraged to be as engaging and active as possible and do not always need to be a sheet or a PowerPoint and should be tailored to the pupils

		TERMS 1 AND 2		TERMS 3 AND 4		TERMS 5 AND 6	
		Chemistry		Biology		Physics	
Phase 3 (KS3)	Year 7 outcomes	I can identify that the Periodic Table is split into groups and rows	I can understand that some chemical reactions are reversible and some are irreversible	I can define photosynthesis, understand it occurs in plant leaves and the key ingredients needed	I can describe the gas exchanges that take place in respiration	I can understand that energy is stored in many systems in the home and can be transferred between stores (e.g. electrical to kinetic in a washing machine)	I can understand that all substances are made from particles; the arrangement, movement and closeness of these particles explain many of their properties.
		I can understand that different materials have different physical and chemical properties	I can identify that there are solids, liquids and gases and that the particles within them are arranged differently and move differently	I can label a diagram of a plant cell	I can explain what an ecosystem is and that all animals and plants within one rely on each other, explaining the concept of food chains	I understand that some appliances are more powerful than others and so can transfer energy faster and some are more efficient than others	I can understand density as a measure and that solids are most dense, then liquids and then gases
		I can understand that in a chemical reaction, chemical bonds between atoms are broken and made and the atoms get rearranged into new substances	I understand that the pH scale measures how acidic an object is and how the scale is organised	I can define respiration and identify the roles of the component parts of the human body e.g. lungs, airways and blood	I understand that DNA is a genetic code that is responsible for each characteristic in an organism and that through inheritance, characteristics are passed on	I understand that energy can never be created nor destroyed but only transferred from one form to the other	I can understand that substances can exist in three states of matter - solid, liquid and gas - and that matter is defined as any substance that has mass and takes up space by having volume.
	Year 8 outcomes	I can explain that elements in the same group in the Periodic table have similar properties	I understand that a chemical equation is a symbolic representation of a chemical reaction	I can explain the process of photosynthesis including the roles of chlorophyll, carbon dioxide, oxygen and glucose	I can explore how respiration changes during exercise and begin to understand the concepts of aerobic and anaerobic exercise	I can interpret energy efficiency labels in the home and understand that choosing a more efficient appliance can reduce household bills	I can calculate the density of an object using the volume of it and the density formula
		I can explain that the Periodic Table is organised in terms of atomic number	I can measure the pH of a liquid, placing it in the correct part of the pH scale	I can label a diagram of a plant cell, annotating with the role of the components of the cell in photosynthesis	I can distinguish between a food chain and food webs and explore one with relation to a given ecosystem	I can calculate energy transfers knowing the formula of transfer = power x time, writing my answer in Joules	I can begin to relate the concept of density to floating and sinking with examples of ice and water
		I can arrange materials together with those that have similar chemical and physical properties, comparing and contrasting between them	I can identify solids, liquids and gases from their particle arrangement	I can link photosynthesis in plants and its role with respiration in humans, explicitly understanding the role of glucose in both	I can understand that variation is passed on via genes and that it can result in differences between members of a species	I can explain common forms of energy (kinetic, thermal, elastic) and display common energy transfers using a diagram	I can understand that substances can change states: to change the state of a substance energy must be transferred to, or from, the substance.
	Year 9 outcomes	I can explore one specific group of the Periodic table, explaining the elements in it, their shared characteristics and compare their differences	I can distinguish between the different structures of a solid, liquid or gas in normal state and when they undergo a chemical process (e.g. heating or evaporation)	I can explain why photosynthesis is important for the food chain and ecosystems	I can explain factors that will affect and limit photosynthesis (e.g. access to light) and respiration (e.g. asthma and smoking)	I can explain how energy is metered and using energy transfer, calculate domestic bills from worked examples	I can measure the density of an object in a practical experiment
		I can explain the difference between atomic mass and atomic number and link this to protons and neutrons in the Periodic Table	I can identify a number of reversible reactions and explain the processes needed to reverse them and the changes of state (e.g. heating and freezing)	I can explain the role of photosynthesis over extended periods of time e.g. in the formation of fossil fuels and in contributing to maintaining the levels of oxygen and carbon dioxide in the atmosphere, required for survival.	I can interpret pyramids of number and biomass as a way of representing the organisms in a food chain	I can explain the concept of dissipation within common energy transfers and recognise how useless that energy than is	I can explore melting and freezing, and condensing and evaporation as examples of energy changes of state in matter
		I can write some common chemical equations for common chemical processes	I can make predictions about where items would fall on the pH scale given their relative acidity to each other	I can understand the formation of lactic acid and link this to respiration	I can explain the processes of adaptations in animals, natural selection and how this leads to evolution	I can explain several ways that energy we use in the domestic context can be generated, differentiating between renewable and nonrenewable sources (e.g. fossil fuels, solar and wind)	I can understand that heating curves and cooling curves can be used to determine the temperature at which a state change takes place.

Learn and Prosper School

English Framework and Guidance

Timetable	There are 5 lessons of English per week
Curriculum	We follow an amended version of the national curriculum
Outcomes and assessment	There are three non-negotiable outcomes for each term and these must be covered across the 30 lessons
	Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these three outcomes, but not that all pupils achieve every objective (although that may be the case) There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1w, 1w+, 1r, 1r+ etc) and a milestone grade automatically generated
Objectives	To help pupils achieve these outcomes, teachers devise a series of lesson objectives that, if achieved, will cumulatively enable pupils to meet the outcomes
	Each lesson requires a learning objective in the format: 'I am learning to', or 'I am learning that' or 'I am learning about'
	The objectives, as long as they begin with the above sentence starter, are up to teacher discretion and can roll over multiple lessons or be one objective per lesson The objectives can roll over multiple lessons or be one objective per lesson
Activities and	The activities that teachers use in the lessons to achieve the objectives are up to teacher discretion and expertise and are encouraged to be as engaging and active as possible and do not always need to be a sheet or a PowerPoint and should be tailored to the pupils

		3 Strands of English	TERM 1: Narrative	TERM 2: Recount	TERM 3: Non-chronological reports	TERM 4: Newspaper reports	TERM 5: Biography	TERM 6: Explanations
Phase 3 (KS3)	Year 7 outcomes	Strand 1: Form-specific writing skills	I can identify the structural features of a narrative using Freytag's pyramid, using fairy tales as examples	I can identify the conventions of a recount from a series of examples	I can identify the conventions of a non-chronological reports looking at a series of examples	I can identify the conventions of a newspaper reports, contrasting between broadsheet and tabloid newspapers	I can identify the conventions of biography, distinguishing between a biography and an autobiography	I can identify the conventions of an explanation looking at several examples
		Strand 2: Audience and purpose	I can demonstrate an initial understanding of audience and purpose appropriate to the form (here, writing to entertain and targeted at my audience)	I can demonstrate an initial understanding of audience and purpose appropriate to the form (here, engaging my reader with an anecdote)	I can demonstrate an initial understanding of audience and purpose appropriate to the form (here, writing to inform, using technical language)	I can demonstrate an initial understanding of audience and purpose appropriate to the form (here, writing to inform, adopting a journalistic tone/bias)	I can demonstrate an initial understanding of audience and purpose appropriate to the form (here, writing to inform, having a realistic personal narrative voice)	I can demonstrate an initial understanding of audience and purpose appropriate to the form (here, writing to explain)
		Strand 3: Language and linguistic devices choices	I can use language and linguistic devices appropriate to the form (e.g powerful verbs, descriptive adjectives, simile and metaphor)	I can use language and linguistic devices appropriate to the form (e.g direct and reported speech, superlatives)	I can use language and linguistic devices appropriate to the form (e.g writing in first and third person, comparatives, and using formal and technical vocabulary)	I can use language and linguistic devices appropriate to the form (e.g. headlines, by lines, first paragraph with the WWWWWW)	I can use language and linguistic devices appropriate to the form (e.g. past, present, and future tenses, facts and statistics, and proper nouns)	I can use language and linguistic devices appropriate to the form (e.g. conditionals, verb tenses)
	Year 8 outcomes	Strand 1: Form-specific writing skills	I can use different element of Freytag's pyramid in my own narrative, following the model	I can write a believable recount of an event	I can write a non-chronological report with some sustained success	I can write a generally clear newspaper report	I can write a realistic biography linked to events of my personal life	I can write a clear explanation, supporting my audience's understanding
		Strand 2: Audience and purpose	I can demonstrate some sustained attempt to write for the correct audience and purpose (here, writing to entertain and targeted at my audience)	I can demonstrate some sustained attempt to write for the correct audience and purpose (here, engaging my reader with an anecdote)	I can demonstrate some sustained attempt to write for the correct audience and purpose (here, writing to inform, using technical language)	I can demonstrate some sustained attempt to write for the correct audience and purpose (here, writing to inform, adopting a journalistic tone/bias)	I can demonstrate some sustained attempt to write for the correct audience and purpose (here, writing to inform, having a realistic personal narrative voice)	I can demonstrate some sustained attempt to write for the correct audience and purpose (here, writing to explain)
		Strand 3: Language and linguistic devices choices	I can begin to use more advanced language and linguistic devices appropriate to the form (e.g powerful verbs, descriptive adjectives, simile and metaphor)	I can begin to use more advanced language and linguistic devices appropriate to the form (e.g direct and reported speech, superlatives)	I can begin to use more advanced language and linguistic devices appropriate to the form (e.g writing in first and third person, comparatives, and using formal and technical vocabulary)	I can begin to use more advanced language and linguistic devices appropriate to the form (e.g. headlines, by lines, first paragraph with the WWWWWW)	I can begin to use more advanced language and linguistic devices appropriate to the form (e.g. past, present, and future tenses, facts and statistics, and proper nouns)	I can begin to use more advanced language and linguistic devices appropriate to the form (e.g. conditionals, verb tenses)
	Year 9 outcomes	Strand 1: Form-specific writing skills	I can vary my narrative structure to interest the reader (e.g. starting with the end, cliffhangers, flashbacks)	I can write an an engaging and recount with clear and connected ideas	I can write a non-chronological report with clear and connected ideas	I can write a newspaper report that is increasingly convincing with a range of clear, connected and structured ideas	I can write a biography with chronologically connected structure to inform my reader	I can write an explanation of an increasingly complex topic
		Strand 2: Audience and purpose	I can write for the correct audience and purpose with developing consistency (here, writing to entertain and targeted at my audience)	I can write for the correct audience and purpose with developing consistency (here, engaging my reader with an anecdote)	I can write for the correct audience and purpose with developing consistency (here, writing to inform, using technical language)	I can write for the correct audience and purpose with developing consistency (here, writing to inform, adopting a journalistic tone/bias)	I can write for the correct audience and purpose with developing consistency (here, writing to inform, having a realistic personal narrative voice)	I can write for the correct audience and purpose with developing consistency (here, writing to explain)
		Strand 3: Language and linguistic devices choices	I can choose language and linguistic devices for effect and that are appropriate to the form (e.g powerful verbs, descriptive adjectives, simile and metaphor)	I can choose language and linguistic devices for effect and that are appropriate to the form (e.g direct and reported speech, superlatives)	I can choose language and linguistic devices for effect and that are appropriate to the form (e.g writing in first and third person, comparatives, and using formal and technical vocabulary)	I can choose language and linguistic devices for effect and that are appropriate to the form (e.g. headlines, by lines, first paragraph with the WWWWWW)	I can choose language and linguistic devices for effect and that are appropriate to the form (e.g. past, present, and future tenses, facts and statistics, and proper nouns)	I can choose language and linguistic devices for effect and that are appropriate to the form (e.g. conditionals, verb tenses)