Y7 Course Handbook

2025-2026

Information for families and students

Valuing Everyone
Caring for Each Other
Achieving Excellence

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Key Contacts

At Tapton we believe in fostering strong lines of communication with parents and carers to support our community and ensure positive relationships. Please use the contact email addresses below if you have a question regarding your child's pastoral care or academic progress and we will ensure the best placed member of staff responds

Year 7: year7@taptonschool.co.uk

Year 8: year8@taptonschool.co.uk

Year 9: year9@taptonschool.co.uk

Year 10: year10@taptonschool.co.uk

Year 11: year11@taptonschool.co.uk

KS3 - Curriculum Overview

- Key Stage 3 students have 25 hours of lesson time a week.
- Year groups are split into three bands (X, Y & Z).
- Students are taught as a form group in Year 7 for Geography, History, Drama, Music, IT, EPR and Personal Development. These classes will be slightly altered moving into Y8 and Y9.
- In Languages, students commence studying a language in Y7 and continue with that language until the end of Key Stage 3 and are strongly encouraged to continue it until the end of Key Stage 4.

Subject Area	Number of weekly hours – Y7
English	3
Maths	3
Science	3
Languages	3
Geography	2
History	1
EPR	1
PE	2
Art	1
Music	1
Drama	1
Computer Science	1
Technology	2
Personal Development	1

Curriculum Intent

Our ambitious and bespoke curriculum is designed to allow all students to realise their life chances and dreams. Inclusion and destinations drive all our decision making. We aim to ensure that every child is fully engaged in learning and gains and retains a deep body of knowledge. This ensures they are ready for a successful transition to the next stage of learning and onwards to employment.

We value everyone, care for each other and achieve excellence.

Every child has the right to a broad and balanced curriculum with a quality experience in the Arts, Technology, Science, Ethics Philosophy and Religion, Physical Education, a Modern Foreign Language and the Humanities, alongside a strong core subject experience in English and Maths.

The school is committed to a three-year KS3 experience. At every key stage we build the composite knowledge and skills for progress and future success. Our broad, knowledge rich curriculum ensures engagement and allows students to discover their own passions and make appropriate learning and life choices. Our vision is to embed cultural capital across all groups.

We believe the heart of our curriculum must be academic because this is the best guarantee for student destinations and removes obstacles for social mobility. Our curriculum offer is personalised to the individual needs of young people, particularly those at risk of disengagement and exclusion. As a Vision Support school, we deliver independent living skills for VI students and where appropriate other students with high needs.

We are a values driven school that celebrates the diversity of our community. Ethics, Philosophy and Religion is an integral part of the curriculum for every student from Year 7 to 11. Universal values of tolerance and understanding are deeply embedded within our Ethics Philosophy and Religion, Personal Development and Form Time programme as are LGBTQ+, anti-sexism, anti-racism and anti-bullying.

Assessment

Formal assessments and examinations are calendared at points throughout the school year. When an assessment is approaching, we will share details of revision topics with all students and families on Class Charts and with letters home. Students will also receive precise information in lessons and from their teachers on Class Charts. This information will support revision and preparation; results will be shared with families through our tracking processes and will inform our interventions going forward.

In addition to calendared assessment weeks, all subjects will use a range of assessment methods to track student progress. These could range from written assessment papers completed in lessons, presentations, quizzes, in class questioning, self and peer assessment and evaluations.

Tracking Reports:

We report student progress through our tracking reports. There are two tracks for each year group; these are shared via Class Charts and email. A paper copy is also handed to students.

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KS3 - Homework

Homework set at Tapton is set in line with our touchstone;

'meaningful, manageable, and predictable'.

Meaningful: Homework tasks are embedded into the curriculum and relevant to the learning in the classroom. All homework set supports students and facilitates their in-class performance or revision for assessments.

Manageable: Homework tasks are designed to be short and regular to encourage good study habits in preparation for later study and working life. To support the completion of homework, any student can go to the library before or after school any day of the week and there is a Homework drop-in on a Wednesday after school monitored by the Academic Mentor and Sixth Form helpers.

Predictable: At Key Stage Three we expect students to receive a piece of homework in each subject for every six hours taught. Homework should take approximately thirty minutes to complete per subject, and students should complete around three hours of homework a week. Homework tasks do not have to be written and could take the form of reading, learning or revision. In mastery subjects (Maths and MFL) students will receive weekly homework to help with their proficiency in these areas and all students will receive a weekly reading homework from English.

Homework is set using the online platform 'Class Charts'. Homework is shared by class teachers on this system on the day it is set before 5pm. Students will always be given a minimum of three nights to complete any homework set. Parents and carers can also access 'Class Charts' to monitor their child's homework and deadlines.

Homework Monitoring - systems and procedures

All students receive feedback and praise for completed homework. Feedback may be verbal, provided as whole-class feedback or individual written feedback.

Classroom teachers will deal directly with any non-completion of homework by having a conversation with anyone who has not completed a task and logging it as a non-completion on Class Charts which will generate a negative behaviour point. Class teachers will set a detention for homework to be completed. Continued and repeated non-completion of homework will be addressed by the Subject Leader, Year Leader or Academic Mentor as necessary and a referral to the Homework Club may be made.

Homework Club

The library is open every day after school where students have access to resources to support them with their studies. Furthermore, the Academic Mentor and Sixth Form support will be available in the library for further assistance at Homework Club on a Wednesday after school.

Careers and our Extracurricular Offer

Each year group from Year 7 through to Year 13 has access to a vast array of careers information and can experience many different extracurricular offers. A few examples for students include:

Careers:

- **LMI Assembly**
  - Each year group will have an assembly that is age appropriate focusing on local labour market updates and opportunities. The aim is to ensure all students know about the local industry and skills required for the in-demand roles.
- **Unifrog**
  - An online tool for students to research career opportunities and identify action points to work towards these goals. The site covers apprenticeships, University and College. All students will be given the opportunity to learn how to navigate the platform and how to record meaningful encounters and experiences that they have had throughout their time at school.
- **Interactions with employers**
  - Each year group will have at least two interactions with employers every year. This will provide students the opportunity to learn from employers about work, employment and the skills that are valued in the workplace.
- **Careers in Personal Development lessons**
  - All students receive weekly lessons on Personal Health, Social and Economic Education. As part of this provision students receive age-appropriate information on career opportunities, employment rights, further education and progression guidance.
- **1:1 Careers interviews by referral.**
  - Throughout the year all students will have the opportunity to attend a one-to-one careers interview with a qualified, independent careers advisor. A report will be produced for each student highlighting their current ideas, aspirations and possible pathways to achieve their goals. These are shared with students, parents and carers.

Each year group will have specific experiences to guide them through decisions and future careers, always supported by Personal Development lessons:

- Year 7 Raising Aspirations Event
- Year 8 Subject Choices process
- Year 9 GCSE Study process

<u>Extracurricular activities</u>

At Tapton we want to provide all students the opportunity to enhance their physical and emotional well-being, enabling them to become active citizens by developing and discovering their interests and talents. To assist with this there is a vast array of extracurricular activities for students to take part in during their time at school. Students will be provided a timetable which outlines all the different clubs available to them. This will also be displayed in their form room and in student reception.

English

Subject Leader: Ms C Law **Email:** claw@taptonschool.co.uk

Key Stage 3 Leader: Mrs S Simpson **Email:** ssimpson@taptonschool.co.uk

Curriculum Intent: We teach English to enable students to become better communicators: better at reading, better at writing and better at speaking and listening. In English, we follow a spiral curriculum. This means that all core skills are revisited each year with an increased level of challenge as the years progress.

	Core Knowledge	Procedural Knowledge
Autumn	**Topics:** Novel: an introduction analytical writing. Monsters and Magic: descriptive and story writing.	**Students will:** Analyse how the character's feelings are presented in an extract. • Become a confident reader with strategies to unpick challenging texts. • Analyse a literature text, considering a range of language and structural effects of the choices made • Understand a writer's message and reasoning for writing a text. Write a descriptive narrative inspired by the fantasy genre with a picture stimulus. • Describe and story tell successfully – making a variety of language and structural choices to have an intended effect. • Analyse a literature text, considering a range of language and structural effects of the choices made • Confidently apply rules of grammar to writing embedding them to create an intended effect
Spring	**Topics:** Representing heroes: non-fiction read and writing. Growing up poetry: analytical writing.	**Students will:** Write an article about their own hero/represented character. • Write persuasively successfully – making a variety of language and structural choices to have an intended effect. • Analyse a non-fiction text, considering a range of language and structural effects of the choices made. Write an analytical essay considering how growing up is presented in a poem. • Become a confident reader with strategies to unpick challenging texts. • Analyse a literature text, considering a range of language and structural effects of the choices made • Understand a writer's message and reasoning for writing a text.

Summer	**Topics:** Zoo debate: writing to persuade. A Midsummer Night's Dream: introduction to Shakespeare through inferences.	**Students will:** Write a speech about whether they agree with animal parks or not • Write persuasively successfully – making a variety of language and structural choices to have an intended effect. • Analyse a non-fiction text, considering a range of language and structural effects of the choices made. • Compare/contrast two texts. Answer comprehension questions based on an extract • Become a confident reader with strategies to unpick challenging texts. • Analyse a literature text, considering a range of language and structural effects of the choices made • Understand a writer's message and reasoning for writing a text.

Homework:
A reading homework will be set weekly for all students in KS3. This will be set on ClassCharts weekly where parents/carers are expected to sign to show that their child has completed the reading.

Assessment:
Progress tasks in all lessons.
Self and peer assessment to check progress.
Descriptive/story teacher marked assessment.
Writing to persuade teacher marked assessment.
One teacher marked literature assessment.
Speaking and listening assessment.

Links to Personal Development:
Promoting inclusivity and diversity of all protected characteristics.
Social development: Practise using a range of social skills in different situations.
Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.
Character: Reflect Wisely, learn eagerly, behave with integrity, cooperate.
Moral development: Recognising the difference between right and wrong.
Cultural development: Understanding the wide range of cultural influences that shape an individual.

How is my knowledge further developed in Year 8?
We follow a spiral curriculum where all skills visited in Year 7 will be revisited in Year 8 with a higher level of challenge. In Y8 students continue to develop their descriptive and story writing skills, analyse poetry, and continue to develop to become effective communicators.

Maths

Subject Leader: Mrs A Jenkins **Email:** ajenkins@taptonschool.co.uk

Key Stage 3 Leader: Miss R Gilbertson **Email:** rgilbertson@taptonschool.co.uk

Curriculum Intent: We build confidence with mathematical reasoning which is essential for everybody's future. We ensure that all students have the mathematical fluency, reasoning, and problem-solving skills to not only excel in assessments, but to fulfil their hopes and dreams in the world beyond. We motivate, challenge, and inspire a very able cohort, whilst supporting and nurturing students who lack confidence and those that struggle with Mathematics. We deliver a curriculum which allows students to achieve the best they can.

Core Knowledge	Procedural Knowledge
Topics: Number Algebra Ratio, Proportion & rates of change Geometry & measures Probability Statistics	**Students will:** Become fluent in the basics of mathematics Be able to reason how and why the mathematics works (or doesn't sometimes) Be able to apply their mathematics to solve problems which are both abstract and from the real world Apply mathematical knowledge in Science, Geography, Computer Science and other subjects.

Homework:
Weekly homework is set using predominantly MathsWatch & sometimes Dr Frost to practise the skills learnt that week.
Revision tasks are also set as homework to prepare for the two main assessments.

Assessment:
There are two main formative assessments during the year, assessing the skills taught and the student's ability to apply the skills to problem solving.
Assessment for learning during lessons is key to assessing students informally every Maths lesson so teaching is tailored to the students.

Links to Personal Development:
Mathematical knowledge, skills and their application to problem solving is key and requires resilience and the willingness to make mistakes and learn from them.
The curriculum is linked to the real world wherever possible.
We make cross curricular links with Science, Technology, Geography, Food wherever possible.
We support students to get the best grades that they can, so they have as much career choice as possible.

How is my knowledge further developed in Year 8?
KS3 is the first 3 years of a 5-year curriculum of which the last 2 years are GCSE Maths.
GCSE Maths content builds on all the skills learnt in KS3.

Science

Subject Leader: Miss J Rigby **Email:** jrigby@taptonschool.co.uk

Key Stage 3 Leader: Dr J Hufton **Email:** jhufton@taptonschool.co.uk

Curriculum Intent: To ensure students maintain and develop their curiosity and excitement about the natural world. To develop all to be 'scientists' by embedding a culture of confidence and mastery underpinned by scientific enquiry. To develop their ability to see connections between science subject areas and become aware of some of the big ideas for understanding the world and to provide a high challenge, high quality science education for all our learners

	Core Knowledge	Procedural Knowledge
Autumn	**Topics:** Work like a Scientist - practical skills. Biology: Cells. Chemistry: Particles and their behaviour. Physics: Forces.	**Students will:** Select, plan, and carry out the most appropriate scientific enquiries to test predictions. Identify independent, dependent and control variables. Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety. Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility Explain data in relation to predictions and hypotheses. Understand that scientific theories are modified to take account of new evidence. Understand importance of publishing results and peer review.
Spring	**Topics:** Biology: Structure and function of body systems. Chemistry: Elements, compounds and mixtures and reactions. Physics: Sound.	**Students will:** Select, plan, and carry out the most appropriate scientific enquiries to test predictions. Identify independent, dependent and control variables. Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility Explain data in relation to predictions and hypotheses. Understand that scientific theories are modified to take account of new evidence. Understand importance of publishing results and peer review.

Summer	**Topics:** Biology: Reproduction. Chemistry: Acids and alkalis. Physics: Light and space.	**Students will:** Select, plan, and carry out the most appropriate scientific enquiries to test predictions. Identify independent, dependent and control variables. Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety. Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility Explain data in relation to predictions and hypotheses. Understand that scientific theories are modified to take account of new evidence. Understand importance of publishing results and peer review.

Homework:
Students will receive homework for every six hours that they are taught.
Homework will comprise a set of topic essential retrieval questions and vocabulary builders that complement the learning in class.

Assessment:
Students will have a Baseline assessment on KS2 knowledge.
To assess learning students will also have in class End of unit assessments throughout the year.
There will be two more formal assessments.
Spring Term: Exam on cells, particles and forces.
Summer Term: Exam on all content covered in Y7.

Links to Personal Development:
Enabling students to recognise risks to their own wellbeing.
Social development: Practise using a range of social skills in different situations.
Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

How is my knowledge further developed in Year 8?
Students will build upon the scientific principles learnt in Year 7 and at KS2, as well as covering brand new content in all three sciences. Practical skills will be refined as more experiments are carried out and written up in a scientific format. There will be a focus on exam technique and students will regularly receive feedback after assessments.

Geography

Subject Leader: Mr A Kennedy **Email:** akennedy@taptonschool.co.uk

Curriculum Intent: Geographers are the heroes of tomorrow; they are engaged by the study of planet Earth and learn how to creatively solve problems for a sustainable future. **Geographers are critical thinkers;** they apply their knowledge and understanding to the human and natural world appreciating the interconnectedness between different systems. **Geographers are global citizens;** they understand their own place in the world but can also think with empathy to consider the attitudes and values of other stakeholders too. **Geographers enjoy learning beyond the classroom;** they undertake fieldwork to test the theories of our subject and gain first-hand experience of geography in action.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topic: Our changing planet.** Students will travel around the world to explore the causes, consequences, and responses to a variety of challenges facing our plant in the 21st century that include: • Melting ice sheets in Antarctica. • Sustainability in Oceania • Wildfires in North America • Deforestation in South America	**Students will:** • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns. • Work with geographical data to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.
Autumn Term 2	**Topic: Ordnance Survey Map Skills** Students will learn about the importance and application of maps used for a variety of purposes.	**Students will:** • Demonstrate they can use four and six figure grid references, measure distance, scale, direction, read contour lines and use a key to identify map symbols.
	Topic: The Geography of the UK Students will investigate the changing physical and human geography of the UK. This will include: • Locational knowledge of the UK's major physical features and cities. • A **case study** investigation into how Sheffield has reinvented itself after deindustrialisation.	**Students will:** • Use Atlases to locate and map physical and human features of the UK. • Use OS maps to investigate the changes that have occurred across Sheffield sine deindustrialisation.
Spring Term 1	**Topic: Rivers** Students will progress from the Geography of the UK by taking a closer look at the rivers which cross our land. They will learn about: • A **case study** of the changing profile of The River Thames from its source to mouth. • How waterfalls are created by natural processes of erosion. • How humans use rivers. • River floods and ways to sustainably manage them.	**Students will:** • Annotate sketches to explain how geomorphic processes create river landforms. • Work with geographical data to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their understanding of the interaction between humans and natural processes. • Write extended prose to describe, explain and evaluate their learning.

Spring Term 2	**Topic: Ecosystems** From rivers to ecosystems, students will explore the key biomes of planet Earth including: • The locations of key biomes such as tropical rainforest, polar ice caps, hot deserts. • The climatic reasons for the existence of biomes in particular regions of the world. • How the interdependence of biotic and abiotic factors give each biome its unique characteristics. • A **case study** of how coral reefs are made, their importance to life on Earth and humans, the threats they face and how we can sustainably manage them.	**Students will:** • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns. • Work with geographical data to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.
Summer Term 1	**Topic: Plastic Pollution** Students will learn about the scale of our plastic pollution problem by investigating: • The sources of plastic pollution. • Where plastic pollution ends up and its impacts. • The methods used to clean up our seas and rivers. • More sustainable alternatives to plastic.	**Students will:** • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns of climate and biomes. • Work with geographical data, such as climate data, to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.
Summer term 2	**Topic: Fieldwork** • Building on students learning of ecosystems they will investigate the microclimates around the school grounds to plan and site a new lunch shelter.	**Students will:** • Plan a range of methods to record data in the field. • Use fieldwork equipment such as maps, compasses, thermometers, and anemometers, ranging poles and clinometers. • Graph, map and analyse collected data. • Reach conclusions and evaluate their fieldwork.

Homework: Homework will be set every three weeks. The homework will take the form of knowledge organiser tasks which will consolidate their learning up to that point and also provide a resource that can be used towards revision for their interim and formal assessments. There will also be a challenge task for students to extend their learning beyond the taught curriculum.

Assessment:
In lessons there will be regular review questions of prior learning at the start of each lesson, question and answer sessions led by the teacher and short mid-topic tests to check knowledge and address misconceptions. There may also be end of topic tests, providing they don't clash with the formal assessments, which students will be told about when they begin a new topic.
Formal assessments will include:
• **January:** Our Changing planet, Geographical Skills (including graphs, data, and maps)
• **May:** Our Changing Planet, UK Geography, Rivers, Geographical Skills (including graphs, data, and maps)

Links to Personal Development: The topics studied in Year 7 may inspire students to investigate a range of careers spanning the physical, social and environmental sciences. Examples could include hydrologists and oceanographers through to environmental consultants and ecologists. Class notice boards will also have displays showcasing various careers in which students may use their geographic knowledge, understanding and skills in the future. In particular, the study of geography will help with students' cultural development. Understanding the wide range of cultural influences that shape individuals and places and environments.

How is my knowledge further developed in Year 8? As students move on into Year 8 they will build on their knowledge of natural hazards encountered in 'Our Changing Planet' and 'Rivers' as they study plate tectonics and the hazards of volcanoes and earthquakes. Their understanding of overpopulation in India will

be further built upon as they explore the population and urban challenges of Asia. The theme of making ethical and sustainable choices, as studied in 'Plastic Pollution', will also be further developed through the study of fast fashion.

History

Subject Leader: Mr A McAuley **Email:** amcauley@taptonschool.co.uk

Key Stage 3 Leader: Ms F Nasser **Email:** fnasser@taptonschool.co.uk

Curriculum Intent: To provide students with critical skills of analysis and evaluation, not simply to study the past, but also to deal with the world around them. To provide students with a sense of how the past has shaped the world they are growing up in, locally, nationally, and globally.

	Core Knowledge	Procedural Knowledge
Autumn	**Topic:** Empires over time: An ancient empire: The Roman Empire.	**Students will:** • Make inferences from contemporary sources. • Explain why events happened and the impact of an event (causation and consequence). • Using historical evidence to support an argument. • Make comparisons and connections (similarity and difference). • Recognise historical interpretation and the methods used by historians to give a certain impression about the past.
Spring	**Topic:** A medieval empire: The Islamic Empire.	**Students will:** • Make inferences from contemporary sources. • Explain why events happened and the impact of an event (causation and consequence). • Using historical evidence to support an argument. • Make comparisons and connections (similarity and difference). • Recognise historical interpretation and the methods used by historians to give a certain impression about the past.
Summer	**Topic:** A modern empire: The British Empire.	**Students will:** • Make inferences from contemporary sources. • Explain why events happened and the impact of an event (causation and consequence). • Using historical evidence to support an argument. • Make comparisons and connections (similarity and difference). • Recognise historical interpretation and the methods used by historians to give a certain impression about the past.

Homework:
Homework is set on Class Charts for every six taught hours.
In the first term students can expect a Roman Empire Menu homework and a Revision task to help to prepare for the assessment.
In the Spring term students will be asked to complete an Online Quiz and to revise glossary terms for an in-class test.
In the Summer term students will be set further Revision task for the next assessment and complete some homework on British Empire advertisements.

Assessment:
On-going in-class assessments will take place throughout the year to ensure good progress.
There are two formal assessments:

Spring Term - Assessment 1: On the Roman Empire. This will assess chronological understanding; knowledge retention; making inferences from sources; and explanation/ causation.
Summer Term - Assessment 2: On the Islamic and British Empires. This will assess knowledge retention; explanation/ consequence; use of historical evidence; comparison (difference); and making inferences from sources.

Links to Personal Development:
British Values: Democracy, individual liberty, rule of law, mutual respect and tolerance.
Promoting inclusivity and diversity of all protected characteristics.
Prepare learners for future success in education, employment and training.
Moral development: Recognise the difference between right and wrong.
Cultural development: Understanding the wide range of cultural influences that shape individuals.

How is my knowledge further developed in Year 8?
Students will be able to make links not only across their Y7 units but also with future KS3 units such as transatlantic slavery and the industrial revolution.
The same focus on scholarship and disciplinary knowledge as in Y7 underpins the Y8 curriculum, with many lessons featuring readings from historians and many lessons making use of original documents and archive sources. As before, there are numerous opportunities for students to develop their skills in extended writing, based on evidence.

Modern Foreign Languages (MFL)

Subject Leader: Ms J Askew **Email:** jaskew@taptonschool.co.uk

Curriculum Intent: We are passionate that all students enjoy the right to learn a language at Tapton, regardless of their background and we believe our strength lies in our diversity. We have a challenging curriculum which encourages students to become global citizens with a clear pathway into both higher education and the world of work Cultural and social horizons are broadened and self – esteem is built, not only in lessons but also through wider opportunities such as trips and visits. We guarantee depth and breadth, developing students' written and verbal communication skills and literacy

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topics:** Phonics and Alphabet, Greetings, Numbers, ages/birthdays, months, Colours, animals, Dictionary skills, Gender, singular/plural	**Students will:** Build on and consolidate prior knowledge to ensure that all learners make the required progress throughout Year 7 and beyond.
Autumn Term 2	**Topics:** Countries, nationalities and languages, Physical and character descriptions, Family, relationships, jobs, Negative structures, Adjectival agreement, Present tense of to have/to be, Reflexive verb 'to get on with'.	**Students will:** Progress from learning single lexical items to using and understanding them in full sentences and longer passages. Learn the present tense of key verbs to be able to communicate simple information about themselves.
Spring Term 1	**Topics:** Classroom language, School subjects and justified opinions, Time, timetable and school routine, Transport	**Students will:** Be introduced to the present and basic past tense, as well as gaining an understanding of basic grammatical concepts, such as adjectival agreement etc.

Spring Term 2	**Topics:** School teachers, School facilities, Food at school, Ideal school.	**Students will:** Continue their work in the present tense and be introduced to the Conditional tense to be able to able to discuss hypothetical situations.
Summer Term 1	**Topics:** Free time, Hobbies Sports.	**Students will:** Reinforce their work in the present tense and learn how to make the Immediate future tense to discuss future plans.
Summer term 2	**Topics:** House location, House description, Bedroom, Ideal house, Daily routine.	**Students will:** Learn about the present tense of reflexive verbs and understand that due to the nature of the spiral curriculum in MFL, high-frequency vocabulary and key grammatical structures are revisited each half term and re-employed throughout the Y7 course.

Homework: The purpose of homework set in MFL is to consolidate the learning that happens in the classroom and develop the key skills of reading, listening, writing, speaking and translation. Students are issued with a homework booklet, and homework is set once a week through Class Charts, normally taking the form of some of the following:

- Reading comprehension exercises
- Listening comprehension exercises
- Vocabulary learning
- Grammar consolidation
- Written tasks.
- Research

Assessment: Will be in the form of low stakes grammar and vocabulary tests, assessment for learning activities, targeted questioning and a range of pair, group and whole class work. Aside from the two formal assessment points (detailed below), MFL will conduct low stakes individual student speaking tests at chosen points in the year (whenever is deemed most suitable across the academic year) to facilitate student's phonics and pronunciation practice and to prepare them from an early stage in their language learning for the formal speaking exams which form part of the GCSE examination at the end of Key Stage 4.

Assessment Point 1 – January – listening, reading & writing. Based on all topics covered in Y7 so far.

Assessment Point 2 – May - listening, reading & writing. Based on all topics covered in Y7.

Links to Personal Development: Students will learn mutual respect and tolerance and develop an understanding of other cultures, which in turn will increase their social and cultural development,

enabling them to become global citizens who fully appreciate the cultural capital they receive in MFL lessons.
How is my knowledge further developed in Year 8? Phonics and Pronunciation practice, vocabulary acquisition and the obtaining of grammatical knowledge will continue to be built upon and enhanced in Year 8, so that the students are able to develop further understanding of the key principles of learning a language, whilst tackling new topics and further developing their comprehension and communication skills.

Ethics, Philosophy and Religion (EPR)

Subject Leader: Ms K Molyneux **Email:** kmolyneux@taptonschool.co.uk

Curriculum Intent:
Students of Ethics, Philosophy and Religion are the critical thinkers and problem solvers of tomorrow; they are engaged in developing knowledge and understanding of religious and non-religious worldviews to foster a greater appreciation of the rich, culturally, and religiously diverse world in which they live. Students will develop their own spiritual, moral, and social awareness by increasing their understanding of the complex issues and challenges faced by people from all walks of life within their own city and beyond. It is our ambition that students leave Tapton with a greater understanding of their own place within society, both locally and globally. We will foster a culture of critical enquiry and analysis through the study and evaluation of philosophical arguments, religious scripture and other sources. Our goal is to create and nurture an intellectual curiosity in students so that they develop a love of learning and an understanding of the role of the subject within the curriculum and beyond.

	Core Knowledge	Procedural Knowledge
Autumn Half Term 1 and 2	**Topic: Exploring religion and worldviews** Students will undertake an investigation into the nature of religion and other worldviews, locally, nationally and globally. • Explain what a worldview is and the factors that influence an individual's worldview as well as why it is important to develop an understanding of the worldviews of others. • Explain what census data may tell us about local and national changes in religion and other worldviews. • Explain what a non-religious worldview is using Humanism as an example. • Identify why Buddhism as a religious worldview may be gaining in popularity. • Explore the benefits and challenges of inter-faith dialogue by exploring the work of the inter-faith movement both locally and globally.	**Students will:** • Learn the key vocabulary of this topic and become confident in using it both orally and in extended writing. • Interpret and analyse census data. • Create their own 'personal worldview lens'. • Engage thoughtfully in discussion work using a range of oracy strategies. • Begin to write structured responses in response to key questions.

Spring Half Term 1 and 2	**Topic: Where can wisdom be found for young people today? (Part 1)** Students will study of the importance of the lives of Abraham and Jesus (theological lens) and interpret the wisdom that may be found in their lives (personal lens). • Explore what wisdom means. • Understand key events in the life of Abraham, understand his importance to the Abrahamic faiths and be able to identify wisdom that may be found in his story for themselves and others. • Explore Jesus as a historical figure as well as the accounts of Jesus as presented in the Gospels with a particular focus on The Incarnation and the parables. • Interpret the lives of Martin Luther King and Oscar Romero as examples of Christians who exemplify the teachings of Jesus; be able to reflect thoughtfully on the wisdom to be found in the lives and example.	**Students will:** • Learn the key vocabulary of this topic and become confident in using it both orally and in extended writing. • Develop confidence in reading and interpretation of key texts using active reading strategies. • Engage thoughtfully in discussion work using a range of oracy strategies. • Develop their extended writing skills in response to their learning.
Summer Half Term 1 and 2	**Topic: Where can God be found?** • Learn about the philosophical arguments for the existence of God as put forward by Thomas Aquinas and William Paley; be able to identify support for and challenges to these arguments. • Examine questions of belief in God through the theological lens: explain what a miracle is and examples of miracles that could be used to support belief in God; explain challenges to miracles as evidence for God. Explain examples of religious experiences that could be used to support belief in God; explain challenges to religious experiences as evidence for God. • Use the philosophical lens to explain the problem of evil and suffering: explain possible responses to the philosophical problem of evil and reflect thoughtfully on the success of these solutions.	**Students will:** • Use key terminology associated with belief in God accurately. • Be able to identify the key elements of a philosophical/ theological argument and how they can be challenged. • Thoughtfully articulate their own ideas in response to the key question 'Where is God to be found?' both in discussion work and extended written responses.

Homework:

Students will be set one piece of homework for every six hours of teaching time.

Homework will comprise of learning key words and their definitions for short quizzes that will be completed in lesson time as well as one homework which will focus on assessment preparation.

Assessment:

Throughout the year students will be assessed in lessons through verbal questioning, key word quizzes and live marking of written work

There are also two formal assessments undertaken in class during the assessment weeks:

Time: 40 mins

Format:

- 5 multiple choice questions and 5 keyword definitions.

- 4 short knowledge and understanding questions.
- 1 extended answer requiring students to demonstrate the skills of interpretation and evaluation.

Links to Personal Development:

Develop character, reflect wisely, learn eagerly, behave with integrity and cooperate.
Promote inclusivity and diversity
Prepare for future success in education employment and training
Reflect on own beliefs and spiritual development.
Recognising the difference between right and wrong
Practise a range of social skills
Understand a wide range of cultural influences.

How is my knowledge further developed in Year 8?

As students move on int Year 8 they will build on an deepen their understanding of Y7 unit two by adding Muhammad, Malala Yousafzai to the potential sources of wisdom. This unit also reinforces understanding of the links between Abrahamic religions revisiting stories and lessons learned from the life of Abraham, at the same time as both deepening and broadening students' understanding of the concept of wisdom. Y8 unit three utilises and builds on students' knowledge and understanding of theological, and sociological lenses by exploring how Sikh teachings about equality and service are put into practice today.

Art and Design: Art

Subject Leader: Mrs K Pilarek **Email:** kpilarek@taptonschool.co.uk

Key Stage 3 Leader: Mr J Fogg **Email:** jfogg@taptonschool.co.uk

Curriculum Intent:
Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation, and self-critique along with contextual writing in reference to artists and designers. We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

	Core Knowledge	Procedural Knowledge
Autumn	**Topics:** The formal elements: line, tone, form, shape, colour, texture through the exploration of natural forms, landscape and wider cultural art and artefacts. Organic Objects Project: Context, form and texture informed by artists, William Morris, Matisse and Georgia O'Keeffe. Use of recording and reference work to inform the making of a ceramic leaf.	**Students will:** • Draw and record skills from primary and secondary source using a range of media, including pencil, pen and paint. • Synthesise research to create design ideas. • Produce a ceramic piece inspired by a range of artists and organic forms, such as leaves.
Spring	**Topics:** Yorkshire Landscapes project: Impressionism and the use of marks in work to capture movement and light, comparing the works of Van Gogh and Monet. Landscape through the exploration of David Hockney's Yorkshire landscapes, including perspective, colour and layering. Application of mark making, appropriate colours and the creating of depth and distance.	**Students will:** • Learn mark making techniques in the style of Van Gogh and Monet. • Use observational recording skills using secondary sources, using mixed media including oil pastel, chalks and paint. • Learn and apply colour theory, using marks of colour to demonstrate an understanding of light, dark, warm and cool. • Recreate a photograph from the local landscape using mixed media and mark making.

Summer	**Topics:** Analysis of how art from a range of Non-Western cultures can portray tradition and symbolism, specifically focusing on Non-Western masks. How shape, expression and mood are created in Non-Western masks. Combining recording and research to produce creative design ideas for the students' own Non-Western style mask.	**Students will:** • Employ observational recording skills in a range of media including pencil, pen and paper. • Develop 3D modelling skills in card, leading to the production of a Non-Western mask. • Use mosaic, collage and pattern applied to the model using research to inform designs.

Homework:
Homework in Art will be set three times per project; it will be explained in lesson and set on Class Charts .
The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons, or support upcoming lessons.
The content will either focus on research, development, recording, personally responding or annotating work.
For some homework tasks students will be given a worksheet to complete which will be stuck into their sketchbook in school. This work enhances their research work for their current project.
Homework should be completed to a high standard, mirroring the standard of work in lessons.
Occasionally students will be asked to collect resources such as spare cardboard, or coloured pages from magazines to support their work in school.

Assessment:
AO1: Research.
AO2: Development.
AO3: Recording.
AO4: Final piece.
AO5: Annotation.

Work is assessed for each assessment objective and students are given an overall percentage, relating to their learning, development, and skill for each individual project.
During the Autumn term students will be assessed on the work that they produce during their Organic Objects project. In Assessment Week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required. During the Spring term students will be assessed on the work that they produce in their Yorkshire Landscape project. In Assessment Week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required. During the Summer term students will be assessed on the work that they complete during their Non-Western Masks project. In Assessment Week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required.

Links to Personal Development:
Character.
British Values.
Cultural Development.
Social Skills, Confidence, Resilience and Knowledge.
Future success in education.

How is my knowledge further developed in Year 8?
In Y8 students will continue to develop their learning of the formal elements: line, tone, form, shape, colour, texture through the exploration of repeat and organic pattern, mechanical and organic form and the links between 2D and 3D/sculptural art.

Computer Science

Subject Leader: Mrs S Thomas **Email:** sthomas1@taptonschool.co.uk

Curriculum Intent: To give all our students the opportunity to learn 'powerful knowledge' through a curriculum with computational thinking at its core. Our curriculum is designed with a balance of the three strands of; Computer Science, Information Technology and Digital Literacy with the aim of enabling all our students to be active participants in an increasingly digital society.

	Core Knowledge	Procedural Knowledge
Autumn	**Topics:** Collaborating online- safely and respectfully. Introduction to Computational Thinking & The Bebras Challenge (1) Abstraction, decomposition, pattern recognition and algorithms.	**Students will:** • Handle files across a network. Edit, create and modify documents using a range of different applications across school platforms. Develop skills using IT tools and technology. • Use technology safely, respectfully, responsibly and securely. • Know the steps to protect their online identity and privacy. • Recognise inappropriate content & contact. • Know how to report concerns. • Describe the term cyberbully, recognise the effect that cyberbullying can have and understand the consequences of cyberbullying • Understand how to recognise online grooming and know what I need to do to reduce the risks of me becoming a victim • Know what is meant by sexting, understand the consequences of sexting and know where to find help and advice about sexting • Apply decomposition, abstraction, pattern recognition and algorithmic thinking to help solve problems. • Articulate how computers use instructions. Recognise that computers follow the control flow of input/process/output.
Spring	**Topics:** Computer systems - part 1: Computer System fundamentals. Computer Systems 2: Networks and the Internet.	**Students will:** • Apply appropriate constructs to solve a problem and identify the key hardware and software components in computer systems & networks. • Identify how computer systems communicate with one another & with other systems. • Use a development environment to write, execute, and debug a Scratch program. • Use sequence, selection, repetition and subroutines in programs. Work with variables and various forms of input and output. Use debugging techniques to identify errors. • Apply formatting techniques and use basic formulas in spreadsheets. • Know how to identify data and information and primary and secondary sources.

Summer	**Topics:** Block based programming in Scratch; an introduction to key programming constructs: Sequencing, selection (inc Boolean Operators) and an introduction to iteration.	**Students will:** • An introduction to the three basic programming constructs, Sequence, Selection & Iteration. Use of the PRIMM model to Predict, Run, Investigate, Modify and Make with existing programs. • Apply Decomposition, Subroutines, Condition-controlled iteration, and lists. Use computational thinking e.g. decomposition to solve problems. Debugging to find problems.

Homework:
Homework will be set on Class Charts for every six hours taught.
There will be a terminology revision and end of topic quiz each half term.

Assessment:
Student learning will be assessed through the use of progress tasks in lessons.
There will also be summative end of topic quizzes consisting of multiple choice and text-based questions.

Assessment January
Students will be assessed on topics from the Autumn Term. The assessment will be online and last 40 minutes. The format will be a mixture of multi-choice questions and text-based questions. Students will complete the assessment in their Computer Science class. A revision guide will be available on Class Charts

Assessment May
Students will be assessed on topics from the Autumn, Spring and early Summer Terms. The assessment will be online and last for 40 minutes. The format will be a mixture of multi-choice questions and text-based questions. Students will complete the assessment in their Computer Science class. A revision guide will be available on Class Charts.

Links to Personal Development:
Enabling students to recognise online risks to their own wellbeing. Students to recognise the dangers of inappropriate use of mobile technology and social media.
Promote inclusion: The cultural capital and inclusive skills of "Computational Thinking".
Develop students by encouraging them to take part in global competitions organised by leading universities. Computer Science opportunities are for everyone.
Build students' confidence, resilience with technology enhancing and preparing them for future success in education, employment and training, so that they can keep themselves mentally healthy and be economically successful.

How is my knowledge further developed in Year 8?
Computer Science in Y8 will continue to help you understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. Through practical experience of solving such problems, including designing, writing, and debugging programs. You will use physical computing with micro:bits to apply your ideas in the real world. This will then lead on to text-based programming using Python. You will find out about careers in Computer Science.
You will continue to use technology safely, respectfully, responsibly, and securely. Developing your knowledge of staying safe online through developing your understanding of cybersecurity.
You will continue to develop your information technology skills and digital literacy by using a range of platforms, tools and technologies.

Drama

Subject Leader: Mrs R Gerrard **Email:** rgerrard@taptonschool.co.uk

Curriculum Intent: To deliver a challenging, engaging, broad and accessible curriculum across all three key stages. Valuing the individual and achieving excellence. To provide a skills-based spiral curriculum that builds on students' basic ability with a focus on skills, practitioners, a variety of theatrical genres and analytical skills. To create confident performers with a genuine understanding and passion for the subject; providing a strong foundation to study the subject beyond GCSE & A-level. If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topic:** **Introduction to Drama** **– Little Redcap by Carol Ann Duffy** The application of skills to be an effective actor. The art of directing and designing for theatre. Being an informed member of an audience through analysis and evaluation.	**Students will:** • Interpret character – facial expression, body language, voice etc. • Apply skills to create performance work e.g. use of physical theatre. • Appreciate and understand theatre design. • Be an effective cast member – communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative. • Interpret plays – from the point of view of a director, actor and designer. • Explore the structure of plays – plot/theme/form/style/genre/dialogue. • Understand theatre space – actor interaction and audience awareness. • Experience live theatre – access to Drama Online to support the delivery of the units of work. • Analyse and evaluate theatre through verbal responses in lessons. • Use subject knowledge to answer questions on how to act, direct or design for an extract of script.
Autumn Term 2	**Topic:** **Continued** **Introduction to Drama** **– Little Redcap by Carol Ann Duffy** The application of skills to be an effective actor. The art of directing and designing for theatre. Being an informed member of an audience through analysis and evaluation.	
Spring Term 1	**Topic:** **Greek Theatre – The history and theatrical techniques.** The application of skills to be an effective actor. The art of directing and designing for theatre. Being an informed member of an audience through analysis and evaluation.	**Students will:** • Interpret character – facial expression, body language, voice etc. • Apply skills to create performance work e.g. use of physical theatre, atmosphere, set & props. • Appreciate and understand theatre design. • Be an effective cast member – communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative. • Interpret plays – from the point of view of a director, actor and designer.

<table>
<tr><td>Spring Term 2</td><td>Topic:
Continued
Greek Theatre – The history and theatrical techniques.

The application of skills to be an effective actor.

The art of directing and designing for theatre.

Being an informed member of an audience through analysis and evaluation.</td><td>• Explore the structure of plays – plot/theme/form/style/genre/dialogue.
• Explore the history of theatre through the study of Greek theatre.
• Understand theatre space – actor interaction and audience awareness.
• Experience live theatre – access to Drama Online to support the delivery of the units of work.
• Analyse and evaluate theatre through a written assessment task and verbal responses in lessons.</td></tr>
<tr><td>Summer Term 1</td><td>Topic:
Commedia Dell’arte – The history and theatrical techniques.

The application of skills to be an effective actor.

The art of directing and designing for theatre.

Being an informed member of an audience through analysis and evaluation.</td><td rowspan="2">Students will:
• Interpret character – facial expression, body language, voice etc.
• Apply skills to create performance work e.g. use of physical theatre, atmosphere, set & props.
• Appreciate and understand theatre design.
• Be an effective cast member – communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative.
• Interpret plays – from the point of view of a director, actor and designer.
• Explore the structure of plays – plot/theme/form/style/genre/dialogue.
• Explore the history of theatre through the study of Commedia dell’arte.
• Understand theatre space – actor interaction and audience awareness.
• Experience live theatre – access to Drama Online to support the delivery of the units of work.
• Analyse and evaluate theatre through verbal responses in lessons.</td></tr>
<tr><td>Summer term 2</td><td>Topic:
Continued
Commedia Dell’arte – The history and theatrical techniques.

The application of skills to be an effective actor.

The art of directing and designing for theatre.

Being an informed member of an audience through analysis and evaluation.</td></tr>
<tr><td colspan="3">Homework:
Students will be given a specific revision homework task to prepare for each of the assessment periods.
More frequently students will be given:
• rehearsal tasks to be completed outside of lesson
• line learning homework tasks in preparation for performances
• script writing tasks in preparation for performances
• short written tasks to prepare for the assessment points
The purpose of the homework in Drama is to:
1. Develop students’ evaluative and analytical written skills in response to practical work completed in lessons.
2. To develop students’ creative design skills by recognising the impact of design on creating meaning for an audience.
3. To use drama terminology correctly to explain their opinions and provide alternative ideas.
To learn and practice the style of writing required to be successful in Drama.</td></tr>
</table>

Assessment:
Students will have two formal assessments across the year.
Practical (for both assessments):
Both assessments will include a performance element. Students work in groups to create a piece of theatre using the skills explored during that term. Students will be assessed on their rehearsal and the realisation of the performance. These performances will not take place during assessment week.
Written:
During assessment week:
For the first assessment students will complete a 45-minute exam paper answering a series of questions on a text studied that term from the point of view of an actor, director and designer.
For the second assessment students will complete an extended piece of writing in 45 minutes analysing and evaluating a piece of theatre that they have created that term.

Links to Personal Development:
Careers in the theatre industry – including acting, directing, playwrighting, stage design, costume design, sound design, lighting design, stage management, set construction.
Personal & social development – including confidence building, communication skills, team working skills, leadership skills.
If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue.

How is my knowledge further developed in Year 8?
Students will continue to develop their interpretation and directing skills as well as studying the work of Shakespeare and Brecht.

Engineering

Subject Leader: Mr J Fulson **Email**: jfulson@taptonschool.co.uk

Curriculum Intent: Through a combination of traditional and technological approaches, the Engineering programme will enable students to solve problems by learning from their mistakes when creating electronic and mechanical products and systems.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topics** • Health and Safety in the workshop. • Electronic Engineering principles. • Electronic components. • Electronic symbols. • Soldering.	**Students will:** • Design and make a 'Funko' toy that lights up and plays tunes. • Research into what would make a marketable doll. • Learn theory about electronics principles. • Take part in practical lessons on soldering and component selection.
Autumn Term 2	**Topics** • Soldering. • Programming	**Students will:** • Take part in practical lessons on soldering and component selection. • Receive guidance on programming their doll.
Spring Term 1	**Topics:** • Soldering. • Programming. • Impact of technology.	**Students will:** • Take part in practical lessons on soldering and component selection. • Receive guidance on programming their doll. Evaluate the completed product.
	The second half of the year is a repeat of content of the first three half terms with a rotation of a different group of students.	

Homework: Homework is set on Class Charts for every six hours taught. Homework will comprise a presentation on The Positive Impact of Technology and revision for tests.

Assessment:
Formative verbal and other feedback. Exploration grade (research). Create grade (making). Evaluation grade. Principles grade through a multiple-choice test. Presentation skills and content grade.

Links to Personal Development:
Iterative design. Dexterity and soldering skills. Coding. Self-evaluation of work. Presentation skills.

How is my knowledge further developed in Year 8?
We return to electronics in Y9. Y8 still involves research, creating a device stand, evaluation and content to do with materials and their properties, risk assessment and some machining.

Food

Subject Leader: Mrs T Stafford **Email:** tstafford@taptonschool.co.uk

Curriculum Intent: The preparation and consumption of food offers a sensory experience that is unrivalled. Preparing and sharing cooked dishes is one of the greatest expressions of human creativity, we seek to instil a love of cooking in our students that will open their door to that experience. Learning how to cook is a crucial life skill that enables our students to feed themselves and others affordably and well, now and in later life. Engaging with a Food curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop food knowledge, understanding and skills in preparing of food for being 21st century citizens. The Food curriculum is designed to create learning that may lead to career opportunities. Skills and training are a high priority in giving a level of life choices and life chances to all students. Using creativity and learned skills, students apply their knowledge to solve real and relevant problems within a variety of contexts. Students learn how to take risks, becoming resourceful, creative, imaginative and capable citizens. High-quality Food education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

We share our knowledge of:

- **Food Nutrition**: Develop an understanding of the principles of nutrition and healthy eating to make positive food choices.
- **Food Science:** Develop a scientific understanding of the properties of food and their chemical changes during preparation and cooking.
- **Food Choice & Provenance**: Learning about the principles of 'farm to fork' and provenance whilst demonstrating an understanding of the dietary requirements in different countries, cultures, and cuisines.
- **Food Safety**: Understand the risks involved with the storage, preparation, and cooking of foods, having fun whilst staying safe.
- **Cooking with Knowledge and Skill:** Preparing food products and meals in response to individual demands using traditional and contemporary cooking techniques.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topic: Project – Fight Bac.** Students learn how to control bacteria in the food environment. Including - Bacteria multiplication. The definition of pathogenic. Temperature control. Growth conditions Danger zone. Control measures.	**Students will:** Learn basic kitchen procedures and skills. Including – Washing up Weighing Measuring Basic equipment recognition Bridge and Claw Grating Practical pace/ timing Mixing stirring Cleanliness Safety
Autumn Term 2	**Topic: Project –** You are What You Eat. Students learn about Macronutrients. Including – Eatwell Guide Types of macronutrients Sources Functions Structure	**Students will:** Continue building practical skills – Baking Shaping Rolling Hob work Kneading Following a recipe Chopping Dicing

Spring Term 1	**Topic: Project –** You are What You Eat. Students learn about Macronutrients. Including – Deficiency of Macro Nutrients Excess of Macro Nutrients	**Students will:** Continue building practical skills – Heat control Following a recipe Folding Peeling Trimming Slicing
Spring Term 2	**Topic: Project – Fight Bac.** Students learn how to control bacteria in the food environment. Including - Bacteria multiplication. The definition of pathogenic. Temperature control. Growth conditions Danger zone. Control measures.	**Students will:** Learn basic kitchen procedures and skills. Including – Washing up Weighing Measuring Basic equipment recognition Bridge and Claw Grating Practical pace/ timing Mixing stirring Cleanliness Safety
Summer Term 1	**Topic: Project –** You are What You Eat. Students learn about Macronutrients. Including – Eatwell Guide Types of macronutrients Sources Functions Structure	**Students will:** Continue building practical skills – Baking Shaping Rolling Hob work Kneading Following a recipe Chopping Dicing
Summer term 2	**Topic: Project –** You are What You Eat. Students learn about Macronutrients. Including – Deficiency of Macro Nutrients Excess of Macro Nutrients	**Students will:** Continue building practical skills – Heat control Following a recipe Folding Peeling Trimming Slicing

Homework:
Sourcing ingredients for practical lessons.
1 written homework on protein.
Knowledge organiser for revision for the assessment.

Assessment:
2 teacher-assessed and self-assessed practical dishes.
Digital summative assessments once per rotation (19 weeks).

Links to Personal Development:
Careers include - Food scientist, Food Product Developer, Dietician, Nutritionist and within the Hospitality and Catering sector.
Principles of healthy eating and nutrition delivered to develop understanding of physical and mental health.
Understanding risks to personal wellbeing through healthy eating.

How is my knowledge further developed in Year 8?
In Y8 students will study micronutrients and food choice, learning how to purchase food and ingredients alongside developing their kitchen craft including washing up, using an oven and knife skills.

Music

Subject Leader: Mrs G Page **Email:** gpage@taptonschool.co.uk

Curriculum Intent:
The music curriculum and provision at Tapton is inclusive, broad ranging, challenging, fun, and does not shy away from teaching mastery of the more complex musical skills. Our spiral curriculum enables equal and continuous development of the three main musical skills: performing, listening, and composing, and we study music from all of the three main areas of study (Western Classical, Popular Music, Traditional Music). This well-established provision provides students with a thorough grounding in all areas of the subject, so that all students are able to progress to the next stage of music study if they wish, regardless of their prior musical experiences or opportunities outside of school. We do not just teach to exam specifications but aim to provide students with all of the tools needed to succeed in music at a high level. This is evident in the destinations of our students after leaving us. Our robust curriculum offer is linked to, and strongly supported by, our outstanding extra-curricular programme and we work closely with our large team of visiting peripatetic instrumental and vocal teachers. All pupils have access to an established route through from beginner to high quality senior ensembles, and there are many opportunities for pupils to perform in our extensive concert programme. We teach, and provide opportunities for, students specialising in all areas of music, whether that is classical music, music technology/production, composition, or musicology, and we have strong links with external music organisations in Sheffield and further afield.
At Tapton we aim to pass on our own passion for music to our students and nurture the musical development of every child.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topic: Popular Music** **Beatles (performing)** **Core Knowledge:** Stylistic features of music by the Beatles. Technical vocabulary linked to each of the musical elements in DR P SMITH – dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation, texture/tonality, harmony. Rhythms.	**Students will:** • Listen to music analytically and describe it using technical vocabulary. • Perform as both a soloist and as part of an ensemble on a range of instruments/voice. • Read basic elements of music notation including pitch, dynamics and articulation. • Be able to use specific practice techniques to improve their performance and they will know what aspects make a good performance. • Write sentences for musical analysis and be able to do rhythmic dictation.
Autumn Term 2	**Topic: Western Classical Music** **Fanfare (composing)** **Core Knowledge:** Stylistic features Fanfares. The harmonic series. Brass instruments. Rhythm. Notation. Technical vocabulary linked to each of the musical elements in DR P SMITH – dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation, texture/tonality, harmony.	**Students will:** • Listen to music analytically and describe it using technical vocabulary. • Learn how to play a fanfare on the keyboard or their own instrument. • Learn what the harmonic series is and know the musical features of fanfares. • Know how to aurally analyse music using technical vocabulary-DR P SMITH vocab table. • Learn how to pitch through singing. • Compose a melody using a given selection of notes and write it down (using the concept of balanced phrases).

Spring Term 1	**Topic: Traditional Music** **Folk Music (performing)** **Core Knowledge:** Musical features of folk music from the British Isles. (simple melodic lines, repetition, use of traditional instruments from each country). DR P SMITH musical vocabulary - dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation, texture/tonality, harmony.	**Students will:** • Listen to music analytically and describe it using technical vocabulary. • Develop their reading of music notation. • Learn how to play and/or sing a piece of folk music and how to practise effectively – pupils will have a substantial amount of time to develop their skills in lessons.
Spring Term 2	**Topic: Popular Music** **Film Music (composing)** **Core Knowledge:** Compositional techniques; cluster chord, silence, ostinato, motif, chromatic scales, glissando. DR P SMITH musical vocabulary - dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation, texture/tonality, harmony.	**Students will:** • Listen to music analytically and describe it using technical vocabulary. • Learn how to use sequencing software. • Learn the different roles of sound in film music including Foley. • Learn and experiment how to create and fit sound and music to film • Compose music following a given brief
Summer Term 1	**Topic: Western Classical** **Chromaticism (Listening)** **Core Knowledge:** Tones, semitones, minor 3rds and major 3rds. Dissonance, intervals, chords. DR P SMITH musical vocabulary - dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation, texture/tonality, harmony.	**Students will:** • Listen to music analytically and describe it using technical vocabulary. • Learn the theory of tones and semitones and be able to aurally recognise the difference. • Aurally identify intervals up to a major 3rd, chord recognition, and rhythmic dictation. • Musicality – how to show the feel/effect of the music in different ways - taught using Dalcroze pedagogy. • How to play a famous piece of chromatic music on the piano/own instrument. (*Fur Elise* by Beethoven)
Summer term 2	**Topic: Traditional Music** **Music from Africa (performing)** **Core Knowledge:** Musical features of traditional music from Africa (call and response, polyrhythms, syncopation, a capella). DR P SMITH vocabulary - dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation, texture/tonality, harmony.	**Students will:** • Listen to music analytically and describe it using technical vocabulary. • Learn how to warm up and look after the voice when singing. • Learn how to sing effectively as part of an ensemble. • Learn to play different tones and techniques on the djembe drum and play in time as part of a group. • Learn to play something by ear (in true traditional style).
Homework: Homework is set on Class Charts for every six hours taught.		

Assessment: Each half-termly project includes self, peer, and teacher feedback throughout. Three of the projects will receive a final teacher assessment. One of these is for performing (solo performance of a folk song on an instrument of choice – Spring 1), one is for composition (composing a fanfare – Autumn 2), and one is for listening (use of general listening skills and technical vocabulary – Summer 1). By averaging these together for the data at the end of Year 7 (as is the case at GCSE and A Level), we are able to get a full picture of how the student is doing. For the other three projects, students complete a thorough self-assessment that provides them with tangible targets for the next topic.

Links to Personal Development:

Careers in performing are discussed in the classical chromaticism project and the popular music performing project. Careers in film music composition and sound design/production are discuss in the film music topic.

Our topics are linked to wider topics/events. For example, the fanfare project looks at the use of fanfares for Remembrance Day, linking to British Values.

Students are encouraged to participate in our strong extra-curricular and concert programme. There are options available to all students, regardless of prior experience. We invite every pupil in Y7 to join our Junior Choir.

How is my knowledge further developed in Year 8?

As part of our spiral curriculum, students will continue to equally develop the three musical skills of performing, composing, and listening. As in Y7, students will have one assessment in each of these resulting in an overall end of Y8 average. Students will be able to track their progress from Y7 to Y8. Y8 topics will continue to explore the stylistic features of music from the Western Classical Tradition, Popular Music, and Traditional Music from around the world.

Performing skills, both solo and ensemble, will continue to be developed throughout Year 8 with the opportunity to learn a solo classical piece, a band ensemble performance and learning to play steel pans. Pupils revisit performing via different topics throughout Year 8 to give them the opportunity to practise and improve confidence. Pupils will continue to build on reading music notation.

Composing skills, both written and using software, will be built upon in Year 8 through the vehicle of more challenging topics. Pupils build upon the skill of writing down conventional notation on manuscript and also further develop their music technology skills in Year 8.

Listening skills will be further developed in Year 8 using extended musical vocabulary in detail throughout all topics. Pupils will practice the skill of listening and analysing building on music theory knowledge in each Year 8 topic.

Personal Development

Subject Leader: Mr D Sabbagh **Email:** dsabbagh@taptonschool.co.uk

KS3 Subject Leader: Ms M Rodriguez **Email:** mrodriguez@taptonschool.co.uk

Curriculum Intent: Our extensive and well-planned Personal Development programme provides all students the opportunity to enhance their physical and emotional well-being, enabling them to become active citizens by developing and discovering their interests and talents.

	Core Knowledge	Procedural Knowledge
Autumn Half Term 1	**Topics:** My Future Intro to Tapton	**Students will:** • Have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety • Know the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities • Understand about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
Autumn Half Term 2	**Topics:** Equality and Diversity.	**Students will:** • develop an understanding of how citizens can influence decision-making through the democratic process • develop an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety • have an understanding that the freedom to choose and hold other faiths and beliefs is protected in law • have an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour • develop an understanding of the importance of identifying and combatting discrimination
Spring Half term 1	**Topics:** Mental Health and Wellbeing. Friendship and Bullying.	**Students will:** • know the characteristics of positive and healthy friendships • know practical steps they can take in a range of different contexts to improve or support respectful relationships • know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • understand the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Spring Half Term 2	**Topics:** Puberty	**Students will:** • know key facts about puberty, the changing adolescent body and menstrual wellbeing • know the main changes which take place in males and females, and the implications for emotional and physical health • learn the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn • learn about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist • learn the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM.
Summer Half Term 1	**Topics:** Health lifestyle	**Students will:** • know about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics • have the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so • know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
Summer Half Term 2	**Topics:** Person Safety and First Aid	**Students will:** • learn basic treatment for common injuries • learn life-saving skills, including how to administer CPR • understand the purpose of defibrillators and when one might be needed

Homework:
A multiple-choice quiz on Class Charts at the end of each topic.
Student completes Knowledge organiser at the end of each topic.

Assessment:
Baseline tasks and progress tasks in all lessons.
A 20-mark question paper made up of multiple-choice questions.

Links to Personal Development:
Enabling students to recognise risks to their own wellbeing.
Social development: Practice using a range of social skills in different situations.
Prepare learners for future success in education, employment and training.
Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.

How is my knowledge further developed in Year 8?
In Y8 students will continue to build on their knowledge for Mental Health Wellbeing, Equality and Diversity, Careers and Health. Knowledge gained in friendships will be used when studying gangs and substance use.

Physical Education (PE)

Subject Leader: Mrs R Becks **Email:** rbecks@taptonschool.co.uk

Key Stage 3 Leader: Mrs S Wilson **Email:** swilson7@taptonschool.co.uk

Curriculum Intent: To provide students with the opportunity to try a variety of activities, have enjoyable experiences and gain a lifelong love of PE.

	Core Knowledge	Procedural Knowledge
Autumn Term	**Topics:** • Invasion Games • Net/Racket Games • Gymnastics • Dance • Athletics • Fitness • Orienteering	**Students will:** • develop their skills, knowledge and understanding in PE. • develop the ability to apply skills learnt in competitive situations. • be encouraged to work both independently and as part of a team. • use a range of tactics and strategies to overcome opponents in direct competition. • select and apply the appropriate strategy or technique to master an activity. • develop their technique to improve their performance. • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
Spring Term	**Topics:** • Invasion Games • Net/Racket Games • Gymnastics • Dance • Athletics • Fitness Orienteering	**Students will:** • develop their skills, knowledge and understanding in PE. • develop the ability to apply skills learnt in competitive situations. • be encouraged to work both independently and as part of a team. • use a range of tactics and strategies to overcome opponents in direct competition. • select and apply the appropriate strategy or technique to master an activity. • develop their technique to improve their performance. • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Summer Term	**Topics:** • Tennis • Cricket • Rounders • Athletics	**Students will:** • develop their skills, knowledge and understanding in PE. • develop the ability to apply skills learnt in competitive situations. • be encouraged to work both independently and as part of a team. • use a range of tactics and strategies to overcome opponents in direct competition. • select and apply the appropriate strategy or technique to master an activity. • develop their technique to improve their performance. • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Homework:
No formal homework is set in PE, but we encourage all pupils to involve themselves in physical activity outside of the PE curriculum and lead an active and healthy lifestyle.
A range of extra-curricular activities are available before and after school and everyone is welcome to attend

Assessment:
We holistically assess throughout PE using observation, peer and teacher assessments. Students receive constant verbal feedback.
Formal assessments take place twice a year, and our focus is on a student's behaviour, and whether or not they are meeting their potential.

Links to Personal Development:
- Leading healthy active lives.
- Be physically active for sustained periods of time.
- Have the knowledge and understanding of the importance of fitness and health.

How is my knowledge further developed in Year 8?
We follow a spiral curriculum so all activities will be revisited and both core and procedural knowledge will be deepened.

Product Design

Subject Leader: Mr J Fulson **Email:** jfulson@taptonschool.co.uk

Curriculum Intent: Students will learn through a variety of projects during KS3/4 and 5, how to use the technological principles of explore, create, and evaluate to solve problems. On this learning journey, these projects will also bestow upon them the technical knowledge required to be a Product Designer.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topics** • The 4 Ps of Sketching • Net Construction and Layout • Use of Thick and Thin Line Techniques	**Students will:** • Develop fundamental sketching skills, including isometric drawing techniques • Apply rendering methods to enhance visual communication • Learn and apply one-point and two-point perspective drawing • Understand and use crating techniques to structure drawings accurately • Practise the effective use of thick and thin lines to define form and detail
Autumn Term 2	**Topics** • Classification and Types of Wood • Properties and Characteristics of Timber • Categories and Properties of Thermo-Polymers • Use and Purpose of Templates and Jigs	**Students will:** • Safely and effectively use a range of hand tools and powered equipment, including the band facer and pillar drill • Employ templates and jigs to support accurate and repeatable manufacturing
Spring Term 1	**Topics:** • Temporary and Permanent Fixings • Writing and Designing to a Specification • Introduction to Iterative Design Processes • Mathematical Application: Area and Volume	**Students will:** • Work independently to develop solutions • Critically evaluate design decisions and outcomes • Apply appropriate mathematical formulae to solve design-related problems • Design with reference to a clear and justified specification
	The second half of the year is a repeat of content of the first three half terms with a rotation of a different group of students.	

Homework:
Homework is set on Class Charts for every six hours taught. Homework will comprise a presentation on The Positive Impact of Technology, revision for tests and a mid-way knowledge review

Assessment: Formative verbal and other feedback. Exploration grade (research). Create grade (making). Evaluation grade. Principles grade through a multiple-choice test that will include a maths and a written essay question. Presentation skills and content grade.
Links to Personal Development: Dexterity and hand skills. Self-evaluation of work. Presentation skills. Research/analytical skills
How is my knowledge further developed in Year 8? In Y8, students will learn the following through a sustainability project – Sustainable design, 6 Rs of sustainability, analysis of products and their environmental impact, materials properties, advancement of previous workshop skills and basic metal skills

Art and Design: Textiles

Subject Leader: Mrs K Pilarek **Email:** kpilarek@taptonschool.co.uk

Curriculum Intent: Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation, and self-critique along with contextual writing in reference to artists and designers. We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

Core Knowledge	Procedural Knowledge
Topics: Skills and knowledge development in the use of the sewing machine – including basic skills, threading, and safe practice. Problem solving and an understanding of technical aspects of the sewing machine and sewing. Responding to a brief, linked to the upcoming Pride of Yorkshire sculpture trail students will produce their own lion cub soft toy. Full drop print design and application. Cultural printing and surface techniques are taught, informing the development of a block print pattern. Application of colour to natural fabrics. An introduction to natural fibres, sourcing and properties. The process of making, including seam allowance, binding, and the use of surface decoration techniques. Quality control, accuracy and evaluation.	**Students will:** • Learn Health and safety in the workshop, safe practice and use of equipment. • Set up a sewing machine and sew safely. • Sew a range of stitches – straight lines, curved lines, accurate corners, hems and binding. • Learn about pattern design and development, including research into patterns, exploration of local themes and the development of a final full drop pattern print using block printing. • Develop a pattern block, used for block printing a piece of patterned fabric to be used for their product. • Learn about quality control and the use of seam allowance, accurate drawing, measuring. • Clip seams on curves • Evaluate and self and peer critique to inform the process and quality of making.

Homework:
Homework in Textiles will be set four times during the rotation; it will be explained in lesson and set on Class Charts.
The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons, or support upcoming lessons.

The content will either focus on research, development, recording, personally responding or annotating work.
Homework should be completed to a high standard, mirroring the standard of work in lessons.

Assessment:
AO1: Research.
AO2: Development.
AO3: Designing.
AO4: Making.
AO5: Evaluation.
Work is assessed for each assessment objective and students are given an overall percentage, relating to their learning, development, and skill during research, design, making and evaluation.
In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed.
No revision is required.

Links to Personal Development:
Cultural development.
British values.
Confidence, Resilience and Knowledge.
Future success in education.

How is my knowledge further developed in Year 8?
In Y8 students will continue to develop their sewing machine skills through a design and make project, working to answer a design brief inspired by Pop art. Students will research, develop, design, make and evaluate, learning a variety or new surface decoration and construction skills. With a focus on the use of synthetic fibres and fabrics.