



**Y8 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](mailto:year7@taptonschool.co.uk)

Year 8: [year8@taptonschool.co.uk](mailto:year8@taptonschool.co.uk)

Year 9: [year9@taptonschool.co.uk](mailto:year9@taptonschool.co.uk)

Year 10: [year10@taptonschool.co.uk](mailto:year10@taptonschool.co.uk)

Year 11: [year11@taptonschool.co.uk](mailto:year11@taptonschool.co.uk)

# Key Stage Three - Curriculum Overview

- Key Stage Three 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, Computer Science, EPR and Personal Development. These classes will be slightly altered moving into Year 8 and Year 9.
- In Languages, students commence studying a language in Year 7 and continue with that language until the end of Key Stage Three and are strongly encouraged to continue it until the end of Key Stage Four.

<b>Subject Area</b>	<b>Number of weekly hours - Y8</b>
English	3
Maths	3
Science	3
Languages	3
Geography	1
History	2
EPR	1
PE	2
Art	1
Music	1
Drama	1
Computer Science	1
Technologies: Engineering, Product Design, Food or Textiles	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.

# Key Stage Three - 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**
  - Is 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 2 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 and 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

## **Extracurricular activities**

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:** Mrs C Law

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**Key Stage Three Leader:** Mrs S Simpson

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**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
<b>Autumn</b>	<p><b>Topics:</b></p> <p>The environment: writing to persuade.</p> <p>Trash (novel): writing to analyse.</p>	<p><b>Students will:</b></p> <p>Reflect on current environmental issues today and write a persuasive letter about their opinion on it.</p> <ul style="list-style-type: none"> <li>• Write persuasively successfully - making a variety of language and structural choices to have an intended effect.</li> <li>• Analyse a non-fiction text, considering a range of language and structural effects of the choices made.</li> </ul> <p>Analyse how the writer uses language and structure to build tension.</p> <ul style="list-style-type: none"> <li>• Become a confident reader with strategies to unpick challenging texts.</li> <li>• Analyse a literature text, considering a range of language and structural effects of the choices made</li> <li>• Confidently apply rules of grammar to writing embedding them to create an intended effect</li> <li>• Understand a writer's message and reasoning for writing a text.</li> </ul>

<b>Spring</b>	<p><b>Topics:</b></p> <p>Much Ado About Nothing: writing to analyse.</p> <p>Gothic Literature: story writing and writing to describe.</p>	<p><b>Students will:</b></p> <p>Analyse how a relationship is presented between two characters where they closely analyse language.</p> <ul style="list-style-type: none"> <li>• Become a confident reader with strategies to unpick challenging texts.</li> <li>• Analyse a literature text, considering a range of language and structural effects of the choices made</li> <li>• Understand a writer’s message and reasoning for writing a text.</li> </ul> <p>Write a descriptive narrative inspired by the gothic genre with a picture stimulus.</p> <ul style="list-style-type: none"> <li>• Describe and story tell successfully - making a variety of language and structural choices to have an intended effect.</li> <li>• Analyse a literature text, considering a range of language and structural effects of the choices made</li> <li>• Confidently apply rules of grammar to writing embedding them to create an intended effect</li> </ul>
<b>Summer</b>	<p><b>Topics:</b></p> <p>Technology: speaking &amp; listening.</p> <p>Place poetry: writing to analyse and compare.</p>	<p><b>Students will:</b></p> <p>Present their opinion on developing technology in small groups.</p> <ul style="list-style-type: none"> <li>• Write persuasively successfully - making a variety of language and structural choices to have an intended effect.</li> <li>• Analyse a non-fiction text, considering a range of language and structural effects of the choices made.</li> <li>• Engage with discussion and be courteous towards my peers.</li> </ul> <p>Write an analytical essay comparing how two poets present places in each poem.</p> <ul style="list-style-type: none"> <li>• Become a confident reader with strategies to unpick challenging texts.</li> <li>• Analyse a literature text, considering a range of language and structural effects of the choices made</li> <li>• Compare and contrast two texts.</li> <li>• Understand a writer’s message and reasoning for writing a text.</li> </ul>

**Homework:** A reading homework will be set weekly for all students in KS3. This will be set on Class Charts 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 9?**

We follow a spiral curriculum where all skills visited in Year 8 will be revisited in Year 9 with a higher level of challenge. In Y9 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

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**Key Stage Three Leader:** Miss R Gilbertson

**Email:** [rgilbertson@taptonschoo.co.uk](mailto:rgilbertson@taptonschoo.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.

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

**Homework:**

Weekly homework is set using predominantly Mathswatch & sometimes Hegarty to practise the skills learnt that week

Revision tasks are also set as homework to prepare for the 2 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 9?**

Key Stage Three 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 Key Stage Three.

# Science

**Subject Leader:** Miss J Rigby

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**Key Stage 3 Leader:** Dr J Hufton

**Email:** [jhufton@taptonschoo.co.uk](mailto:jhufton@taptonschoo.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

	<b>Core Knowledge</b>	<b>Procedural Knowledge</b>
<b>Autumn</b>	<p><b>Topics:</b></p> <p>Work like a Scientist - practical skills.</p> <p>Biology: Health and lifestyle and biological processes.</p> <p>Chemistry: The Periodic table.</p> <p>Physics: Electricity and magnetism.</p>	<p><b>Students will:</b></p> <p>Select, plan, and carry out the most appropriate scientific enquiries to test predictions.</p> <p>Identify independent, dependent and control variables.</p> <p>Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety.</p> <p>Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility.</p> <p>Explain data in relation to predictions and hypotheses.</p> <p>Understand that scientific theories are modified to take account of new evidence.</p> <p>Understand importance of publishing results and peer review.</p>
<b>Spring</b>	<p><b>Topics:</b></p> <p>Biology: Ecosystems and adaptation.</p> <p>Chemistry: Separation techniques.</p> <p>Physics: Energy.</p>	<p><b>Students will:</b></p> <p>Select, plan, and carry out the most appropriate scientific enquiries to test predictions.</p> <p>Identify independent, dependent and control variables.</p> <p>Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety.</p> <p>Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility.</p> <p>Explain data in relation to predictions and hypotheses.</p> <p>Understand that scientific theories are modified to take account of new evidence.</p> <p>Understand importance of publishing results and peer review.</p>

<b>Summer</b>	<p><b>Topics:</b></p> <p>Biology: Inheritance.</p> <p>Chemistry: Metals and other materials and the Earth.</p> <p>Physics: Motion and Pressure</p>	<p><b>Students will:</b></p> <p>Select, plan, and carry out the most appropriate scientific enquiries to test predictions.</p> <p>Identify independent, dependent and control variables.</p> <p>Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety.</p> <p>Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility.</p> <p>Explain data in relation to predictions and hypotheses.</p> <p>Understand that scientific theories are modified to take account of new evidence.</p> <p>Understand importance of publishing results and peer review.</p>
<p><b>Homework:</b></p> <p>Students will receive homework for every six hours that they are taught.</p> <p>Homework will comprise of a set of topic essential retrieval questions and vocabulary builders that complement the learning in class.</p>		
<p><b>Assessment:</b></p> <p>To assess learning students will also have in class End of Unit assessments throughout the year</p> <p>There will be two more formal assessments.</p> <p>Autumn Term: Exam on health and lifestyle and the Periodic table.</p> <p>Summer Term: Exam on all content covered in Y8.</p>		
<p><b>Links to Personal Development:</b></p> <p>Enabling students to recognise risks to their own wellbeing.</p> <p>Social development: Practise using a range of social skills in different situations.</p> <p>Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships.</p>		
<p><b>How is my knowledge further developed in Year 9?</b></p> <p>Students will build upon the scientific principles learnt in both Year 8 and at KS2, as well as covering brand new content in all three sciences in more detail. 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.</p>		

# Geography

**Subject Leader:** Mr A Kennedy

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**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.

	<b>Core Knowledge</b>	<b>Procedural Knowledge</b>
<b>Autumn Term</b>	<p><b>Topic: Plate Tectonics</b></p> <p>Students will build a knowledge and understanding of Earth science. This will include:</p> <ul style="list-style-type: none"> <li>Knowing the internal structure of the Earth and the theories underpinning plate tectonics.</li> <li>How volcanoes and earthquakes occur and where.</li> <li>Case studies of volcanic eruptions, earthquakes, and tsunamis to understand their causes, consequences and responses.</li> <li>How people live alongside the threat of tectonic hazards.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use a variety of maps at a range of scales from regional to global to identify and analyse patterns of tectonic activity.</li> <li>Work with geographical data to perform basic calculations about magnitude of events and consequences.</li> <li>Read a variety of geographical texts to extract and categorise ideas.</li> <li>Study images of unfamiliar places and events to grow their global understanding of the world.</li> </ul> <p>Write extended prose to describe, explain and evaluate their learning.</p>
<b>Spring Term</b>	<p><b>Topic: The Population of Asia</b></p> <p>In this place study, students will learn more about this region of the world. This will include:</p> <ul style="list-style-type: none"> <li>The urban and physical geography of Asia.</li> <li>The contrasting climate across the Asian region.</li> <li>The demography of Asia including investigating its rapid population growth... and future decline.</li> <li>A case study of how urbanisation is leading to urban challenges in Asian megacities such as Jakarta.</li> <li>A case study exploring how India has tried to manage its rapid population growth.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use a variety of maps at a range of scales from regional to global to identify and analyse patterns with a focus on Asia.</li> <li>Work with geographical data to perform basic calculations such as investigating population growth.</li> <li>Read a variety of geographical texts to extract and categorise ideas.</li> <li>Study images of unfamiliar places and events to grow their global understanding of the world.</li> <li>Write extended prose to describe, explain and evaluate their learning.</li> </ul>

<b>Summer Term 1</b>	<p><b>Topic: Fast Fashion</b></p> <p>Students will learn about the global and regional scale of our 'fast fashion' problem by investigating:</p> <ul style="list-style-type: none"> <li>• The reasons why we have fast fashion.</li> <li>• The social and environmental consequences of the trend for fast fashions.</li> <li>• The sustainable alternatives to fast fashion.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of maps at a range of scales from regional to global to identify and analyse patterns.</li> <li>• Work with geographical data to perform basic calculations.</li> <li>• Read a variety of geographical texts to extract and categorise ideas.</li> <li>• Study images of unfamiliar places and events to grow their global understanding of the world.</li> </ul> <p>Write extended prose to describe, explain and evaluate their learning.</p>
<b>Summer term 2</b>	<p><b>Topic: Africa</b></p> <p>In this place study, students will learn more about this region of the world. This will include:</p> <ul style="list-style-type: none"> <li>• Busting myths and misconceptions about the African continent.</li> <li>• Exploring the contrasting climatic regions across the African Continent.</li> <li>• Investigating the diverse demography of the African continent.</li> <li>• A <b>case study</b> into one African city to demonstrate how it is developing into a 21<sup>st</sup> century hub for the continent of Africa.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of maps at a range of scales from regional to global to identify and analyse patterns with a focus on Africa.</li> <li>• Work with geographical data to perform basic calculations such as working with socio-economic data.</li> <li>• Read a variety of geographical texts to extract and categorise ideas.</li> <li>• Study images of unfamiliar places and events to grow their global understanding of the world.</li> <li>• Write extended prose to describe, explain and evaluate their learning.</li> </ul>
<p><b>Homework:</b></p> <p>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.</p>		
<p><b>Assessment:</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• <b>Autumn:</b> Plate tectonics, Ecosystems (from Y7), Geographical Skills (including graphs, data, and maps)</li> <li>• <b>Spring:</b> Plate tectonics, Population, Geographical Skills (including graphs, data, and maps)</li> </ul>		
<p><b>Links to Personal Development:</b></p> <p>The topics studied in Year 8 may inspire students to investigate a range of careers spanning the physical, social and environmental sciences. Examples could include seismologists, emergency aid workers, demographers and urban planners. 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 different places.</p>		
<p><b>How is my knowledge further developed in Year 9?</b></p> <p>As students move on into Year 9 they will extend their geographical knowledge of global places by learning about a new region of the world, The Middle East. The students will also investigate global development issues across a range of places from which they will be able to draw on the knowledge gained in Year 8 about the continents of Asia and Africa. The theme of sustainability continues as they will learn about sustainable transport and how we can keep the world moving for a greener future.</p>		

# History

**Subject Leader:** Mr A McAuley

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**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.

	<b>Core Knowledge</b>	<b>Procedural Knowledge</b>
<b>Autumn</b>	<p><b>Topic:</b></p> <p>The Fight for Power in Britain from 1066 to present.</p>	<p><b>Students will:</b></p> <p>Assess the reliability and purpose of contemporary sources.</p> <p>Use contemporary sources to support/ challenge a historical argument.</p> <p>Evaluate change over time.</p> <p>Explain why events happened (causation).</p> <p>Describe the key features of historical events / periods.</p> <p>Recognise and compare historical interpretations.</p> <p>Understand why historical interpretations have changed over time.</p>
<b>Spring</b>	<p><b>Topic:</b></p> <p>The transatlantic slave trade.</p> <p>Local study: Sheffield and the Industrial Revolution.</p>	<p><b>Students will:</b></p> <p>Assess the reliability and purpose of contemporary sources.</p> <p>Use contemporary sources to support/ challenge a historical argument.</p> <p>Evaluate change over time.</p> <p>Explain why events happened (causation).</p> <p>Describe the key features of historical events / periods.</p> <p>Recognise and compare historical interpretations.</p> <p>Understand why historical interpretations have changed over time.</p>

<b>Summer</b>	<p><b>Topic:</b></p> <p>Edwardian Britain.</p> <p>The First World War.</p>	<p><b>Students will:</b></p> <p>Assess the reliability and purpose of contemporary sources.</p> <p>Use contemporary sources to support/ challenge a historical argument.</p> <p>Evaluate change over time.</p> <p>Explain why events happened (causation).</p> <p>Describe the key features of historical events / periods.</p> <p>Recognise and compare historical interpretations.</p> <p>Understand why historical interpretations have changed over time.</p>
	<p><b>Homework:</b></p> <p>Homework is set on Class Charts for every six taught hours.</p> <p>In the Autumn term, homework will comprise of an online quiz; a revision task to help to prepare for the assessment; a Fight for Power menu; and revision of glossary terms for an in-class test</p> <p>In the Spring term, students can expect further Revision of class learning using an online quiz; homework relating to the abolition of slavery, a homework on Industrial women of Sheffield.</p> <p>In the final term of Y8 homework will comprise assessment preparation via a revision task; revision of glossary terms for an in-class test; and research on First World War memorials in Sheffield.</p>	
<p><b>Assessment:</b></p> <p>In the Autumn Term, Assessment 1: On aspects of Year 7 learning, plus the Fight For Power (medieval unit). This will assess: knowledge retention; description skills; ability to evaluate a historical source; comparison of historical interpretations; and use of evidence to support/ challenge a viewpoint.</p> <p>In the summer term, Assessment 2: On aspects of Fight for Power; Edwardian Britain; and the Transatlantic slave trade. This will assess: chronological understanding/ change over time; knowledge retention; explanation/ causation; use of contemporary sources to support/ challenge viewpoints.</p>		
<p><b>Links to Personal Development:</b></p> <p>British Values: Democracy, individual liberty, rule of law, mutual respect and tolerance</p> <p>Promoting inclusivity and diversity of all protected characteristics</p> <p>Prepare learners for future success in education, employment and training</p> <p>Moral development: Recognise the difference between right and wrong</p> <p>Cultural development: Understanding the wide range of cultural influences that shape individuals</p>		
<p><b>How is my knowledge further developed in Year 9?</b></p> <p>Studies of mass protest groups such as the Chartists, NUWSS and WSPU are referred to in the Y9 civil rights course for comparison</p> <p>The same underpinning of substantive and disciplinary knowledge, historical scholarship and historical evidence are to the forefront, although students will be further challenged in relation to these things.</p>		

# Modern Foreign Languages (MFL)

**Subject Leader:** Ms J Askew

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## 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	<p><b>Topic:</b> Compass points, locations, types of town and descriptions, places in town, activities to do in town, directions, town vs countryside, town in the past, ideal town, environmental issues.</p>	<p><b>Students will:</b> Acquire grammatical terminology such as 'infinitive', 'tenses' etc which are explicitly taught and referred to throughout the KS3 course, as the Year 8 course seeks to build upon the knowledge and skills acquired in Year 7.</p> <p>Be fully introduced to the past time frames and to the full conjugations of key verbs in all time frames.</p> <p>Use prepositions correctly.</p> <p>Begin to introduce clauses into their work e.g. where you can...</p> <p>Develop their skills to be able to use, understand and produce increasingly longer sentences and passages.</p>
Autumn Term 2	<p><b>Topic:</b> Environmental issues and solutions General customs and festivals.</p>	<p><b>Students will:</b> Revisit all three time frames, present, past and future are considered in greater depth.</p> <p>Understand the use of Modal verbs i.e you must, you can etc.</p> <p>See how the English passive voice is translated.</p> <p>Due to the spiral nature of the curriculum, all skills and grammatical concepts covered in Year 7 are revisited and practised, for example giving justified opinions, using adjectival agreement.</p>

<b>Spring Term 1</b>	<p><b>Topic:</b> Countries, destinations, transport, accommodation, holiday activities, weather.</p>	<p><b>Students will:</b> Revise the present tense and nouns and genders in line with the spiral curriculum.</p> <p>Develop their skills to be able to use, understand and produce increasingly longer sentences and passages to inform and narrate their opinions.</p>
<b>Spring Term 2</b>	<p><b>Topic:</b> Holidays in the past and future, holiday problems.</p>	<p><b>Students will:</b> Consolidate and expand their knowledge of the simple past tense and near future tense, using them effectively to narrate about holidays.</p> <p>Consolidate a sound knowledge of the Simple future tense.</p> <p>Develop their skills to be able to use, understand and produce increasingly longer sentences and passages to recount their experiences in a variety of tenses.</p> <p>Learn to use the Conditional tense with a Si/wenn (if) clause.</p>
<b>Summer Term 1</b>	<p><b>Topic:</b> Types of food, cuisine, mealtimes, restaurants, menus, previous eating habits compared to now, healthy living, diet.</p>	<p><b>Students will:</b> Revisit the Imperfect tense to be able to contrast between then and now. Learn to use impersonal verb constructions. Acquire transactional skills of ordering food in a restaurant.</p>
<b>Summer term 2</b>	<p><b>Topic:</b> Parts of body and face, illnesses and injuries, remedies, doctor/pharmacy visits, healthy living, sports and fitness, advice, future plans for healthy living.</p>	<p><b>Students will:</b> Learn how to say what hurts and what illnesses they have and be able to receive information which will help them find solutions The near future tense will be revisited.</p>
<p><b>Homework:</b> The purpose of homework set in MFL is to consolidate the learning that happens in the classroom and develop the key skills of listening, speaking, reading, writing 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:</p> <ul style="list-style-type: none"> <li>• Reading comprehension exercises</li> <li>• Vocabulary learning</li> <li>• Grammar consolidation</li> <li>• Written tasks</li> <li>• Research</li> </ul>		
<p><b>Assessment:</b> Low stakes grammar and vocabulary tests, assessment for learning activities, targeted questioning and a range of pair, group and whole class work.</p> <p>Aside from the two 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.</p> <p><b>Assessment Point 1</b> - listening, reading and writing All topics covered in Y8 so far and those covered in Y7 too</p>		

**Assessment Point 2** - listening, reading and writing  
All topics covered in Y8 and those covered in Y7 too

**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. Their resilience develops as challenge builds and pair and group work facilitates moral and social development.

**How is my knowledge further developed in Year 9?**

Phonics and pronunciation practice, vocabulary acquisition and the obtaining of grammatical knowledge will continue to be built upon and enhanced in Year 9, 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

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## 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
<b>Autumn Half Term 1 and 2</b>	<p><b>Topic: Where can wisdom be found for young people today? (Part 2)</b> Students will:</p> <ul style="list-style-type: none"> <li>Compare and contrast stories about Abraham found in both the Bible and the Qur'an.</li> <li>Learn about explain the key events in the life of Muhammad.</li> <li>Explain and interpret key messages form the Hadith.</li> <li>Interpret Hadith so that they can understand the importance of the Hadith in the lives of Muslims today.</li> <li>Explain the life of Malala Yousafzai and where she gains her inspiration from for her activism.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn the key vocabulary of this topic and become confident in using it both orally and in extended writing.</li> <li>Develop confidence in reading and interpretation of key texts using active reading strategies.</li> <li>Engage thoughtfully in discussion work using a range of oracy strategies.</li> <li>Develop their extended writing skills in response to their learning.</li> </ul>
<b>Spring Half Term 3 and 4</b>	<p><b>Topic: Good, bad; right, wrong: how do I decide?</b> Students will:</p> <ul style="list-style-type: none"> <li>Understand the nature of ethical decision making.</li> <li>Learn about examples of theistic moral guidance such as the Ten Commandments, religious leaders and texts, and Situation Ethics (theological lens). They will then apply theistic moral guidance in the area of environmental ethics.</li> <li>Understand examples of non-theistic moral guidance such as Utilitarianism, Situation ethics and Humanism and apply these in the area of environmental ethics.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn the key vocabulary of this topic and become confident in using it both orally and in extended writing.</li> <li>Develop confidence in reading and interpretation of key texts using active reading strategies.</li> <li>Apply key ideas to a current issue.</li> <li>Engage thoughtfully in discussion work using a range of oracy strategies.</li> <li>Develop their extended writing skills in response to their learning.</li> </ul>

<b>Summer Half Term 5 and 6</b>	<p><b>Topic: How do Sikh teachings on equality and service make a difference in the world today?</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand the nature of Sikhi in the world today.</li> <li>• Learn about Sikh beliefs in relation to God and community.</li> <li>• Understand how the Gurdwara exemplifies Sikh beliefs about equality.</li> <li>• Learn about the langar on the street and the difference that it makes in communities today.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Analyse data</li> <li>• Learn the key vocabulary of this topic and become confident in using it both orally and in extended writing.</li> <li>• Develop confidence in reading and interpretation of key texts using active reading strategies.</li> <li>• Engage thoughtfully in discussion work using a range of oracy strategies.</li> <li>• Develop their extended writing skills in response to their learning.</li> </ul>
<p><b>Homework:</b></p> <p>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.</p>		
<p><b>Assessment:</b></p> <p>Throughout the year students will be assessed in lessons through a range of assessment for learning strategies such as 'no hands up questioning', 'agree, build challenge', and mini whiteboard learning checks as well as questioning, key word quizzes and live marking of written work. There are also two formal assessments undertaken in class:</p> <p>Time: 40 mins Format:</p> <p><b>Assessment 1:</b></p> <ul style="list-style-type: none"> <li>• 5 multiple choice questions and 5 keyword definitions.</li> <li>• 4 short knowledge and understanding questions.</li> <li>• 1 extended answer requiring students to demonstrate the skills of interpretation and evaluation.</li> </ul> <p><b>Assessment 2:</b></p> <ul style="list-style-type: none"> <li>• 5 key word definition questions.</li> <li>• 5 short knowledge and understanding questions.</li> <li>• 1 extended answer requiring students to demonstrate the skills of interpretation and evaluation.</li> </ul>		
<p><b>Links to Personal Development:</b></p> <p>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.</p>		
<p><b>How is my knowledge further developed in Year 9?</b></p> <p>Learning in Year 8 equips students with the knowledge, understanding and skills to tackle Year 9 topics with confidence. The focus on wisdom in both Years 7 and 8 provides a strong foundation for an in-depth study of Christian and Muslim beliefs in Y9. The moral philosophy introduced in Year 8 prepares students to tackle the ethical elements of Marriage and Family in Y9. This builds on their understanding of sources of wisdom and moral authority.</p>		

# Personal Development

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**KS3 Subject Leader:** Ms M Rodriguez

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**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.

	<b>Core Knowledge</b>	<b>Procedural Knowledge</b>
<b>Autumn 1</b>	<p><b>Topics:</b></p> <p>My place in society</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• have an understanding of the importance of identifying and combatting discrimination</li> <li>• have an understanding that the freedom to choose and hold other faiths and beliefs is protected in law</li> <li>• understand injustice, prejudice, stereotypes and discrimination (in learning and the workplace)</li> </ul>
<b>Autumn 2</b>	<p><b>Topics:</b></p> <p>Citizenship</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• know the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</li> <li>• understand the operation of Parliament, including voting and elections, and the role of political parties</li> <li>• understand the precious liberties enjoyed by the citizens of the United Kingdom</li> <li>• know the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</li> </ul>

<b>Spring 1</b>	<p><b>Topics:</b></p> <p>Citizenship</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• learn 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</li> <li>• develop an understanding of how citizens can influence decision-making through the democratic process</li> <li>• develop an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence</li> </ul>
<b>Spring 2</b>	<p><b>Topics:</b></p> <p>Relationships</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• know the concepts of, and laws relating to forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• understand that there are different types of committed, stable relationships</li> <li>• know how these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• know what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• understand why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• Know the characteristics and legal status of other types of long-term relationships.</li> </ul>
<b>Summer 1</b>	<p><b>Topics:</b></p> <p><b>Personal Finance</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Develop and understanding the functions and uses of money, the importance and practice of budgeting, and managing risk</li> </ul>

<b>Summer 2</b>	<p><b>Topics:</b></p> <p>Healthy lifestyles</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Know the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> <li>• Mental health</li> <li>• Bereavement</li> </ul>
<p><b>Homework:</b>  A multiple-choice quiz on Class Charts at the end of each topic.  Student completed Knowledge Organiser at the end of each topic.</p>		
<p><b>Assessment:</b>  Baseline tasks and progress tasks in all lessons.  A 20-mark question paper made up of multiple-choice questions.</p>		
<p><b>Links to Personal Development:</b>  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.</p>		
<p><b>How is my knowledge further developed in Year 9?</b>  In Year 9 students will continue to build on their knowledge for Mental Health Wellbeing, Equality and Diversity, Careers and personal safety and Health. Knowledge gained in substance use will be further build upon in the topic of drugs and alcohol.</p>		

# Physical Education (PE)

**Subject Leader:** Mrs R Becks

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**Key Stage Three Leader:** Mrs S Wilson

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**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
<b>Autumn Term</b>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Invasion Games</li> <li>• Net/Racket Games</li> <li>• Gymnastics</li> <li>• Dance</li> <li>• Athletics</li> <li>• Fitness</li> <li>• Orienteering</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• develop their skills, knowledge and understanding in PE.</li> <li>• develop the ability to apply skills learnt in competitive situations.</li> <li>• be encouraged to work both independently and as part of a team.</li> <li>• use a range of tactics and strategies to overcome opponents in direct competition.</li> <li>• select and apply the appropriate strategy or technique to master an activity.</li> <li>• develop their technique to improve their performance.</li> <li>• analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>Spring Term</b>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Invasion Games</li> <li>• Net/Racket Games</li> <li>• Gymnastics</li> <li>• Dance</li> <li>• Athletics</li> <li>• Fitness</li> <li>• Orienteering</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• develop their skills, knowledge and understanding in PE.</li> <li>• develop the ability to apply skills learnt in competitive situations.</li> <li>• be encouraged to work both independently and as part of a team.</li> <li>• use a range of tactics and strategies to overcome opponents in direct competition.</li> <li>• select and apply the appropriate strategy or technique to master an activity.</li> <li>• develop their technique to improve their performance.</li> <li>• analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

<b>Summer Term</b>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Tennis</li> <li>• Cricket</li> <li>• Rounders</li> <li>• Athletics</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• develop their skills, knowledge and understanding in PE.</li> <li>• develop the ability to apply skills learnt in competitive situations.</li> <li>• be encouraged to work both independently and as part of a team.</li> <li>• use a range of tactics and strategies to overcome opponents in direct competition.</li> <li>• select and apply the appropriate strategy or technique to master an activity.</li> <li>• develop their technique to improve their performance.</li> <li>• analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<p><b>Homework:</b>  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</p>		
<p><b>Assessment:</b>  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.</p>		
<p><b>Links to Personal Development:</b></p> <ul style="list-style-type: none"> <li>• Leading healthy active lives.</li> <li>• Be physically active for sustained periods of time.</li> <li>• Have the knowledge and understanding of the importance of fitness and health.</li> </ul>		
<p><b>How is my knowledge further developed in Year 9?</b>  We follow a spiral curriculum so all activities will be revisited and both core and procedural knowledge will be deepened.</p>		

# Art and Design: Art

**Subject Leader:** Mrs K Pilarek

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**Key Stage Three Leader:** Mr J Fogg

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**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
<b>Autumn</b>	<p><b>Topics:</b> The formal elements: line, tone, form, shape, colour, texture and pattern through the observation of primary source objects associated with Abstract Modern Art.</p> <p>Mechanical Objects project:</p> <p>Contextual links between the local Steel Industry and Industrial heritage and artist Jim Dine.</p> <p>Colour theory - Complementary pairs and secondary colours. Warm and cool colours.</p> <p>Development of repeat pattern design to create a lino print response informed by research into Jim Dine, Eduardo Paolozzi and mechanical object recording.</p>	<p><b>Students will:</b> Develop pattern and planning and design a three-layered lino print design.</p> <p>Apply purposeful use of colour, including complementary pairs and highlights and lowlights.</p> <p>Learn about safe use of lino tools and equipment to produce an accurate, well registered lino print design with up to 4 layers.</p>
<b>Spring</b>	<p><b>Topics:</b> Portrait project: Contextual exploration into portraiture, including artists Modigliani, Picasso, Matisse, Kahlo, DaVinci, Rembrandt, Hambling and Warhol and many more.</p> <p>Composition, mark making, and use of colour are explored and analysed in relation to the purpose, time and context of the artwork.</p>	<p><b>Students will:</b> Learn about the proportion of the face, composition and how to portray a character through a portrait.</p> <p>Develop mark making techniques to develop understanding of proportion and dynamic use of light and shadow.</p> <p>Develop proportion and accuracy, using the gridding technique.</p> <p>Practise watercolour painting, colour mixing and layering is taught during the process of portrait painting.</p> <p>Produce a final watercolour self-portrait.</p>

<b>Summer</b>	<p><b>Topics:</b> Organic Form project: Exploration into the 2D and sculptural work of Yorkshire and British artists, with a focus on sculpture inspired by natural form and displayed within nature of the outdoors.</p> <p>Comparing and analysing the work of artists, designers and architects such as Hepworth, Randall-Page, Cragg, Cassell, Heatherwick.</p> <p>Design processes, how designers and artists work in 2D form producing artwork which informs sculpture, design and architecture.</p>	<p><b>Students will:</b> Develop observational recording skill in a variety of media, focusing of natural form, organic pattern and surface texture.</p> <p>Thumbnail ideas and development through the synthesis of a range of artists work and observational recording.</p> <p>Complete large scale watercolour recording.</p> <p>Use Chalk and charcoal.</p> <p>Complete large scale ink drawing.</p> <p>Practise model making and sculptural design/ architecture informed by research, development, and recording.</p>
<p><b>Homework:</b> 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. Homework should be completed to a high standard, mirroring the standard of work in lessons. During the Portrait project students will be asked to take a photo of their face to be used in their watercolour self-portrait, this can be printed in the art department at breaktimes, lunchtimes or afterschool</p>		
<p><b>Assessment:</b> AO1: Research AO2: Development AO3: Recording AO4: Final piece AO5: Annotation</p> <p>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 Mechanical 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 during their Portraiture 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 produce during their Organic Form 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.</p>		
<p><b>Links to Personal Development:</b> Character British Values Cultural Development Social Skills, Confidence, Resilience and Knowledge Future success in education</p>		
<p><b>How is my knowledge further developed in Year 9?</b> In Year 9 students will continue to expand their learning of the formal elements: line, tone, form, shape, colour, texture and pattern through the observation of primary and secondary source objects in a variety of projects. Students will broaden their technical knowledge and understanding of artistic mediums with the introduction of photography, mixed media projects and through the use of acrylic paint, ceramics and model making.</p>		

# Computer Science

**Subject Leader:** Mrs S Thomas

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**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
<b>Autumn</b>	<p><b>Topics:</b></p> <p>Physical computing with micro:bits.</p> <p>Computational Thinking with Bebras (2)</p>	<p><b>Students will:</b></p> <p>List the micro:bit's input and output devices. Identify how instructions are stored and executed within a computer system such as the micro:bit.</p> <p>Use sequence, selection, and repetition in programs. Work with variables and various forms of input and output on the micro:bit.</p> <p>Use development environments to write, execute, and debug programmes for the micro:bit.</p> <p>Apply decomposition, abstraction and algorithmic thinking to help solve problems. Write simple Python programs that display messages, assign values to variables, and receive keyboard input.</p>
<b>Spring</b>	<p><b>Topics:</b></p> <p>Programming with Python Intro - Text based Programming.</p> <p>Plan, Design, Create, Present and Evaluate a digital project.</p> <p>Careers: The future of jobs 1.</p> <p>Data Representation: Binary.</p>	<p><b>Students will:</b></p> <p>Use relational operators to form logical expressions.</p> <p>Use binary and multi-branch selection.</p> <p>Use debugging techniques to identify errors in code.</p> <p>Plan effective presentations for a given audience.</p> <p>Create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability.</p> <p>Identify diversity and careers in Computing and Technology. Identify the potential paths into roles in the technology sector.</p> <p>Understand how data of various types (including text) can be represented and manipulated digitally, in the form of binary digits.</p> <p>Explain what binary digits (bits) are and articulate why in computing we use binary to represent data.</p> <p>Measure the size or length of a sequence of bits as the number of binary digits.</p> <p>Carry out simple operations on binary numbers</p> <p>Conversion between binary and decimal.</p>

<b>Summer</b>	<p><b>Topics:</b></p> <p>Cybersecurity.</p>	<p><b>Students will:</b></p> <p>Identify the difference between data and information.</p> <p>Identify how different types of malware cause problems for computer systems and identify strategies to reduce malware and brute force attacks.</p> <p>Explain the need for the Computer Misuse Act and GDPR.</p> <p>Question how malicious bots can have an impact on societal issues.</p> <p>Implement strategies to minimise the risk of data being compromised.</p>
<p><b>Homework:</b></p> <p>Homework will be set on Class Charts for every six hours taught.</p> <p>There will be a terminology revision and computer quiz each half term.</p>		
<p><b>Assessment:</b></p> <p>Student learning will be assessed through the use of progress tasks in lessons.</p> <p>There will also be summative end of topic quizzes consisting of multiple choice and text-based questions.</p> <p><b>Autumn Assessment</b></p> <p>Students will be assessed on Topics from Year 7 and from Year 8 Autumn term.</p> <p>The assessment will be online and last for 45 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.</p> <p><b>Spring Assessment</b></p> <p>Students will be assessed on Topics from Year 7 and from Year 8 Autumn term and Spring term.</p> <p>The assessment will be online and last for 45 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.</p>		
<p><b>Links to Personal Development:</b></p> <p>Enabling Students to recognise online risks to their own wellbeing. Students to recognise the dangers of inappropriate use of mobile technology and social media.</p> <p>Build students confidence, resilience, understanding of ethics, cultural capital and knowledge.</p> <p>Prepare learners for future success in education, employment and training, so that they can keep themselves mentally healthy and be economically successful.</p> <p>Promote inclusion: Computer Science opportunities are for everyone</p>		
<p><b>How is my knowledge further developed in Year 9?</b></p> <p>Computer Science in Year 9 will continue to help you understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. You will develop your programming skills further using micro:bits with Python. You will start to look at computer systems in greater depth, look at the role, impact and ethics of artificial intelligence, machine learning and data science in our society.</p> <p>You will continue to use technology safely, respectfully, responsibly, and securely. Developing your knowledge of staying safe online through developing your understanding of cybersecurity.</p> <p>You will continue to develop your information technology skills and digital literacy by using a range of platforms, tools and technologies creatively and appropriately.</p>		

# Drama

**Subject Leader:** Ms R Gerrard

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**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.

	<b>Core Knowledge</b>	<b>Procedural Knowledge</b>
<b>Autumn Term 1</b>	<p><b>Topic:</b></p> <p><b><i>The Tempest by William Shakespeare &amp; Frantic Assembly.</i></b></p> <p>The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Interpret character - facial expression, body language, voice etc.</li> <li>• Apply skills to create performance work e.g. use of physical theatre inspired by Frantic Assembly.</li> <li>• Appreciate and understand theatre design.</li> <li>• Be an effective cast member - communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative.</li> <li>• Interpret plays - from the point of view of a director, actor and designer.</li> </ul>
<b>Autumn Term 2</b>	<p><b>Topic:</b> Continued</p> <p><b><i>The Tempest by William Shakespeare &amp; Frantic Assembly.</i></b></p> <p>The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation.</p>	<ul style="list-style-type: none"> <li>• Explore the structure of plays - plot/theme/form/style/genre/dialogue.</li> <li>• Explore the history of theatre through the study of Elizabethan Theatre.</li> <li>• Understand theatre space - actor interaction and audience awareness.</li> <li>• Experience live theatre - access to Drama Online to support the delivery of the units of work.</li> <li>• Analyse and evaluate theatre through verbal responses in lessons.</li> <li>• Use subject knowledge to answer questions on how to act, direct or design for an extract of script.</li> </ul>
<b>Spring Term 1</b>	<p><b>Topic:</b></p> <p><b>Script writing &amp; staging</b></p> <p>The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Creating character - facial expression, body language, voice etc.</li> <li>• Apply skills to create a script, looking at the dramatic theatre framework.</li> <li>• Appreciate and understand theatre design.</li> <li>• Be an effective cast member - communication skills, leadership skills, working collaboratively,</li> </ul>

<b>Spring Term 2</b>	<p><b>Topic:</b> <b>Continued</b></p> <p><b>Script writing &amp; staging</b></p> <p>The application of skills to be an effective actor.</p> <p>The art of directing and designing for theatre.</p> <p>Being and informed member of an audience through analysis and evaluation.</p>	<p>compromising, problem solving, being creative.</p> <ul style="list-style-type: none"> <li>• Interpret plays - from the point of view of a director, actor and designer.</li> <li>• Explore the structure of plays - plot/theme/form/style/genre/dialogue.</li> <li>• Exploring different staging configurations and stage spaces.</li> <li>• Understand theatre space - actor interaction and audience awareness.</li> <li>• Experience live theatre - access to Drama Online to support the delivery of the units of work.</li> <li>• Analyse and evaluate theatre through a written assessment task and verbal responses in lessons.</li> </ul>
<b>Summer Term 1</b>	<p><b>Topic:</b></p> <p><b>Brecht on theatre</b></p> <p>The application of skills to be an effective actor.</p> <p>The art of directing and designing for theatre.</p> <p>Being and informed member of an audience through analysis and evaluation.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Interpret character - facial expression, body language, voice etc.</li> <li>• Apply skills to create performance work e.g. using specific Brechtian techniques including third person narration and multi role play.</li> <li>• Appreciate and understand theatre design.</li> <li>• Be an effective cast member - communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative.</li> <li>• Interpret plays - from the point of view of a director, actor and designer.</li> <li>• Explore the structure of plays - plot/theme/form/style/genre/dialogue.</li> <li>• Explore the history of Brecht and the origins of his theatre.</li> <li>• Understand theatre space - actor interaction and audience awareness.</li> <li>• Experience live theatre - access to Drama Online to support the delivery of the units of work.</li> <li>• Analyse and evaluate theatre through verbal responses in lessons.</li> </ul>
<b>Summer term 2</b>	<p><b>Topic:</b> Continued</p> <p><b>Brecht on theatre</b></p> <p>The application of skills to be an effective actor.</p> <p>The art of directing and designing for theatre.</p> <p>Being and informed member of an audience through analysis and evaluation.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Interpret character - facial expression, body language, voice etc.</li> <li>• Apply skills to create performance work e.g. using specific Brechtian techniques including third person narration and multi role play.</li> <li>• Appreciate and understand theatre design.</li> <li>• Be an effective cast member - communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative.</li> <li>• Interpret plays - from the point of view of a director, actor and designer.</li> <li>• Explore the structure of plays - plot/theme/form/style/genre/dialogue.</li> <li>• Explore the history of Brecht and the origins of his theatre.</li> <li>• Understand theatre space - actor interaction and audience awareness.</li> <li>• Experience live theatre - access to Drama Online to support the delivery of the units of work.</li> <li>• Analyse and evaluate theatre through verbal responses in lessons.</li> </ul>

**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.

**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 9?**

Students will continue to develop their interpretation and devise theatre, as well as studying the work of Stanislavski.

# Engineering

**Subject Leader:** Mr J Fulson

**Email:** [jfulson@taptonschool.co.uk](mailto: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
<b>Autumn Term 1</b>	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Material properties of metals.</li> <li>• Metalworking processes and tools.</li> <li>• Lathe and milling machine operation.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Follow Engineering drawings to plan making a Device Holder.</li> <li>• Plan for making.</li> <li>• Take part in practical lessons on manufacturing the Device Holder.</li> </ul>
<b>Autumn Term 2</b>	<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Computer Aided Design.</li> <li>• Quality control.</li> <li>• Selection of materials.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Follow Engineering drawings to plan making a Device Holder.</li> <li>• Risk Assess.</li> <li>• Take part in practical lessons on manufacturing the Device Holder.</li> <li>• Explain why materials have been chosen.</li> </ul>
<b>Spring Term 1</b>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Extracting information from engineering drawings</li> <li>• Health and safety and risk assessment. Sustainable design.</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Follow Engineering drawings to plan making a Device Holder.</li> <li>• Risk Assess.</li> <li>• Take part in practical lessons on manufacturing the Device Holder.</li> <li>• Evaluate the completed product including if it meets tolerances.</li> </ul>
	<p>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.</p>	

**Homework:**

Homework is set on Class Charts for every six hours taught. Homework will comprise a presentation on the negative 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 9?**

In Year 9, students that opt to take Engineering will explore electronics and structures, create a can crusher and a torch/flashlight, evaluate their work and develop a good understanding of Computer Aided Design.

# Food

**Subject Leader:** Mrs T Stafford

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**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
<b>Autumn Term 1</b>	<p><b>Topic: Project</b> - From Farm to Fork.</p> <p>Students learn about where food comes from. Including -</p> <p>Food choice</p> <p>Grow, reared and caught</p> <p>Ethics</p> <p>Fishing methods</p> <p>Egg farming</p>	<p><b>Students will:</b> Cook dishes that require a combination of skills dovetailed together.</p> <p>Including -</p> <p>Measuring and Weighing</p> <p>Mixing</p> <p>Chopping, Peeling and Trimming</p> <p>Boiling</p> <p>Emulsification</p> <p>Baking and Kneading</p> <p>Grating</p> <p>Creaming</p> <p>Chiffonade</p>

<b>Autumn Term 2</b>	<p><b>Topic: Project</b> - From Farm to Fork.</p> <p>Students learn about where food comes from. Including -</p> <ul style="list-style-type: none"> <li>Seasonality</li> <li>Carbon Impact</li> <li>Food miles</li> <li>GM Food</li> </ul>	<p><b>Students will:</b> Cook dishes that require a combination of skills dovetailed together.</p> <p>Including -</p> <ul style="list-style-type: none"> <li>Grilling</li> <li>Poaching</li> <li>Scrambling</li> <li>Baton</li> <li>Chiffonade</li> <li>Juicing</li> </ul>
<b>Spring Term 1</b>	<p><b>Topic: Project</b> - Eat A Rainbow - Students learn about Micronutrients.</p> <p>Including -</p> <ul style="list-style-type: none"> <li>Vitamin A, B, C, D, E and K</li> <li>Iron</li> <li>Calcium</li> <li>Sources</li> <li>Functions</li> <li>Structure</li> <li>Excess</li> <li>Deficiency</li> </ul>	<p><b>Students will:</b> Cook dishes that require a combination of skills dovetailed together.</p> <p>Including -</p> <ul style="list-style-type: none"> <li>Zesting</li> <li>Crimping</li> <li>Mixing</li> <li>Bacteria control</li> <li>Cross contamination</li> <li>Stir frying</li> <li>Glazing</li> <li>Working with meat</li> </ul>
<b>The second half of the year is a repeat of the first half with a different group of students.</b>		
<p><b>Homework:</b></p> <p>Sourcing ingredients for practical lessons.</p> <p>1 written piece of work on the topic of food provenance.</p> <p>Knowledge organiser for revision for the assessment.</p>		
<p><b>Assessment:</b></p> <p>2 teacher-assessed and self-assessed practical dishes.</p> <p>Digital summative assessments once per rotation (19 weeks).</p>		
<p><b>Links to Personal Development:</b></p> <p>Careers include: Food scientist; Food product developer; Dietician; Nutritionist and within the Hospitality and Catering sector.</p> <p>Understanding risks to personal wellbeing through food safe practices.</p> <p>Cultural development achieved through delivering the factors which effect food choice.</p> <p>Social development achieved whilst celebrating the advantages of eating together.</p>		
<p><b>How is my knowledge further developed in Year 9?</b></p> <p>In Y9 Food students will learn about Food Provenance, how to effectively meal plan and work to a budget as well as continuing to develop skills with more complicated recipes.</p>		

# Music

**Subject Leader:** Mrs G Page

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**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 pupils with a thorough grounding in all areas of the subject, so that all pupils 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 pupils 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, pupils 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 pupils and nurture the musical development of every child.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	<p><b>Topic: Traditional Music</b></p> <p><b>The Blues (Listening)</b></p> <p><b>Core Knowledge:</b> The background and context of blues music + the musical features of blues music (12-bar blues, improvisation, slow tempo, blues notes, sad emotional lyrics). Development of DR P SMITH vocabulary - dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation, texture/tonality, harmony.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical vocabulary.</li> <li>• Learn what chords make up the 12-bar blues and how to play it.</li> <li>• Learn the features of blues music and how to improvise in this style.</li> <li>• Aurally identify intervals, chord recognition, and rhythmic dictation.</li> <li>• Read and write extended written answers for the music analysis.</li> </ul>
Autumn Term 2	<p><b>Topic: Popular Music</b></p> <p><b>Music Technology (Composing)</b></p> <p><b>Core Knowledge:</b> Hooks, Riffs, Loops, Timbre/Sonority and Chord progressions. Digital Audio Workstations (DAWs) Midi, real time. DR P SMITH vocabulary - dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation, texture/tonality, harmony.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical vocabulary.</li> <li>• The musical features of contemporary pop music/electronic music.</li> <li>• Develop their skills using sequencing software.</li> <li>• Learn how to use MIDI function, input sound and edit in a basic way.</li> <li>• Learn how to use sequencing software to create chord sequences, loops, and effects.</li> </ul>

<b>Spring Term 1</b>	<p><b>Topic: Popular Music</b></p> <p><b>Band Ensembles (performing)</b></p> <p><b>Core Knowledge:</b> The musical features of pop music (pop song structure, hook, simple melody, repeated chord sequence, pop instruments, simple strong beat, 4/4). DR P SMITH vocabulary - dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation, texture/tonality, harmony.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical vocabulary.</li> <li>• Learn how to play the hook, melody and bass line to a pop song</li> <li>• Learn instrumental technique - keyboard, bass, guitar, drums, or own instrument.</li> <li>• Learn how pop songs are structured.</li> <li>• Develop reading of music notation including pitch, dynamics and articulation.</li> <li>• Use specific practice techniques to improve their performance</li> </ul>
<b>Spring Term 2</b>	<p><b>Topic: Western Classical</b></p> <p><b>Ground Bass (Composing)</b></p> <p><b>Core Knowledge:</b> Ground Bass, Baroque period 1600-1750, harpsichord, ornaments. Textures; melody and accompaniment, monophonic, homophonic, polyphonic. Dynamics, articulation. DR P SMITH vocabulary - dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation, texture/tonality, harmony.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical vocabulary.</li> <li>• Develop an awareness of periods of Western Classical music and knowledge of when the Baroque period.</li> <li>• Learn about Baroque composers and musical features of the Baroque Period (such as ground bass, ornaments, instrumentation)</li> <li>• How to play a ground bass, chords and a melody.</li> <li>• How to compose a melody over a given chord sequence.</li> <li>• Experiment with composing in different textures; melody and accompaniment, monophonic, homophonic, polyphonic.</li> </ul>
<b>Summer Term 1</b>	<p><b>Topic: Western Classical</b></p> <p><b>Famous Classical Music (performing)</b></p> <p><b>Core knowledge: Instruments of the Orchestra;</b> violin, viola, cello, double bass, flute, piccolo, oboe, clarinet, bassoon, trumpet, trombone, tuba, French horn, timpani, percussion, piano, harp.</p> <p><b>practise techniques and performance directions</b> such as tempo (<i>Largo, Moderato</i>) expression such as articulation (<i>legato/staccato</i>) and dynamics (<i>p, mp, mf, f, f crescendo and diminuendo</i>)</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical vocabulary.</li> <li>• Develop instrumental skills on an instrument/voice of choice.</li> <li>• Further develop reading of music notation including pitch, dynamics and articulation.</li> <li>• What makes a good performance.</li> <li>• How to rehearse effectively.</li> <li>• Use specific practice techniques to improve their performance.</li> <li>• Preparing to perform in front of an audience- the psychological side of performing.</li> </ul>

<b>Summer term 2</b>	<p><b>Topic: Traditional Music</b></p> <p><b>Steel Pans (performing)</b></p> <p><b>Core knowledge:</b> The musical features of Calypso music. Melody: Calypso/steel pan music is diatonic. Texture: melody-accompaniment, homophonic, monophonic, polyphonic. Rhythm: the traditional style of music played on Steelpans, Calypso, has African-influenced rhythms. Timbre: The timbre varies depending on the size of the steel pan.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical vocabulary.</li> <li>• Learn about the different steel pans and develop technical playing technique on a pan of choice.</li> <li>• Learn how to perform effectively as part of an ensemble.</li> <li>• Further develop reading of music notation including pitch, dynamics and articulation.</li> <li>• How to learn to play something by ear (in traditional style).</li> <li>• How to research a topic thoroughly using reliable sources.</li> </ul>
	<p><b>Homework:</b> Homework is set on Class Charts for every six hours taught.</p>	
	<p><b>Assessment:</b></p> <p>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 classical melody on an instrument of choice - summer 1), one is for composition (composing a melody over a given chord sequence - spring 2), and one is for listening (blues music, general listening skills and use of technical vocabulary - autumn 1). By averaging these together for the data at the end of Year 8 (as is the case at GCSE and A Level), we are able to get a full picture of how the student is doing overall.</p> <p>For the other three projects, students complete a thorough self-assessment that provides them with tangible targets for the next topic</p>	
	<p><b>Links to Personal Development:</b></p> <p>Careers in performing are discussed in the classical solo performing project and the popular music performing project. Careers in music technology/production are discussed in the music technology topic. 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 all pupils in Y8 to join our Junior Choir.</p>	
	<p><b>How is my knowledge further developed in Year 9?</b></p> <p>Students who opt to take music in Y9 will have more focused time to continue to develop the three musical skills of performing, composing, and listening. Students will have two assessments in each of these resulting in an overall average at the end of term 1 and an overall average at the end of the year. Y9 topics will continue to explore the stylistic features of music from the Western Classical Tradition, Popular Music, and Traditional Music from around the world.</p>	

# Product Design

**Subject Leader:** Mr J Fulson

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**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.

	<b>Core Knowledge</b>	<b>Procedural Knowledge</b>
<b>Autumn Term 1</b>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• The 6Rs of Sustainability</li> <li>• Environmental Impact and Sustainable Practices</li> <li>• Definition and Implications of the Anthropocene</li> <li>• Planning for Manufacture (Production Plans)</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Critically analyse a design context to identify user needs and constraints</li> <li>• Develop comprehensive design specifications</li> <li>• Apply manufacturing aids such as templates and jigs to ensure accuracy</li> <li>• Develop competence in the safe and effective use of hand tools</li> <li>• Learn and apply soldering techniques in practical contexts</li> </ul>
<b>Autumn Term 2</b>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• Environmentally Responsible Material Choices</li> <li>• Health and Safety Protocols, including Risk Assessment Procedures</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop confidence and precision in soldering</li> <li>• Create and test sketch models to explore form and function</li> <li>• Enhance 2D design communication through technical drawing and visualisation techniques</li> <li>• Apply rendering techniques to communicate material, texture and form</li> <li>•</li> </ul>
<b>Spring Term 1</b>	<p><b>Topic:</b></p> <ul style="list-style-type: none"> <li>• Principles of Sustainable Design</li> <li>• SWOT Analysis as a Tool for Design Development</li> <li>• Net Design and Efficient Use of Materials</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Refine 2D design development techniques with a focus on sustainability</li> <li>• Apply advanced rendering to enhance visual communication of design ideas</li> </ul>
<b>The second half of the year is a repeat of the first half with a different group of students</b>		

**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:**

Following drawings. Manufacturing understanding. Dexterity and hand skills. Machining skills. Self-evaluation of work. Presentation skills. Research/analytical skills. CAD/CAM skills. Design skills.

**How is my knowledge further developed in Year 9?**

In Year 9, students will learn the following through a series of different projects - CAD, CAM, Carpentry skills, Casting, Architectural design/modelling, 3D printing, sketch modelling, Furniture Design and Iterative Design

# Art and Design: Textiles

**Subject Leader:** Mrs K Pilarek

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**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.

	<b>Core Knowledge</b>	<b>Procedural Knowledge</b>
	<p><b>Topics:</b></p> <p>The use of the sewing machine. Stitch selection and safe, high-quality manufacture.</p> <p>An introduction to synthetic fibres, production, and suitability of use and properties.</p> <p>An awareness of quality control, time managements, production planning, and quality manufacture, taught through practical investigations and development.</p> <p>Surface decoration. Applique and the use of bond-a-web.</p> <p>Pop Art. The use of colour. Primary colours, shape, popular culture and words and slogans. How Pop art had influenced design.</p>	<p><b>Students will:</b></p> <p>Design, develop and personalise a drawstring bag with a surface design inspired by the Pop Art movement.</p> <p>Use Paper modelling whilst exploring accuracy and the process of making.</p> <p>Develop a logo whilst exploring how a personalised logo will work, using scaling, symmetry, flipping and mirroring.</p> <p>Try the Applique decoration technique, learning how to use bond-a-web to successfully apply a logo design.</p> <p>Follow the process of manufacture, using instructions, teamwork and industrial techniques. Evaluate and self and peer critique to inform the process and quality of making.</p>

**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.

Printing facilities are available in the Art department at lunchtime and afterschool to print out any homework.

**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.

**How is my knowledge further developed in Year 9?**

Students develop sewing machine and practical making skills alongside surface decoration and embellishment skills. Projects vary between design textiles and textile art, with a focus on fashion and how the world of design has an impact on what we wear.

Students expand their technical knowledge through practical weaving skills, construction techniques and accurate technical drawing and illustration skills.