WERNETH SCHOOL

CURRICULUM

Information for Year 7 & 8

ENGLISH

Subject Plan for KS3

Year 7	Term	Knowledge and Skills
	Autumn 1A **Autobiographical writing**	Students will study the conventions of autobiographical writing and produce a piece of writing about themselves.
	Autumn 1B **Modern Text**	Students will use a range of reading skills, including close analysis of language, to study the novel 'Island' by David Almond.
	Autumn 2A **Non-Fiction Texts**	Students will study the conventions of persuasive writing and use those skills to persuade people to visit a holiday destination.
	Autumn 2B **Mystery poetry**	Students will take on the role of detectives to solve a murder. They will use a selection of poetry as their evidence for analysis.
	Spring 1 **19th Century Fiction**	Students will use a range of reading skills to study a variety of extracts from 'Oliver Twist' by Charles Dickens.
	Spring 2 **Descriptive writing**	Students will learn the conventions of writing to describe and use images as prompts to produce their own descriptive writing.
Year 8	**Term**	Knowledge and Skills
	Autumn 1 **Modern Texts**	Students will use a range of reading skills to study a full text linked to the theme of conflict.
	Autumn 2 A **Reading speeches about Liberty and Freedom**	Student will study speeches linked to topics of Freedom and Liberty. They learn to compare the writers' ideas and the language used in different spoken texts.
	Autumn 2B **Writing Speeches about Liberty and Freedom**	Students will revise the conventions of persuasive speech writing and write and perform their own speeches.
	Spring 1 **19th Century Fiction**	Students will use a range of reading skills to study a selection of extracts from the classic novel 'Frankenstein' by Mary Shelley.
	Spring 2 **Poetry: Other cultures**	Students will explore a range of poems about different cultures. They will then use one of these poems to produce a piece of creative writing.
	Summer 1 **Language Paper 1 reading and writing**	Students will revise the skills required to compete a GCSE English Language paper. They will then complete a full GCSE style practise paper as their End of Year exam.
	Summer 2 **Extracts from Shakespeare**	Students will explore a range of extracts from Shakespeare's plays. They will then stage and perform a scene from Macbeth.

How does English build on learning from Primary school as we bridge from the Key Stage 2

National Curriculum and move from Year 6 to 7?

All units give students opportunities to build on their reading and writing skills from Primary school. Our Accelerated Reader scheme assesses the students' reading age at the start of year 7 and allows them to develop their reading skills from this point.

Our writing units are designed to revise skills that students have learnt at KS2 and move them forward from this point. Weekly spelling tests are in place to bridge any gaps in students' spelling knowledge before preparing them for the vocabulary required for GCSE.

Why the study of English is important and relevant to the development of the whole child in the 21st Century.

English is essential for any further education and career opportunities students aspire to in the future. The reading, writing and speaking and listening skills students acquire in this subject can be applied across the entire curriculum.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

Students are assessed on the skills they have learnt for each unit of work. They are then provided with opportunities to reflect on those assessments and improve their skills further. Once per term, students will also complete an unseen assessment which is measured against GCSE assessment objectives. This allows us to track each child's progress towards their GCSE target grade.

What the 'expected standards' are at the end of each of years 7 and 8 for English.

Students are expected to make steady progress towards their GCSE target grades across Key Stage 3 and 4. Student reports will indicate if a child is currently on track to achieve this grade or higher. In some cases, extra support and interventions may be needed to ensure that all students make this progress. By the end of year 7, students are expected to be working 4 grades below their year 11 GCSE target. By the end of year 8, students should be 3 grades from their GCSE target.

MATHEMATICS

Year 7	Term	Knowledge and Skills
	1 Solve word problems involving add and subtract	Money Decimals Estimation Perimeter
	2 Explain and investigate multiplication and division	Factors, multiples Decimal multiplication Areas of shapes by multiplying Mean
	3 Geometry	Measure and draw lines and angles Find missing angles Properties of triangles and quadrilaterals Tessellations
	4 Fractions	Compare and order fractions and decimals Change between improper and mixed numbers Calculate with fractions and word problems
	5 Applications of algebra	Substitution Simplify expressions Word problems Sequences
	6 Percentages and statistics	Construct and interpret diagrams and charts Convert fractions, decimals, percentages Percentage problems
Year 8	**Term**	**Knowledge and Skills**
	1 Number	Primes and indices LCM, HCF Venn diagrams Add and subtract fractions
	2 Algebraic expressions	Negative numbers Solve linear equations Write expressions from real life situations Nth term of a sequence
	3 2-D geometry	Accurate drawings of shapes using a compass and protractor Angles on parallel lines Areas and perimeters of shapes Convert units for length and area
	4 Proportional reasoning	Convert between fractions, decimals and percentages Percentage increase and decrease. Find the whole if given a fraction Ratio Speed, distance, time
	5 3-D geometry	Significant figures and estimation Circumference and area of a circle Nets of 3-D shapes Volumes of cuboids, prism, cylinder or combinations of all.
	6 Statistics	Collect and organise data Interpret diagrams and compare Averages and range Comment on what the data tells us

Subject Plan for KS3

How does Mathematics build on learning from Primary school as we bridge from the Key Stage 2 National Curriculum and move from Year 6 to 7.

Start of unit assessment to see what skills the students already know. Look at depth of understanding through problem solving and word problems of increasing difficulty.

Why the study of Mathematics is important and relevant to the development of the whole child in the 21st Century.

Mathematics provides a better understanding of how the world works, helps people to solve problems (without even realising they are using maths to do it!) and is an essential life skill.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

Each unit of work starts with a pre-unit assessment and ends with an end of topic assessment. Between these two points, students are regularly assessed both in class and through homework, where they are given opportunities to improve their work. Alongside this, students are given two more formal tests, based on work covered during the year.

What the 'expected standards' are at the end of each of years 7, 8 and 9 for Mathematics.

Expected standards are to be able to understand and apply the knowledge and skills learnt to a variety of questions and contexts.
Some students will need more time to recap on previous skills learnt in order to progress (below expected) while others will extend their learning to more complex problem solving (above expectation).

SCIENCE

Subject Plan for KS3

Year 7	Term	Knowledge and Skills
Biology 1, Chemistry 1 and Physics 1	**1 Cells/elements/compounds/forces**	States of matter, building blocks of organisms and force diagrams
Biology 2, Chemistry 2 and Physics 2	**2 Ecosystems/plants/acids and alkalis/ electricity**	Photosynthesis and plant structure, positioning chemicals on the pH scale and series/parallel circuits
Scientific skills EOY recap and final exam	**3/4 Interrupting scientific data and evaluation of scientific procedures**	Tabulating data and drawing graphs. Analysing patterns in data.
Year 8	**Term**	**Knowledge and Skills**
Biology 1, Chemistry 1 and Physics 1	**1 Microbes and disease/states of matter/space**	Structures of viruses and bacteria. Converting between different states of matter. Existence of seasons and day/night.
Biology 2, Chemistry 2 and Physics 2	**2 Food and digestion/ chemical reactions/ waves**	Common food groups and their uses. Examples of chemical and physical changes. Sound and light waves including reflection and refraction.
Scientific skills EOY recap and final exam	**3/4 Interrupting scientific data and evaluation of scientific procedures**	Tabulating data and drawing graphs. Analysing patterns in data.

How does Science build on learning from Primary school as we bridge from the Key Stage 2 National Curriculum and move from Year 6 to 7.

Science aims to build upon the foundations of primary school knowledge by developing key skills such as analysing information, spotting trends and patterns and calculating unknown quantities. Every opportunity is taken to develop these skills throughout our scheme of learning.

Why the study of Science important and relevant to the development of the whole child in the 21st Century.

Science is pivotal to the world around us and aims to explain how modern technologies work in order for them to be developed further. A vast number of careers have their foundations in science and technology.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

Mid topic assessments are used to give students the opportunity to answer extended response questions inline with the requirements of the new GCSEs in Science. Teacher feedback is presented to the students to act upon and improve their responses. Students also sit an end of unit assessment that tests their knowledge and understanding.

ART

Subject Plan for KS3

Year 7	Term	Knowledge and Skills
Cultural Research based on Indian or Mexican art. Study of the formation of cultural pattern and artists who specialise in these styles and movements of art.	1	Students will gain a wealth of knowledge based on Indian or Mexican culture. Students will learn to create backgrounds, use watercolours and mount images correctly. They will learn how to create decorative headings creating their own fonts and decorate the research pages correctly. Annotation is added to the research and experiments pages to highlight the depth of knowledge gained in these studies
Cultural pattern design which will be based on appropriate imagery from the different countries.	2	Experimenting with different materials and techniques, students will create decorative pieces of artwork based on the appropriate culture. These will include Indian Teapots, Hot Chilli Rotation, Day of the Dead Sugar Skulls and pattern creation for festivals.
Creation of either a mixed media Indian animal canvas or a 3D Mexican Spirit Catcher	3	Using a range of techniques and materials students will create an impressive final outcome for their project. The Indian project will have a mixed media A2 canvas focused on either elephants, peacocks or lions. The Mexican final outcome will be a 3D decorative Spirit Catcher created to hang from the ceiling and will be adorned with mixed materials.
Year 8	**Term**	**Knowledge and Skills**
Cultural Research based on Sea Life and Native American Indian Totem Poles Study of the formation of cultural pattern and artists who specialise in these styles and movements of art.	1	Students will gain a wealth of knowledge based on marine life including fish and shells or Native American culture. Students will learn new skills and techniques that elevate the knowledge gained in the year 7 projects. backgrounds, As annotation is a key element now in the GCSE course, students will developed their analytical skills and be taught how to critique pattern, style and artists to a high level.
Experiments and design ideas based on marine life or the cultural aspects of Native American tribes. An in-depth look at marine textures and shape or the creation and imagery of the Totem Pole.	2	Experimenting with different materials and techniques, students will create decorative pieces of artwork based on a wide variety of sea life including the use of mixed materials and texture. Design ideas will be created as individuals for the totem poles then a group activity will collate the very best ideas to form the final 3D outcome.
Creation of either a 3D Funky Fish based on the artist studied or the construction of a massive group 3D Totem Pole	3	Using a range of techniques and materials students will create an impressive 3D final outcome for their project. Both outcomes will involve the skills of 3D construction, paper mache and decorative techniques including painting, tissue paper and mosaic.

How does Visual Art build on learning from Primary school as we bridge from the Key Stage 2 National Curriculum and move from Year 6 to 7.

With the work done with the students at KS2 in primaries by Muris Mujagic we have developed a SOW for year 7 & 8 which builds on their basic art & design knowledge and builds from this in preparation for GCSE. The topics are different than that studied at KS2 so the topics are fresh and interesting

Why the study of Visual Art is important and relevant to the development of the whole child in the 21st Century.

The students are learning Visual Art skills which have a direct link to art history and art movements. This gives them a depth of knowledge for art, artists and historic movements. They develop an appreciation for art and design which is useful in all areas of life. The students will also have skills and techniques which can be transferred to their home life and the work place.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

The students will have a set target for GCSE and we will aim to encourage the student though the progression scale to be on track to have the skills to achieve at-least this level. Our students currently gain a grade higher in Visual Art than their other studies so it is evident that they are involved in projects at KS3 which teach them a high level of skill and knowledge.

What the 'expected standards' are at the end of each of years 7, 8 and 9 for Visual Art.

The expected standards at KS3 and the introduction of GCSE in year 9 are that students work to the very best of their ability. We give them the skills to achieve a high level of outcome and any student who shows willing and enthusiasm will achieve in all our subjects Photography, Graphics, 3D and Fine art.

We have a very high expectation in relation to behaviour and work ethic but in general students enjoy the topics and tasks and though pupil voice we tweak and change our delivery on a regular basis

FOOD

Subject Plan for KS3

Year 7	Course content (termly rotation)	Knowledge and Skills
fruit salad scones cous cous salad noodle salad cookies pizza	Health and safety (personal, food and kitchen) Healthy eating sustainability and basic nutrition. The design process- Brief, analysis, plan, makes and evaluate.	Knife skills Oven safety and operation Basic cooking methods (boiling, baking) Group communication and collaboration Sensory testing
Year 8	**Course content (termly rotation)**	**Knowledge and Skills**
tomato and vegetable soup bread flapjack risotto tomato and bacon pasta own choice of multi-cultural dish	1 Health and safety (personal, food and kitchen) Nutrition and the 'Eatwell guide' The design process- Brief, analysis, design, makes and evaluate.	Knife skills Staple foods (pasta, rice, bread and potatoes) Cooking methods (Frying, baking, boiling/simmering) Group communication and collaboration Sensory testing

How does Food Technology build on learning from Primary school as we bridge from the Key Stage 2 National Curriculum and move from Year 6 to 7.

Projects are designed to follow on from KS2 work. The D&T programme of study is used for guidance on the knowledge and skills students already have.

Why the study of Food Technology is important and relevant to the development of the whole child in the 21st Century.

Food and nutrition is an important life skill that is no longer taught in the home. Government guidelines are that every child should be given the opportunity to cook and that healthy eating is a priority for all children to avoid obesity/ health problems. Food promotes self- confidence/ self- esteem. It uses higher thinking skills such as reasoning, problem solving, analysing and evaluating.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

We use the school marking system (E,D,I) in the following key areas:

- Safety
- Communication
- Organisation
- Practical Skill

All students carry out a pre project, end of project assessment, from which they set themselves targets. Work is also peer, self and teacher assessed throughout the project.

What the 'expected standards' are at the end of each of years 7, 8 and 9 for Food Technology.

We expect all students to complete their work to the best of their ability, making improvements where necessary and reach their targets by the end of each year.

PRODUCT DESIGN

Subject Plan for KS3

Year 7	Course content (termly rotation)	Knowledge and Skills
Door hangers	**Design briefs/specifications** **Presentation techniques** **Developing ideas** **Production planning** **Properties of materials** **- paper and card** **- Plastics** **Human factors** **Packaging** **The environment** **Safety** **Quality control** **Mass production** **CAD/CAM** **Marketing** **Evaluation and testing**	Developing presentation - Colour rendering - ICT Use of tools and equipment - Laser cutter - 2D design - ICT Producing a quality product Working safely with tools and equipment Test, evaluate, improve
Year 8	**Course content (termly rotation)**	**Knowledge and Skills**
Architecture - bird house	**Design briefs/specifications** **Presentation techniques** - **2 point perspective** - **3 point perspective** - **Isometric** - **3rd angle orthographic** **Developing ideas** - **Net design** **Production planning** **Properties of materials** **- paper and card** **- Plastics** **The environment** **Safety** **Quality control** **Mass production** **CAD/CAM** **Marketing** **Evaluation and testing**	Working with constraints Designing for a specific user Developing presentation - Colour rendering - ICT - 2 point perspective - 3 point perspective - Isometric - 3rd angle orthographic Use of tools and equipment - Laser cutter - 2D design - ICT Producing a quality product Working safely with tools and equipment Test, evaluate, improve

How does Product Design will build on learning from Primary school as we bridge from the Key Stage 2 National Curriculum and move from Year 6 to 7.

Projects are designed to follow on from KS2 work. The D&T programme of study is used for guidance on the knowledge and skills students already have.

Why the study of Product Design is important and relevant to the development of the whole child in the 21st Century.

Design and Technology is a major part of our world. Everything we use in modern life has been designed and made. D&T brings the rest of the curriculum e.g. Numeracy, Literacy, Science, History, Geography, RE, Business and PSHE giving it meaning and using it in real world scenarios.
D&T promotes self- confidence and raises self- esteem. It uses higher thinking skills such as reasoning, problem solving, analysing and evaluating.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

We use the school marking system (E,D,I) in the following key arears:

- Safety
- Communication
- Organisation
- Practical Skill

All students carry out a pre project, end of project assessment. From which they set themselves targets.
Work is also peer, self and teacher assessed throughout the project.

What the 'expected standards' are at the end of each of years 7, 8 and 9 for Product Design.

We expect all students to complete their work to the best of their ability, making improvements where necessary and reach their targets by the end of each year.

RESISTANT MATERIALS

Subject Plan for KS3

Year 7	Course content (termly rotation)	Knowledge and Skills
Design and make a child's coat hook	To help them develop their design skills they will follow the design process to enable them to identify a clients needs research and generate possible solutions and from this develop a practical solution for their own design. The students will then evaluate this solution for its form and functions They will: ▪ use manufacturing aids, eg , tools and templates, to help with the production of their solution. ▪ use a range of cutting, shaping and forming processes, eg sawing. ▪ use specified hand-tools to cut and form materials safely.	**Pupils will be able to:** • **select appropriate materials, tools and techniques** • **measure and mark out accurately, *eg when marking out and drilling a hole*** • **use tools for cutting safely and effectively** • **make a prototype to test their ideas** • **produce step-by-step plans for making their design, including materials and tools needed** • **use appropriately a variety of temporary and permanent joining techniques** • **use tools safely and accurately to construct a simple frame** • **select appropriate tools, materials, components and techniques for a task, taking into account constraints, *eg time or the availability of resources*** • **identify the main stages of making**
Year 8	**Course content (termly rotation)**	**Knowledge and Skills**
Design and make a shelf end support project	The students will continue to develop their design and make skills by researching and designing a product that is aimed at being sold in a retail outlet. Their finished product will be packaged to produce a professional finish and promotional material/posters etc. designed to attract potential buyers. Pupils gain the knowledge; skills and understanding they need to carry out the DMA successfully through product evaluation activities and focused practical tasks. They: ▪ learn about practical problem solving, including how to develop a basic design that can be varied or personalised for particular clients ▪ use manufacturing aids, eg jigs, tools and templates, to help with there production ▪ learn that making identical parts in a batch can be cost effective and ensures accuracy There are also opportunities for pupils to: - **use ICT to help design and make single items and small batches, when appropriate.** - **justify their decisions about materials and methods of making**	Select appropriate tools, materials, components and techniques for a task. • identify the main stages of making • use appropriately a variety of temporary and permanent joining techniques • use a range of cutting, shaping and forming processes, *e.g. sawing, land shaping.* • use specified hand-tools to cut and form materials safely • learn the advantages and disadvantages of using ICT to develop and model designs • use ICT when generating, developing, modelling and communicating design ideas • learn how ICT can be used to plan making, inform the making process, or make products.

How does Resistant Materials build on learning from Primary school as we bridge from the Key Stage 2 National Curriculum and move from Year 6 to 7.

Projects are designed to follow on from KS2 work. The D&T programme of study is used for guidance on the knowledge and skills students already have.

Why the study of Resistant Materials is important and relevant to the development of the whole child in the 21st Century.

Design and Technology is a major part of our world. Everything we use in modern life has been designed and made. D&T includes aspects of the rest of the curriculum e.g. Numeracy, Literacy, Science, History, Geography, RE, Business and PSHE giving it meaning and using it in real world scenarios.

D&T promotes self- confidence and raises self- esteem. It uses higher thinking skills such as reasoning, problem solving, analysing and evaluating.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

We use the school marking system (E,D,I) in the following key arears:

- Safety
- Communication
- Organisation
- Practical Skill

All students carry out a pre project, end of project assessment. From which they set themselves targets.
Work is also peer, self and teacher assessed throughout the project.

What the 'expected standards' are at the end of each of years 7, 8 and 9 for Resistant Materials.

We expect all students to complete their work to the best of their ability, making improvements where necessary and reach their targets by the end of each year.

TEXTILES

Subject Plan for KS3

Year 7	Course content (termly rotation)	Knowledge and Skills
Snakes and Ladders game	**Task analysis** **Mood board research** **Tie dye** **Design idea** **Transfer crayons** **Final design** **Fabric felts** **Hand embroidery** **Applique** **Sewing machine driving test** **Making a dice** **Advertisement**	**Health and safety** **Introduction to the design process** • **Analysis** • **Research – aboriginal art** • **Critical thinking** • **Using a ruler/ measuring an accurate grid** **Adding colour to white fabric** • **Tie dye** • **Transfer crayons** **Embellishment** • **Hand embroidery** • Applique **CAD/CAM** • 2 D design • Laser cutter
Year 8	**Course content (termly rotation)**	**Knowledge and Skills**
Uglydoll project	**Task analysis** **Mood board research** **Design specification** **Button sewing** **Sequin sewing** **Hand embroidery** **Applique** **Design ideas** **Final design** **Pattern making** **Electronic circuits** **Sewing machine** **Evaluation** **Advertisement**	**Critical thinking** • Using a ruler/ accurate measuring • Scaling up • Using different fabrics **Life skills** • Button sewing **Embellishment** • Sequin sewing • Hand embroidery • Applique **E -textiles**

How does Textiles build on learning from Primary school as we bridge from the Key Stage 2 National Curriculum and move from Year 6 to 7.

Projects are designed to follow on from KS2 work. The D&T programme of study is used for guidance on the knowledge and skills students already have.

Why the study of Textiles is important and relevant to the development of the whole child in the 21st Century.

Design and Technology is a major part of our world. Everything we use in modern life has been designed and made. D&T brings the rest of the curriculum e.g. Numeracy, Literacy, Science, History, Geography, RE, Business and PSHE together by giving it meaning and using it in real world scenarios.

D&T promotes self- confidence and raises self- esteem. It uses higher thinking skills such as reasoning, problem solving, analysing and evaluating.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

We use the school marking system (E,D,I) in the following key areas:
Safety
Communication
Organisation
Practical Skill

All students carry out a pre project, end of project assessment. From which they set themselves targets.
Work is also peer, self and teacher assessed throughout the project.

What the 'expected standards' are at the end of each of years 7, 8 and 9 for Textiles.

We expect all students to complete their work to the best of their ability, making improvements where necessary and reach their targets by the end of each year.

PERFORMING ARTS

Subject Plan for KS3

Year 7	Term	Knowledge and Skills
COMMUNICATION	MIME & GESTURE IMPROVISATION MOVEMENT MAPS CHARLIE CHAPLIN	• I know the rules of mime • I know what Gesture is in Drama • I am clear in my movements • I am able to spontaneously improvise and rehearse • I am able to vocally contribute • I know the 5 Body Actions • Who, What, Where, How • What is gesture in Dance?
FANTASY, MYTHS AND LEGENDS	STILL IMAGES PHYSICALITY USE OF STIMULUS TO CREATE	**I know what is a Still Image?** • How to make a Still Image • Students should know why use of space, levels, eye contact, facial expressions and body language effectively **I know how to use your body to tell a story** • What does stimulus mean and give examples • How to structure a dance or drama piece to tell a story
MEDIEVAL TIMES	ROLE PLAY STYLES OF THEATRE: DOCUMENTARY DRAMA IMPROVISATION PERFORMANCE SKILLS MIME AND GESTURE VOCAL SKILLS	**TECHNIQUES: mime, still images, 5 body actions** **SKILLS: use of voice, use of physical skills, performance skills, use of space** **REVIEW: How to evaluate and analyse a performance**
Year 8	**Term**	**Knowledge and Skills**
PROFESSIONAL WORKS	1 Using formal works to develop Dance and Drama technical skills. The development of student leaders by the use of specified directors and choreographers as well as specialist coaches. Introduction to bringing Shakespeare from the page to the stage Using contemporary dance to explore moral issues of oppression	Body Language Characterisation Script work Voice projection Vocal Modulation Unison Canon Contrast Solo/Duo Timing Dance and Drama appreciation
ANTI BULLYING	2 Exploring the consequences of bullying and promoting the concept of British Values	Still Image Eye contact Characterisation Role-play Devising Performance Motif development

SOCIETY	**3 Exploring the theme of society and our contribution to it, through a moral dilemma and sport**	**Character** **Voice projection** **Vocal expression** **Devising** **Canon** **Contrast** **Blocking** **Use of space** **Performance**
HISTORICAL/ THEATRE GENRES	**4 Learning about the past through looking at Dance and Drama styles of times gone by**	**Unison** **Choral speaking** **Greek theatre** **History of theatre**
PHYSICAL THEATRE	**Combining the Dance and Drama skills of the year.** **Final Summative Assessment**	**Contact work** **Tempo/timing** **Unison** **Canon** **Contrast** **5 Body actions**

How does Performing Arts build on learning from Primary school as we bridge from the Key Stage 2 National Curriculum and move from Year 6 to 7.

Many of our students have been fortunate to be taught by our team in their primary school so are already advanced in their Performing Arts practice and our staff are well known to them. As Drama features significantly in the English curriculum and Dance within Physical Education, regardless of where your child attended, he or she will usually have been exposed to the Arts at some point.

Whatever stage your child is at, we always start from learning and reviewing the basic Dance and Drama skills we will use throughout Year 7 & 8. We will also develop the life skills needed for a child to be successful in their academic career such as team work and communication.

Why the study of Performing Arts is important and relevant to the development of the whole child in the 21st Century.

Drama and Dance has at its heart a range of essential life skills every person needs; communication and team work to name a few.
Good communication skills are an essential life skill, helping us make friends, get the most out of school and make us employable. Performing Arts teaches students to speak clearly with confidence. Students are encouraged to develop opinions and be able to work as a team and share their ideas and opinions with others in a safe environment. Our subjects also promotes empathy by using role-play to enable children to act out situations that they might have never experienced before, but allows them to consider situations from all points of view. As a result, Performing Arts is a popular subject at KS4 and KS5 and is considered an important A'Level for a variety of subjects such as Law.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

Students will be formatively assessed most lessons through self, peer and teacher feedback. Students will also formally track their progress with their teacher each term against the success criteria for each year group. The success criteria are grouped as Bronze, Silver, Gold and Platinum. A child meeting expected progress for a module would be fit a Silver set of standards.

What the 'expected standards' are at the end of each of years 7, 8 and 9 for Performing Arts.

YEAR 7

- Able to know what a 3 part warm up is
- Able to follow teacher movement or direction
- Able to recall info, movement and lines
- Able to share work confidently in front of the class

- start to demonstrate a competent use of performance skills
- Able to answer questions, share ideas in small groups
- Able to respond to a stimulus
- Able to participate fully in lessons
- start to use exploratory techniques independently
- Able to discuss their work and the work of others meaningfully

YEAR 8

- Able to know what a motif is and develop it independently
- Able to develop teacher movement or direction
- Able to create meaningful and enjoyable dance and drama
- Able to share work confidently in front of any audience
- Able to answer questions, share ideas in small groups and the whole class
- Able to respond imaginatively to a stimulus
- Able to select, use and talk about Dance and Drama techniques
- Able to use some exploratory techniques to help create their work
- Be able to evaluate and give examples from their work and the work of others
- Demonstrates competent performance skills
    - Knows lines or dance without stopping
    - Confident
    - Clear in movement and gesture
    - Clear loud speaking – projection
    - Use of space and sightlines is considered
    - Position self on acting space well – symbolically – appropriately
    - Reacts appropriately with others and engages

RE

Subject Plan for KS3

Year 7	Term	Knowledge and Skills
Judaism	1	Looking at Key Jewish beliefs and practices and looking at how they affect Jewish people in modern day. We will look at analysing and understand key beliefs from the Jewish tradition. Areas of subject we will be looking at – Abraham, The Torah, Moses and the plagues of Egypt, Shabbat and Kosher food.
Christianity	2	Looking at Key Christian beliefs and practices and looking at how they affect Christian people in modern day. We will look at analysing and understand key beliefs from the Christian tradition. Areas of subject which will be focused on The Bible, The Christian image of God, The trial, death and resurrection of Jesus Christ, the ten commandments and faith in action today.
Prejudice and discrimination	3	In this topic we will be looking at ways in which people are discriminated against due to differing prejudices. Students will be able to interact with several different examples of these such as Ageism, Sexism and Apartheid.
Year 8	**Term**	**Knowledge and Skills**
Big Questions	1	In this topic we will be critically analysing and evaluating some of life's "big questions." These include however are not limited to; does God exist? Why is there suffering in the world? Life after death and miracles.
Islam	2	Looking at key Muslim beliefs and practices and looking at how they affect Muslim people in modern day. We will look at analysing and understanding key beliefs from the Muslim tradition. Areas of subject we will be looking at – Muhammad, the Qur'an, the Five Pillars of Islam and Halal food.
Buddhism	3	Looking at key Buddhist beliefs and practices and looking at how they affect Buddhist people in modern day. Areas of subject we will be looking at – Siddhartha (the Buddha), Four Noble truths, Buddhist beliefs and how Buddhists treat animals.

How does Religious Education build on learning from Primary school as we bridge from the Key Stage 2 National Curriculum and move from Year 6 to 7.

We will be looking at the prior knowledge of the students from primary school and using that knowledge to examine important topics which discuss the beliefs and thoughts of the students themselves.

Why the study of Religious Education is important and relevant to the development of the whole child in the 21st Century.

All the subjects study a different aspect of beliefs and practices of a variety of faiths in this multi-cultural world. it provides an opportunity for students to create an empathetic and engaged reaction to the way that different cultures and beliefs operate in this 21st Century.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

At the end of each term, students will be required to complete a key task that we assess their knowledge and understanding of the topic covered during the term. The outcome of the task, along with evidence in the students books will be used to assess their progress.

GEOGRAPHY

Subject Plan for KS3

Year 7	Term	Knowledge and Skills
	1. <u>What is Geography</u> <u>UK Geography</u>, Weather and climate; Students will investigate the UK climate and factors that influence this.	Grid references, Identifying and using map symbols. Numerical; scale, contour lines, o/s maps Photograph annotation, climate graphs. Analytical skills: Grid references, Scale
	2 <u>Biomes</u>: Tropical Rainforest, Arid, Polar environments, Students will learn about the location, structure, uses and threats to each of these fragile biomes. <u>People of the Planet</u>: Students will investigate how population has changed and the effects this can have on our planet	Photograph annotation, climate graphs. Analytical skills: Grid references, Scale, decision making Identifying patterns use of choropleth maps, Demographic transition model Population pyramids, o/s maps identify patterns/trends
	3 <u>Sustainable Earth:</u> Students will investigate the importance of the environment how the environment can be damaged and how humans can conserve the environment. Students will be able to refer to the 3R's (reduce, reuse, recycle). <u>Sustainable cities</u> : Investigate how cities can be sustainable and the measure take in the UK and wider world.	Photograph annotation, Analytical skills, Grid references, Scale, decision making
	4 <u>Hazardous earth</u> Students will investigate the causes of earthquakes and volcanoes. Students will learn the effects of these hazards and how they can be predicted.	Identification of key features Scale, locations, analysis, decision making.
Year 8	**Term**	**Knowledge and Skills**
	1 <u>Development</u>: investigating reasons for uneven development and what can be done to solve this issues <u>Globalisation</u>. Students will know how the world is becoming more interconnected through trade and technology.	Map Analysis, Comparisons Local and global scales, Link human and environment, Statistical analysis Describe future trends, Decision making
	2 <u>Rivers</u>: how do rivers work? Students will learn about river processes, land forms, flood management and future risks of flooding <u>Coasts</u>: Students will investigate what the coastline looks like, future threats to the coastline and how this can be managed.	Photo annotation, Comparisons, Graph analysis, Map skills, GIS Map skills, Photo annotation, Decision making, Analytical skills, GIS, Map skills GIS, Chorpleth maps
	3 <u>Extreme Weather</u>: Students will learn about the formation and effects of hurricane, tornadoes and dust storms	Map skills, GIS, Chorpleth maps

	4 Africa: Students will learn about the different ecosystems and land forms of this continent. Student will also investigate cultures and development	**Choropleh maps, Relief maps, Climate graphs**

How does Geography build on learning from Primary school as we bridge from the Key Stage 2 National Curriculum and move from Year 6 to 7.

As students make the transition from year 6 to year 7 they will build on their existing skills through using maps, locating places within the UK and wider world. Students explore the UK in greater depth through all topics especially: Weather, People of the planet and sustainable cities. Students will use and develop their existing skills through year 7 and 8.

Why the study of Geography is important and relevant to the development of the whole child in the 21st Century.

Studying Geography enables students to appreciate and analyse the world around them. As students study Geography they will encounter different places, societies and cultures, inspiring students to consider their own place in the world. Geography encourages students to question, critically analyse places, cultures and global events. Through Geography, students will investigate how current lifestyles can have a lasting effect on the future of our planet. Students will have a sound understanding of how countries, cultures and technologies connect the world.
Geography equips students with the ability to use maps, analyse geographical data, and develops decision making skills. Geography promotes many transferable skills to equip students for life long learning and to become responsible global citizens.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

Student progress will be tracked through ATL scores. Students will assessed in their use of skills throughout each topic, students will be in charge of their learning and progress through the use of success criteria and self assessment of their work. Each topic will also be formerly assessed at the end of each unit of work.

What the 'expected standards' are at the end of each of years 7, 8 and 9 for Geography.

The expected standards at the end of year 7 are that students can read a map using 6 figure grid references, annotate photographs, and recognise patterns. Students will be able to clearly distinguish between the human and physical environment. Students will have a sound knowledge of the UK, population and how the Earth can become a more sustainable planet.

The expected standards at the end of year 8 are that students can analyse maps and graphs. Student will be expected to use data to create graphs and charts. Students will be able to explain physical processes and how this has shaped landscapes both in the UK and wider world. Students will use their knowledge to complete decision making activities.

HISTORY

Subject Plan for KS3

Year 7	Term	Knowledge and Skills
	1 Historical skills	Chronology, evidence, interpretation.
	2 Medieval life.	Battle of Hastings, Rule of William the Conqueror. Medieval society, life of peasants in village and towns. Black death, Peasant revolt. Chronology, interpretation, source skills, cause and consequence, significance.
	3 Tudor and Stuart period	Tudor Monarchs, Henry VIII and wives, Tudor children, Spanish Armada, Gun powder plot, plague, fire of London. Chronology, interpretation, source skills, cause and consequence, significance.
	4 Civil war.	Causes of slavery, the middle passage, life on plantations.
Year 8	**Term**	**Knowledge and Skills**
	1 Industrial Revolution	Agricultural revolution, domestic system and factories, key inventors, protests, transport. Chronology, interpretation, source skills, cause and consequence, significance.
	2 World War One	Long term causes of the Great war, assassination of Archduke Franz Ferdinand, trench warfare, armistice. Interpretation, source skills, cause and consequence, significance.
	3 World War Two	Life and rise of Adolf Hitler, Home front in Britain. Chronology, interpretation, source skills, cause and consequence, significance.
	4 Era of the Twentieth Century.	Holocaust, Atomic bomb, 1960's assassination of JFK, Welfare state. ***Interpretation, source skills, cause and consequence, significance.***

How does History build on learning from Primary school as we bridge from the Key Stage 2 National Curriculum and move from Year 6 to 7.

At key stage 3 pupils continue to develop chronological narrative, from the earliest times to the present day. The topics covered ensure a deeper and more coherent chronological study of the past. To aid with transition pupils begin the course by completing a unit about historical skills. This ensures all pupils have a similar staring point.

Why the study of History is important and relevant to the development of the whole child in the 21st Century.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
It will also help you go on to study any of the Humanities subjects at A Level. History qualifications can be used in business, civil service, military, police, law and other occupations which require analytical skills.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

All pupils complete an initial baseline test during the first half term in year 7. Pupils will then be taught subject knowledge and content during each term. To track progress pupils build on key skills, either essay writing or source work. These results are compared to each other during the year the final summer grade will be an average of all assessments.

What the 'expected standards' are at the end of each of years 7, 8 and 9 for History.

At the end of year 7, pupils will be expected to demonstrate good chronological skills, via essay writing and verbal dialogue. Pupils will also be expected to be able to work with a range of evidence and identify the nature, origin and purpose of historical sources and show similarities and differences in comparing and contrasting evidence.

Moving into the second year of study, year 8 will deepen the current skill set and develops new skills. Pupils will be expected to judge why evidence is reliable and what factors would affect this judgement. Pupils should also show detailed reasons both verbally and in written form when assessing continuity and change.

During year 9 pupils begin the GCSE course. Pupils will be expected to display coherent writing skills showing a strong use of literacy and narrative. Pupils should also be able to form well-substantiated opinions which will be backed up by evidence, The ability to interpret numerous sources, comparing and contrasting evidence and assessing the reliability and utility are also the expected standards by the end of year 9.

MFL

Subject Plan for KS3

Year 7	Term	Knowledge and Skills
	1A All about me	To start learning and employing the key skills of listening, speaking, reading and writing To start creating sound / spelling links.
	1B My family and pets	To be able to talk about yourself and others (subject pronouns) To be able to ask and answer questions To be able to use key verbs 'avoir' and 'être.'
	2A Where I live	Understanding and use of possessive pronouns To be able to use different verbs in French and understand their patterns.
	2B My routine	Building on prior learning eg numbers to tell the time, family to say who we do things with to extend sentences with more detail (time phrases, opinions, connectives.)
	3A School	Building on prior learning of key verbs, new verbs, extending sentences in new contexts.
	3B Sport	To be able to talk about sport in the context of a current / forthcoming sporting event.
Year 8	**Term**	**Knowledge and Skills**
	1A Countries	To be able to identify countries in French, understand gender of countries and how to say we live / go there. To be able to give a weather forecast in French.
	1B My town	To be able to describe local area, say what there is and isn't. Asking and answering questions.
	2A Making arrangements	To be able to use modal verbs, make suggestions and plans for social time.
	2B Food and drink	To be able to talk about food and drink using indefinite and partitive articles. Conversation and spontaneous language.
	3A Clothes and Fashion	To be able to talk about fashion and give opinions. Consolidation of placement and agreements of adjectives. Use of different tenses.

	3B **Health**	**Understanding of patterns in language in the context of health.** **Common expressions with avoir and être.** **Consolidation of conversation phrases and spontaneous languages.**

How does Modern Foreign Language build on learning from Primary school as we bridge from the Key Stage 2 National Curriculum and move from Year 6 to 7.

Learning will consolidate and encompass prior learning from primary school, and simultaneously enable new learning to take place.

Why the study of Modern Foreign Language is important and relevant to the development of the whole child in the 21st Century.

At Werneth, students embrace varied lesson content developing their listening, speaking, reading and writing skills. Much emphasis is placed on the spoken word in the classroom enabling students to communicate confidently. Students will cover many interesting topics such as home and school life, the wider world and different cultures, food and drink, fashion, media, holidays and festivals. Intercultural understanding is also important to our students in the context of language learning. Language learning is of paramount importance to expand our students' horizons, expose them to new cultures, languages and opportunities.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

Students are assessed regularly through a variety of formative and summative assessments. Reflective learning time is built in to lessons to enable learners to maximise their progress and sequential learning.

What the 'expected standards' are at the end of each of years 7, 8 and 9 for Modern Foreign Language.

At the end of Year 7, students will be able to communicate effectively and confidently about themselves, family and home life, their routine and school day and leisure activities.

At the end of Year 8, students will have continued to develop the four key skills of listening, speaking, reading and writing in the context of the world around us, social plans, fashion, food and drink and health. Much emphasis is placed on the spoken word throughout language learning at Werneth.

PHYSICAL EDUCATION

Subject Plan for KS3

Boys KS3

Year 7	Term	Knowledge and Skills
	1 Invasion games e,g rugby/ football	During this unit students will develop skills in passing, shooting, attacking, defending and tactical play. They will also lead warm ups and small leadership exercises. Assessment will be through game play in both small and large games and also through use of skills at the correct moment as well as technical proficiency
	2 Net/wall games e.g table tennis/ badminton	Students will develop their skills such as serving/returning, attacking and defending shots as well as game play and the use of tactics to outwit and opponent Assessment will be through game play in both small and large games and also through use of skills at the correct moment as well as technical proficiency
	3 Fitness/ orienteering	Students will develop their own fitness levels as well as gaining an understanding of the following • Different components of fitness • How to test fitness What fitness data means to us Assessment through demonstration of how to carry out fitness tests as well as individual physical performance where students take part in cross county and orienteering they will use their own fitness level and data to show resilience in different environments
	4 Invasion games	During this unit students will develop skills in passing, shooting, attacking, defending and tactical play. They will also lead warm ups and small leadership exercises. Assessment will be through game play in both small and large games and also through use of skills at the correct moment as well as technical proficiency
Year 8	**Term**	**Knowledge and Skills**
	1 Invasion games e,g rugby/ football	During this unit students will develop skills in passing, shooting, attacking, defending and tactical play. They will also lead warm ups and small leadership exercises. This will involve extending the skills developed in year 7 and using them in more competitive and difficult situations to incorporate decision making and understanding of tactical awareness Assessment will be through game play in both small and large games and also through use of skills at the correct moment as well as technical proficiency
	2 Net/wall games e.g table tennis/ badminton	Students will develop their skills such as serving/returning, attacking and defending shots as well as game play and the use of tactics to outwit and opponent Again there will be an element of new shots/tactics to select and apply from and these will be used in more competitive situations allowing students to extend their decision making and tactical awareness Assessment will be through game play in both small and large games and also through use of skills at the correct moment as well as technical proficiency
	3 Fitness/ orienteering	Students will develop their own fitness levels as well as gaining an understanding of the following • Different components of fitness • How to test fitness What fitness data means to us Assessment through demonstration of how to carry out fitness tests as well as individual physical performance where students take part in cross county and orienteering they will use their own fitness level and data to show resilience in different environments

	4 Invasion games	**During this unit students will develop skills in passing, shooting, attacking, defending and tactical play. They will also lead warm ups and small leadership exercises. This will involve extending the skills developed in year 7 and using them in more competitive and difficult situations to incorporate decision making and understanding of tactical awareness Assessment will be through game play in both small and large games and also through use of skills at the correct moment as well as technical proficiency**

Girls KS3

Year 7	Term	Knowledge and Skills
	1: Invasion games such as netball/ hockey	**During this unit students will develop skills in passing, shooting, attacking, defending and tactical play. They will also lead warm ups and small leadership exercises. Assessment will be through game play in both small and large games and also through use of skills at the correct moment as well as technical proficiency**
	2 Trampolining /fitness	**Students will develop their own fitness levels as well as gaining an understanding of the following** • Different components of fitness • How to test fitness **What fitness data means to us** **Assessment through demonstration of how to carry out fitness tests as well as individual physical performance** **where students take part in cross county and orienteering they will use their own fitness level and data to show resilience in different environments** **in trampolining students will develop basic skills and learn how to connect movements in to a sequence they will also focus on the appreciation of their own and other technique and be able to make suggestions as to how to improve a performance**
	3 Net/wall sports such as badminton	**Students will develop their skills such as serving/returning, attacking and defending shots as well as game play and the use of tactics to outwit and opponent** **Assessment will be through game play in both small and large games and also through use of skills at the correct moment as well as technical proficiency**
	4 Invasion games such as netball/ hockey	**During this unit students will develop skills in passing, shooting, attacking, defending and tactical play. They will also lead warm ups and small leadership exercises. Assessment will be through game play in both small and large games and also through use of skills at the correct moment as well as technical proficiency**
Year 8	**Term**	**Knowledge and Skills**
	1: Invasion games such as netball/ hockey	**During this unit students will develop skills in passing, shooting, attacking, defending and tactical play. They will also lead warm ups and small leadership exercises. This will involve extending the skills developed in year 7 and using them in more competitive and difficult situations to incorporate decision making and understanding of tactical awareness Assessment will be through game play in both small and large games and also through use of skills at the correct moment as well as technical proficiency**
	2 Trampolining /fitness	**Students will develop their own fitness levels as well as gaining an understanding of the following** • Different components of fitness • How to test fitness **What fitness data means to us** **Assessment through demonstration of how to carry out fitness tests as well as individual physical performance** **where students take part in cross county and orienteering they will use their own fitness level and data to show resilience in different environments** **In the trampolining unit students will start to use more complex moves and use these alongside year 7 moves to make more complex. They will also develop coaching skills and use these to support other students in their class**

	3 Net/wall sports such as badminton	**Students will develop their skills such as serving/returning, attacking and defending shots as well as game play and the use of tactics to outwit and opponent** **Again there will be an element of new shots/tactics to select and apply from and these will be used in more competitive situations allowing students to extend their decision making and tactical awareness** **Assessment will be through game play in both small and large games and also through use of skills at the correct moment as well as technical proficiency**
	4 Invasion games such as netball/ hockey	**During this unit students will develop skills in passing, shooting, attacking, defending and tactical play. They will also lead warm ups and small leadership exercises. This will involve extending the skills developed in year 7 and using them in more competitive and difficult situations to incorporate decision making and understanding of tactical awareness** **Assessment will be through game play in both small and large games and also through use of skills at the correct moment as well as technical proficiency**

How does Physical Education build on learning from Primary school as we bridge from the Key Stage 2 National Curriculum and move from Year 6 to 7.

Developing the foundation skills that are taught at Key Stage 2 and using these skills to enable students to make more fine motor skills in games and fitness orientated elements.

Students will need to develop their teamwork skills as they work with new and larger groups and will learn the complete structure of a sport rather than the small sided sport used at key stage 2.

Why the study of Physical Education is important and relevant to the development of the whole child in the 21st Century.

Physical education develops the whole child. It encourages social skills, awareness of personal fitness levels as well as an understanding of the importance of health and fitness in later life and for a healthy lifestyle.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

Students are tracked using the emerging, developing and independent criteria. Students are able to use this criteria themselves in lessons so they know exactly what they should be able to do and what they need to be able to do to show progress.

Staff also use the same criteria so students are aware of their expectations.

Staff will assess progress through each unit and compare to give an overall picture of progress in a year.

What the 'expected standards' are at the end of each of years 7, 8 and 9 for Physical Education.

We expect all students to complete their work to the best of their ability, making improvements where necessary and reach their targets by the end of each year.

Please see the attached information on the school website that publishes our criteria for each sport.

COMPUTING

Subject Plan for KS3

Year 7	Term	Knowledge and Skills
	1 Presentation of Information	PowerPoint and Movie Maker Audience and Purpose, Information, digital media, text, images, video, animations Key Computer parts and peripherals
	2 Databases	Data, Information, storage, searching-sorting and using information. Data capture form, Hypothesis. Where are they used and by who?
	3 HMTL + CSS	Markup Language, Text Editor, Browser, World Wide Web, Internet, URL, HTTP. Debugging.
Year 8	**Term**	**Knowledge and Skills**
	1 Digital Graphics	Computer graphics, Bitmap, Vector, Animation. Fireworks. Research, detailed designs, What makes an effective digital products.
	2 Spreadsheet Modelling	Data, formulas, Functions, modelling, simulations. The use of in the real world. 'What if' analysis. Financial planning and modelling.
	3 Javascript	Alongside HTML and CSS, JavaScript is one of the three core technologies of the World Wide Web. JavaScript enables interactive web pages and thus is an essential part of web applications. The vast majority of websites use it, and all major web browsers have a dedicated JavaScript engine to execute it.

How does Computing build on learning from Primary school as we bridge from the Key Stage 2 National Curriculum and move from Year 6 to 7.

At Werneth we build on the computer learning of the students from their primary schools by teaching the students how to access and use Computer networks. All students will learn key computer learning while using IT skills and knowledge in the production of high quality digital products. We have tailored schemes of work to ensure any gaps in KS2 Computing skills and Knowledge are covered using our comprehensive IT systems and professional applications software. All students will cover a range of new learning in Computing that will give them a sound base knowledge and application and allow progress on to either of our GCSE's in IT and Computer Science.

Why the study of Computing is important and relevant to the development of the whole child in the 21st Century.

The knowledge and use of computer devices is a key requirement for students at both home and school. We make sure that students at Werneth are not just IT users but are given the skills and knowledge to design and implement digital products for themselves. We understand that students' lives link closely with digital communication and we aim to ensure that they are all educated in using them as safety as possible whilst making them fully aware of the consequences of their misuse. They are the fully digital and interactive generation and through our learning and guidance will help to shape the future by designing and developing the Apps and Tech of tomorrow.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

Our Computing Key Stage 3 program of study at Werneth focuses on the design and creation of digital products from taught and demonstrated skills and knowledge. Assessment takes place over the whole term for each of the 3 units of work with students receiving comprehensive feedback and critique to allow them to produce fully functional digital works of the highest standards. We believe passionately in the hands-on approach to learning and believe this is the only way to truly embedded the skills and knowledge needed for our modern computing syllabus. Tests and extended written exams are being introduced as the assessment requirements for the Computing Syllabus have radically changed in recent years. These written assessments take place in Term 3 In Years 7 and 8 during the HTML, CSS and Javascript modules.

What the 'expected standards' are at the end of each of years 7, 8 and 9 for that subject.

Our goal, in the Computing department at Werneth during Key Stage 3, is to ensure that all students have sufficient knowledge and skills to allow them to progress onto either of our GCSE choices of IT or Computer Science. We often have a number of students each year who choose both options as they complement each other and offer students a comprehensive skill set and knowledge for further studies at College and University. We expect hard work and have high standards in the quality of the students' work and are highly driven in maximising every student's potential to achieve their best.

MUSIC

Subject Plan for KS3

Year 7	Term	Knowledge and Skills
1	**Bridging Unit**	Keyboard skills / Singing skills / Identifying the elements of music
2a	**Chinese Music**	Keyboard & vocal skills / Music Technology (working on Garageband) / Identifying features of Chinese music
2b	**Fur Elise**	Developing awareness of classical piano music through learning to play Fur Elise
3a	**Ukulele playing**	Learning about chords / song structures through playing the ukulele
3b	**Programme Music**	British classical composers / composing using Garageband / How music can tell a story
Year 8	**Term**	**Knowledge and Skills**
1a	**Variations**	Compositional techniques / use of classical music within popular music
1b	**Scary music**	Performance skills on the keyboard / Analysing how music creates atmosphere
2a	**The Entertainer**	Developing an awareness of popular piano music through learning to play The Entertainer
2b	**Music & Media**	Importance of timing in music. Composing jingles
3a	**Remix**	Advanced Garageband skills
3b	**Personal Project**	Developing own musical skill through individual tuition programme.

How does Music build on learning from Primary school as we bridge from the Key Stage 2 National Curriculum and move from Year 6 to 7.

We will recap and build on keywords first introduced at KS2. We will assess practical skills and build on them individually.

Why the study of Music is important and relevant to the development of the whole child in the 21st Century.

Music has a proven track record of improving the attainment of students across the curriculum. As the study of music requires a high level of self-discipline it shows a clear positive attribute that would be welcomed by any employer. As an art form it is also something to be enjoyed outside of the working life.

How we assess and track the progress of students' performance as they move across Years 7 and 8.

Assessment is mainly formative – done through verbal discussion and written target setting. Progress is measured through the use of a points system.

What the 'expected standards' are at the end of each of years 7 & 8 for Music.

It is expected at the end of year 8 that students will be able to play a range of tunes on the keyboard and other instruments such as the ukulele. Students will be able to compose and record music using Garageband. They will be able to use musical vocabulary to describe music and identify a range of styles of music.