



YEAR 8 CURRICULUM 2021-22

Excellence, Endeavour, Respect

THE WOLFRETON WAY

The purpose of our curriculum at Wolfreton, is rooted in our Mission Statement and our core Values. It has been designed to enable each individual to **achieve and fulfil their potential** and in doing so, to prepare them to **achieve success in the future** and **in their lives beyond school**.

We aim to enable every young person to **fulfil their academic potential**,
 providing the foundations for them to excel in all that they do
 and to **leave prepared to achieve all their ambitions**.

Our approach to achieving this is underpinned by what we call **The Wolfreton Way**; the promotion of what we judge to be important in life – the principles or standards of Excellence, Endeavour and Respect.

EXCELLENCE – We aim to inspire – to be the best we can be
ENDEAVOUR – We promote the qualities of determination and courage
RESPECT – We are firm advocates of friendship and equality

This ethos of ‘Excellence, Endeavour, Respect’, has informed the principles we identified to lie **behind our curriculum**.

We have and continue to establish a curriculum based on 4 key principles. A curriculum that will ensure that the education we provide is:

1. Ambitious	2. Broadly based and balanced	3. High quality “rigorous, coherent, sequenced”	4. Stimulating and demanding
Designed to develop ENDEAVOUR	Designed to develop RESPECT	Designed to deliver EXCELLENCE	Designed to ensure we are Igniting Fires
To promote the qualities of determination and courage	We are firm advocates of friendship and equality	We aim to inspire – to be the best that we can be	and Expanding Horizons as we grow

Our strategic intent therefore encapsulates our ethos (The Wolfreton Way) and principles:

To offer an **ambitious** curriculum that is broadly based and balanced
 aiming to deliver a **high-quality** provision with a range of pathways
 that provide a **stimulating and demanding** education for students of all abilities -
 ‘Igniting Fires and Expanding Horizons.’

This booklet provides a summary of the knowledge and skills that form our Year 8 Expanding Horizons Curriculum.

Year 8 Curriculum Map 2021-22

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Crime</p> <p>Crime in literature in 19th century</p> <p>Crime in Victorian era- non-fiction</p> <p>In-depth modern novel study – Storm Catchers</p> <p>This scheme continues until the second half of Autumn 2</p>	<p>Continuation of the Crime scheme</p> <p>Freedom</p> <p>Study of 'The Tempest' and Freedom in Literature</p>	<p>Freedom</p> <p>Study of 'The Tempest' and Freedom in Literature</p>	<p>Injustice</p> <p>Reading and study of fiction and non-fiction across time periods</p> <p>In-depth novel study – “Stone Cold”</p>	<p>Continuation of Injustice</p> <p>Power</p> <p>History of rhetoric</p> <p>In depth novel study – “Animal Farm”</p> <p>Rhetorical writing</p> <p>Speaking and Listening</p>	<p>Power</p> <p>History of rhetoric</p> <p>In depth novel study – “Animal Farm”</p> <p>Rhetorical writing</p> <p>Speaking and Listening</p>
Maths	Averages and Range, Directed Numbers, Linear Equations	Fractions, Decimals and Percentages, Volume, Ratio Sharing	Prime Number, Sequences, Angles	Division, Averages from a Frequency Table, Constructions	Graphs, Rearranging Formulae, Quadrilaterals	Decimals, Fractions, Decimals and Percentages 2, Equations of Lines
Science	1. The Body, 2. Chemical Formulae, 3. Electricity		1. Healthy Living, 2. Development of the periodic table, 3. Waves.		1. Bioenergetics, 2. Materials and the Rock Cycle, 3. Magnetism, 4. How Science works	
History	Gunpowder Plot, Witchcraft, English Civil War	French Revolution	Industrial Revolution	Slavery	Empire	Suffragettes, Titanic
Geography (SCALE)	North America	South America	Local Geography	Regional Geography	National Geography	International Geography
French	Cinema and TV	Paris - The City of Light	My Identity	Where I live	Talent and Ambition	Discovering the French speaking world
Spanish	Holidays	My life	Food and drink	Going out	Summer Time	Discovering the Spanish Speaking world
Art	Otherworldly - Surrealism				Otherworldly - Street Art	

Music – Units can rotate	Blues	Reggae	Guitar II	Club Dance	Music Technology	Music and the Media
Drama	Mime and movement 2	Devising skills	Role Development	Physical Theatre	Melodrama	The Boy in the Striped Pyjamas – script
Computing	Mobile App Development	Understanding Computers / E-Safety	Python Programming		Binary Logic / E-Safety	Spreadsheets
Design Technology rotation	Resistant Materials Rotation 1 Wooden CAM toy	Graphics – Rotation 2 - Packaging nets – isometric drawing – 3rd angle orthographic drawing	Textiles - Rotation 3 Draw string bag, fabric origin, smart fabrics and ethical manufacturing techniques	Food and Nutrition - Rotation 4 Cooking & Nutrition: Health & safety/nutrients/allergies/food practical skills/organic foods.		
Religious Studies	Equality		Sanctity of Life		Evil and Suffering	Extremism
PSHE	Sex & Relationships	Identity and Choice	Mental Health and Wellbeing	Resilience	Money Management	Healthy Futures
PE Girls Games	Hockey	Netball	Football	Netball	Fielding and Striking	Tennis
	Netball	Hockey	Netball	Football	Tennis	Fielding and Striking
PE Girls PE	Dance	Badminton	Gymnastics	Team Games	Athletics	
	Badminton	Dance	Team Games	Gymnastics		
PE Boys Games	Rugby		Football		Fielding and Striking	Tennis
	Football		Rugby		Tennis	Fielding and Striking
PE Boys PE	Gymnastics	OAA/Team Games	Badminton	Basketball	Athletics	
	OAA/Team Games	Gymnastics	Basketball	Badminton		

ENGLISH

So much more than just a story

To inspire a passion for words and a love of language which will allow you to engage with the world in which we live. To provide you with skills to enter into debate on important social, moral and political issues, through a range of stimulating texts.

SoL	Crime	Freedom	Injustice	Power
Knowledge	<ul style="list-style-type: none"> Literature in context of 19th and 20th century. Genre: crime and gothic Coverage of duality Exploration of morals and justice Insight into the legal system 	<ul style="list-style-type: none"> Decoding language within 'The Tempest' Jacobean context Conventions of stagecraft Conventions of comedy Character analysis Structural analysis Performance skills Historical and modern day facts about repression, slavery and racism Writers' differing perspectives 	<ul style="list-style-type: none"> Social world issues such as poverty, inequality, cultural differences, environmental issues. What is an opinion. Persuasive devices used to write an opinion. Responding to an opinion 	<ul style="list-style-type: none"> Context of Marxism in 'Animal Farm' Audience & purpose. Annotation Text comparison Planning techniques Propaganda Exploration of leadership and tyranny
Skills	<p>Adaptation of forms.</p> <ul style="list-style-type: none"> Stylistic devices Vocabulary use Sentence structures 	<p>Response to task and whole text (The Tempest)</p> <ul style="list-style-type: none"> Precise references Analysis of writer's methods with subject terminology. Exploration of effects of writer's methods to create meanings. Exploration of ideas / perspectives / contextual factors shown by specific, detailed links between context / text / task 	<p>Exploration of tone.</p> <ul style="list-style-type: none"> In depth and explicit vocabulary practice Exploring structure 	<p>Showing clear critical opinion with imaginative insights.</p> <ul style="list-style-type: none"> Selecting the most appropriate quotations Analysis of language

English Assessment and Feedback

Students are formatively assessed throughout each topic using Low Stakes Testing and Assessment for Learning strategies.

Students complete an assessment at some point within the scheme of learning (usually towards the start/middle of the scheme) based on the topic they have been studying. This varies from scheme to scheme, but some assess writing skills, some reading skills and if the scheme allows for such, some assess both with two different assessments.

They also complete an end of year exam covering all topics studied in that year. There will be 6 summative assessments throughout Years 7, 8 and 9.

We use coloured pens as outlined below:

Green pens – teacher marking and feedback

Red pens – student response to TIFs or MRI work following on from a key marked piece.

As a department, we believe that marking and feedback should:

- Provide student, teacher and parents with regular feedback.
- Offer value to and support individual student's efforts.
- Highlight achievements and common errors to allow new targets to be accurate and attainable.
- Offer encouragement and be clearly understood by the student in order to support the development of self-confidence.
- Demonstrate high levels of expectations of effort and commitment.
- Be in line with whole school expectations.

Students will be encouraged to seek guidance if they are unsure about any aspect of their work. It is the responsibility of the teacher to ensure that their feedback creates or challenges understanding with the students. To this end each key marked piece feedback should be followed by a student's response.

All marked or checked pieces of work will include corrections to literacy using the Wolfreton codes.

Key Marked Work: Key Stage 3

- Completed in normal exercise books and with a blue sheet attached that clearly identifies the marking criteria, the marking will contain both internal comments on the piece of work as well as summative WWW (What Went Well) and TIFs (To Improve Further). The key marked piece will be the culmination of the objectives set out on the medium-term plan for this topic. It will focus on strands of the curriculum knowledge and skills that have been taught in this unit.
- For extended pieces of work a section of the work will be marked in detail for the student to improve upon.
- The What Went Well will highlight areas that the young person has mastered or shown progress in.
- The TIF will be diagnostic, sometimes worded in the form of a question to allow the student to improve upon a certain area.
- Time will be given for the young person to respond to the TIF in the form of the MRI (My Response Is).

MATHS FOUNDATION

The possibilities are infinite

To spark numerical ingenuity, confidence and fluency by creating, challenging and championing your mathematical understanding.

SoL	P1 Averages	N1 Directed Numbers	A1 Linear Equations	N2 FDP 1	G1 Volume
Knowledge	<ul style="list-style-type: none"> What an 'average' is aiming to show us about a data set, and what the 'range' is showing us. When each average is most appropriate (although note this will be covered in depth in a later unit). A basic understanding of the uses of the summary measures, including simple comparisons between data sets (although this also will be covered in depth in a later unit). Understanding of when and how to round the answer to a calculation of the mean; for example from a list of integers the mode and median will be integers, but the mean may be a decimal. Is this ok? Why the method for calculating mean from a frequency table works. Sense-checking answers, and considering them within the context of the given question. 	<ul style="list-style-type: none"> Understanding of moving up and down the number line Which 2 numbers would move identically? (ie. +2 or - (-2)). Ordering integers; Which is bigger; +2 or -2 ? If we add on a negative number, is the result smaller or larger than where we started? Language of 'more than' and 'less than'. Understanding of negative numbers in context. Which quantities allow negative values and why? What do the negative values represent? (temperature, money....) Which quantities exclude negative values and why? (time, distance...) 	<ul style="list-style-type: none"> Understanding the balance method by identifying the operations on the x, and reversing these. Understanding of the order of operations; what's the difference between $ax + b$ and $a(x + b)$? Understanding of algebraic terminology; here we are 'solving', ie. finding the value of the variable (as opposed to factorising, simplifying.....) When dealing with equations in context, knowledge of how to change words into symbols; for example 'more than...' indicating +, 'less than...' indicating -, 'lots of...' indicating x etc. Understanding of the term 'expand' in reference to a bracket. Understand how to isolate a given unknown in a formula by reversing the operations using the balance method. Understand that solving an equation and rearranging a formula are essentially the same. 	<ul style="list-style-type: none"> Deepen understanding of place value, equivalent fractions, and of F, D, P as all representing proportional parts of a whole. Equivalence of 0.6×30, $\frac{6}{10}$ of 30 etc. Students Build understanding of fraction of an amount, decimal x integer, and percentage of an amount all being essentially the same. To find fractions of amounts we first of all find the unit fraction amount. Conceptual understanding enhanced with appropriate diagrams showing portions of the whole. Understanding of the effect of multiplying a fraction, decimal or percentage by an integer – 'jump' along the number line in steps of the fraction or decimal. Understand the effect of multiplying by a number < 1. 	<ul style="list-style-type: none"> Volume is a measure of the 'space' in a 3D solid, and its relationship to capacity. Understand the definition of a prism and know that the formula for the volume of a prism is the area of the cross-section x length. Understand the units of volume in the context of 3 dimensions, and multiplying 3 lengths together.

Skills	<ul style="list-style-type: none"> Confidently calculate the 3 averages and the range from any list of data including decimals, negatives and longer lists. Cope with different situations for the median; odd and even amounts of data, lists with a repeated number in the middle, lists with a pair of different numbers in the middle. Cope with different situations for the mode; no mode, bi-modal. Listing data out from a frequency table. Confidently calculate the mean from an ungrouped frequency table in a variety of contexts. 	<ul style="list-style-type: none"> Add or subtract 2 or more directed numbers, both directly and in context. Multiply or divide 2 or more directed numbers, both directly and in context. Give equivalent calculations; for example $7 + (-2) = 7 - (+2)$ $3 \times (-4) = (-3) \times 4$ Fill in blanks in directed number calculations. 	<ul style="list-style-type: none"> Solve 1-step equations (all 4 operations) using the balance method. Solve 2-step equations (<i>all possible</i> sequences of operations) using the balance method. Deal with answers that are positive and negative integers, decimals and fractions. Solve equations involving brackets (on one side of the = only). Form and solve all the above types of equations in context; 'I think of a number....', other worded problems, and geometry-based problems including area, perimeter and angles. Change the subject of a formula where the change takes 1 or 2 steps (+, -, x, div) Change the subject of a formula which requires a 1-step square / square-root change. Change the subject of a formula where the change takes 2 or 3 steps (any operations, including squaring / square-rooting) 	<ul style="list-style-type: none"> Emphasis on non-calculator work in all of the following; Recall common equivalents for fractions, decimals and percentages. Convert F with denominators of factors of 100 to P & D by changing the denominator first. Simplify fractional answers when converting D / P to F. Confidently convert between F (denominator factor of 100), D and P, simplifying answers where necessary. Apply these skills in the contexts of i) ordering a mix of F, D, P; and ii) solving simple worded problems which involve comparing / converting a mix of F, D, P. Find a non-unit fraction of an amount. Find a percentage of a quantity (multiples of 5%) Multiply a 2 or 3 digit decimal by an integer. Attempt some reverse questions: If $\frac{2}{3}$ of a number is 18, what was the original number? If 15% of a number is 30, what was the original number? 	<ul style="list-style-type: none"> Find the volume of a cuboid, given l, w and h, both directly and in context. Find missing lengths of a cuboid given the volume. Divide cuboid volumes to find the number of smaller items in a box. Find the volumes of compound cuboid prisms. Calculate the volumes of triangular, parallelogram and trapezoid prisms both directly and in context. All of the above also when given the area of the cross-section directly. Find missing lengths given the volumes of the above prisms, and the area of the cross-section given the volume.
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SoL	R1 Ratio Sharing	N3 Prime Numbers	A2 Sequences	G2 Angles	N4 Decimals
Knowledge	<ul style="list-style-type: none"> Link between ratio and proportion. Ratio comparing the sizes of parts of quantities to one another, proportion (written 	<ul style="list-style-type: none"> Know the definition of a prime. Understand how multiples and factors relate to primes Understand what a factor tree represents; what does 	<ul style="list-style-type: none"> Understanding of the terminology 'term-to-term' rule. Meaning of the word term. Appreciation of the different kinds of term-to-term rules 	<ul style="list-style-type: none"> Name any size of angle. Understand the difference between questions asking them to <i>measure</i> angles and those asking them to <i>calculate</i> angles 	<ul style="list-style-type: none"> Understanding of what division means; the opposite of multiplication; also the idea of sharing and cost per item.

	<p>as fractions) comparing the size of 1 part to the whole.</p> <ul style="list-style-type: none"> Understanding of link to unit pricing (yr 7) through idea of proportion. 	<p>it mean to 'write a number as a product of its prime factors'? How is this different from listing the pairs of factors of a number? Why is it a useful thing to be able to do?</p> <ul style="list-style-type: none"> Understand the definitions of HCF and LCM <i>in terms of the 2 numbers in question.</i> Understand the link between finding HCF and LCM by listing (yr 7) and by factor trees. 	<p>that exist, and the sequences they generate.</p> <ul style="list-style-type: none"> Understanding of the terminology 'position-to-term' rule. Understanding of the link between the term-to-term rule and the position-to-term rule when generating the nth term. 	<ul style="list-style-type: none"> Understand how & when to apply each angle rule as described below. Angles on a straight line add to 180°. Angles round a point add to 360°. Angles in a triangle add to 180°. Angles in a quadrilateral add to 360°. Understand the definition of a regular polygon. Understand the difference between a regular polygon and an irregular one. 	<ul style="list-style-type: none"> Deep understanding of place-value. Why we can use division to convert a fraction; ie. that $\frac{3}{8}$ represents 3 divided into 8 parts Knowledge of rounding and giving sensible degrees of accuracy when dealing with longer decimal answers. Secure understanding of the effect of multiplying by a number less than 1. For example a common misconception is $0.3 \times 0.4 = 1.2$. Secure understanding of the effect of dividing by a number less than 1.
Skills	<ul style="list-style-type: none"> Convert a ratio to a fraction. Convert a fraction to a ratio. Share in a given ratio by adding the parts of the ratio together. To include; simple monetary examples; more sophisticated examples in context; examples with 3-part ratios. (Note ratio given 1 part, and sharing when told the difference are covered in the next unit so do not need to be covered here). Share in a given ratio by using fractions of amounts. To include; simple monetary examples; more sophisticated examples in context; examples with 3-part ratios. 	<ul style="list-style-type: none"> Find all the primes under 100 by crossing out successive sets of multiples in the sieve of Eratosthenes. Write a number as a product of its prime factors by constructing a factor tree. Organise prime factors from a tree into a Venn diagram. Find the HCF and LCM from the Venn diagram. Use the HCF & LCM to solve worded questions. Deal with 'non-standard' questions such as; 'A = $2^3 \times 3^2 \times 5$, B = $2^2 \times 3^3 \times 7$, find HCF & LCM'; 'Find the LCM of 210 and 350' (ie where it doesn't explicitly tell students to construct factor trees and a Venn diagram); questions where the Venn 	<ul style="list-style-type: none"> Describe in words the term-to-term rule for an arithmetic sequence. Describe in words the term-to-term rule for an geometric sequence. Describe in words the term-to-term rule for other simple sequences (eg. Fibonacci). Find the nth rule for a numerical arithmetic sequence. Find the nth term rule for a simple geometric sequence (r^n). Find the nth term rule for an arithmetic sequence generated from a pattern. Questions should include a range of integers and 	<ul style="list-style-type: none"> Use a protractor confidently. Accurately measure any size of angle. Accurately draw any size of angle. Draw and measure angles from a base line in <i>any</i> position (ie not just horizontal). Name any size of angle. Calculate the size of missing angles on a straight line, round a point, in a triangle, and in an irregular quadrilateral to include examples where 2 or more angles are marked, and simple algebraic examples in each case. Calculate angles in special cases of 2D shapes; isosceles & equilateral 	<ul style="list-style-type: none"> Confidently perform short division (a 'bus-stop' method) resulting in an integer answer. Confidently perform short division resulting in a decimal answer. Confidently perform long division resulting in an integer answer. Convert a fraction to a terminating decimal by short division. Convert a fraction to a recurring decimal by short division. Multiply 2 single-digit decimals together or a single digit by a double digit (0.3×0.4, 0.07×0.008)

		<p>diagram is given with the factors in it, but the original 2 numbers are not explicitly stated etc.</p>	<p>decimals to link back to work done previously.</p> <ul style="list-style-type: none"> Deal with a range of examples when finding the nth term; decreasing and increasing sequences, sequences with negative terms, sequences generated by patterns. 	<p>triangles, quadrilaterals with various symmetries (trapezia, kites, parallelograms, rhombi).</p> <ul style="list-style-type: none"> Calculate missing angles in diagrams which require the application of more than 1 rule, in simple cases. Calculate the interior angle sum of any polygon by using the number of sides Use the interior angle sum to find a missing interior angle. Use the interior angle sum to find the number of sides of a polygon and to find the size of one interior angle when the polygon is regular. 	<ul style="list-style-type: none"> Multiply 2 double or triple digit decimals together (1.2×0.034, 0.23×0.41) Divide a decimal by an integer using short division. Divide a decimal by another decimal using short division.
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SoL	P2 Probability	R2 Unit Pricing	A3 Coordinates & Graphs	P3 Using Averages	G3 Constructions
Knowledge	<ul style="list-style-type: none"> Understanding of the likelihood of general events e.g a student in this class will be away tomorrow vs a student in the school will be away, which is more likely? Why? How certain factors can influence the probability e.g I will be taller next year, when is this likely and when is it unlikely? Understanding of the words impossible, unlikely, even chance, likely and certain. Understanding of even chance giving examples and non-examples. Knowledge of the probability scale between 0 and 1, with numerical values 	<ul style="list-style-type: none"> Understanding of how wording can be confusing in expressing as fractions questions; "What fraction of 16 is 4?" compared with "Write 4 as a fraction of 16". Understand that the price per unit means the price for 1 of the items. For the more able, understand that they just have to get a comparable amount, it does not have to be the unit price. 	<ul style="list-style-type: none"> Understanding of the set-up of x- & y-axes. Understand that the equation is specifying a relationship between the x and y coordinates of all the points on the particular line. Appreciate how the values of the coordinates affect the gradient and position of the line. Understand that there are many (infinite!) possible lines with any given gradient and / or any given intercept. 	<ul style="list-style-type: none"> Know the advantages and disadvantages of each average Understand how the same data set summarised using different averages can give very different perspectives. Understand how averages and the range are used to explain summary information about a set of data. Understand how averages and the range are used to compare 2 or more sets of data. Deep understanding of how a frequency table is constructed, and what it shows; which column shows the actual data values. 	<ul style="list-style-type: none"> Understand the concept of a scale drawing. Understand the difference between a construction / scale drawing and a locus. Understand the meanings of the words 'bisect', 'perpendicular' and 'locus'. Learn the steps in each of the following constructions; perpendicular bisector, angle bisector, SSS triangle, SAS triangle. Understand how to interpret a locus question in terms of which construction(s) it asks for. Understand what congruence means; exactly the same, although 1 shape may be a translation,

	<p>attached to impossible, unlikely, even chance, likely and certain.</p> <ul style="list-style-type: none"> • Examples of events e.g winning the lottery that are classed as mathematically impossible • Understand formal notation e.g $p(\text{head}) = 0.5$. • Basic understanding of theoretical and experimental probability and equal outcomes; what does it mean for the probability of rolling a six to be $1/6$, when would this stand? When would it not stand? • Know how a deck of cards is made up. • Understand if / when repeated outcomes should be included in lists of joint events; for example if rolling 2 dice, is (2, 3) the same as (3, 2)? • Understand how to choose the denominator to use from a table; eg. 'A pupil is selected at random.....' vs 'A female pupil is selected at random.....'. 				<p>rotation or reflection of the other.</p> <ul style="list-style-type: none"> • Know and understand that SSS, SAS, AAS and ASA are sufficient for congruency, but ASS is NOT. • Know and understand how to form a logical sequence of steps to show congruency.
Skills	<ul style="list-style-type: none"> • Use words to describe the probability of an event happening. • Say which event is more likely. • Place an event on the probability scale. • Give the probability of a simple event happening 	<ul style="list-style-type: none"> • Write any number as a fraction of a given, larger number, in simplest form. • Write any number as a fraction of a given, smaller number, in simplest form. • Express quantities as fractions of each other in 	<ul style="list-style-type: none"> • Plot and read coordinates in all 4 quadrants, and find missing coordinates (eg. 4th corner of a square. • Join coordinates that lie on a line, and describe the relationship between their x and y values in words. 	<ul style="list-style-type: none"> • State the main advantages and disadvantages of each average. • Given a list of data, select the most appropriate of the 3 averages to use, and explain why this is the case. • Summarise a set of data by using the 3 averages and 	<ul style="list-style-type: none"> • Draw full circles and arcs of any given radius in a variety of contexts. • Calculate the real values of scaled lengths, given the scale of the drawing. • Draw lines and simple polygons to given scales.

	<p>from a picture (socks in a drawer, spinner...)</p> <ul style="list-style-type: none"> Give the probability of a simple event happening from a worded problem (equally likely outcomes; coins, dice...) Find the probability of an event not happening. Define the complementary event to a given event Systematically list outcomes of joint events, using a sample space where appropriate. Find probabilities of joint events from a list or sample space. Systematically combine outcomes of joint events, using a sample space where appropriate. Work out a single or joint outcome probability from a 2-way table. Work out a a single or joint outcome probability from any table. 	<p>context, and involving changing units.</p> <ul style="list-style-type: none"> Solve problems involving expressing as fractions such as; Jack scores 12 out of 16 in biology and 7 out of 9 in chemistry, in which test did he perform best? Find the unit cost of an item. Solve simple 1-step best-buy questions. Solve more challenging 2- or 3-step best-buy questions. 	<ul style="list-style-type: none"> Generate coordinates and plot a graph for a simple equation with positive coefficients. (eg. $y = x + 1$) Generate coordinates and plot a graph for an equation with positive gradient but negative intercept. (eg. $y = 2x - 5$) All the above where the x-values are explicitly given, and where they are not explicitly given. 	<p>range, explaining clearly what each summary measure shows about the data.</p> <ul style="list-style-type: none"> Compare 2 sets of data by calculating all 3 averages for each data set, and explain clearly what distinctions between the 2 data sets the averages and range show. Find the median, mode & range from ungrouped frequency tables. Find the median, mode & range from grouped frequency tables. 	<ul style="list-style-type: none"> Construct the perpendicular bisector of a given line. Apply the perpendicular bisector in a simple loci situation (ie. find the locus of the point equidistant from 2 fixed points). Bisect a given angle. Apply the angle bisector in a simple loci situation (ie. find the locus of the point equidistant from 2 lines from a fixed point). Construct a SSS triangle. Construct a SAS triangle. Decide whether 2 shapes are congruent. Explain why 2 shapes are congruent. Show why 2 triangles are congruent by demonstrating each step in 1 of the 4 rules.
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SoL	N5 Using a calculator	A4 Equations of lines	N6 FDP 2
Knowledge	<ul style="list-style-type: none"> Know that if performing a calculation in several steps, they mustn't round their answers half way. Understand that 'modes' on the calculator affect the format of inputs & outputs. Know how to use the memory function. Know how to access the first and second functions. Understand the difference in function between the 'minus' and 'neg' buttons if appropriate to the calculator. Understand that a calculator AUTOMATICALLY operates to BIDMAS unless told otherwise. 	<ul style="list-style-type: none"> Know that coordinates $(2, -3), (2, -1), (2, 0), (2, 1)$ etc all lie on the line $x = 2$ and similar. Know that lines $x = a$ are vertical, through a on the x-axis. Know that lines $y = b$ are horizontal, through b on the y-axis. Understand that the gradient of a line is a measure of its slope. Know that lines with positive gradients slope uphill left to right. 	<ul style="list-style-type: none"> Understanding of the equivalence of quantities such as $2.35 = 235\%$, with emphasis on the knowledge of quantities $> 100\%$ being bigger than 1. Understand the effect of multiplying by a D or P less than 1 Understand why the 1 appears in the units column of the multiplier for an increase. Understand why the multiplier is found by subtracting the percentage from 100 for a decrease. Understand the difference between simple and compound interest.

		<ul style="list-style-type: none"> • Know that lines with negative gradients slope downhill left to right. • Know that lines with the same gradient are parallel. • Know how to take account of the scales on the x and y axes when calculating the gradient. • Understand how to think of the gradient as incremental steps – how many steps up for each one along? • Know that the value of 'c' in the equation $y = mx + c$ determines where the line crosses the y-axis. • Visual understanding of what a line with particular values of m and c ought to look like. 	<ul style="list-style-type: none"> • Know the compound interest formula. • Know and understand the meaning of the words 'appreciation' and 'depreciation'.
Skills	<ul style="list-style-type: none"> • Check calculator is in the correct basic mode, and how to reset this if not. • Use the memory function for storing intermediate answers. • Find roots and powers of any degree. • Input and calculate with negative numbers correctly. • Input and calculate with brackets correctly, getting the order of operations right. • Input and calculate with fractions correctly, including fractions which include multiple operations and / or brackets in the numerator and / or denominator. • Correctly answer questions such as $\frac{(42.6 + 9.3)^2}{\sqrt{72^2 + 96}} \quad \frac{\sqrt{43} + 6.2^2}{38.4 - 13.6}$	<ul style="list-style-type: none"> • Draw any line of the form $x = a$ without plotting coordinates. • Plot any line of the form $y = b$ without plotting coordinates. • Plot the line $y = x$ without plotting coordinates. • Solve questions about geometrical shapes involving horizontal and vertical lines, or the line $y = x$. • Find the gradient of line segments on grids (both positive and negative gradients). • Find the gradient of lines on coordinate axes (both positive and negative gradients). • Draw a line on coordinate axes given its gradient. • Write down the equation of any line on coordinate axes by using the gradient and intercept. • Draw a line onto coordinate axes directly from its equation, by using the gradient and intercept. 	<ul style="list-style-type: none"> • Convert between single- and double-digit decimals and percentages less than 1 (9%, 83%). • Convert between decimals and percentages of any length including those greater than 1 and percentages with constituent decimals (215%, 2.5%, 17.5%) • Find a given percentage of a quantity, including where the percentage contains a constituent decimal (eg. 2.5%). eg. Find 11% of 231, by typing 0.11×231 into calculator. • Increase a quantity by a given percentage, including where the percentage contains a constituent decimal (eg. 2.5%). eg. Increase 231 by 11%, by typing 1.11×231 into calculator. • Decrease a quantity by a given percentage, including where the percentage contains a constituent decimal (eg. 2.5%). eg. Decrease 231 by 11%, by typing 0.89×231 into calculator. • Solve a simple interest question both with and without a calculator. • Solve a compound interest question by using repeated multipliers on a calculator. • Solve other repeated percentage change questions (both appreciation and depreciation) by using repeated multipliers on a calculator. • Solve questions which involve comparing interest earned from simple and compound accounts.

MATHS HIGHER

The possibilities are infinite

To spark numerical ingenuity, confidence and fluency by creating, challenging and championing your mathematical understanding.

SoL	P1 Averages	N1 Directed Numbers	A1 Linear Equations	N2 FDP 1	G1 Volume
Knowledge	<ul style="list-style-type: none"> What an 'average' is aiming to show us about a data set, and what the 'range' is showing us. When each average is most appropriate (although note this will be covered in depth in a later unit). A basic understanding of the uses of the summary measures, including simple comparisons between data sets (although this also will be covered in depth in a later unit). Understanding of when and how to round the answer to a calculation of the mean; for example from a list of integers the mode and median will be integers, but the mean may be a decimal. Is this ok? Why the method for calculating mean from a frequency table works. Sense-checking answers, and considering them within the context of the given question. 	<ul style="list-style-type: none"> Understanding of moving up and down the number line Which 2 numbers would move identically? (ie. +2 or - (-2)). Ordering integers; Which is bigger; +2 or -2 ? If we add on a negative number, is the result smaller or larger than where we started? Language of 'more than' and 'less than'. Understanding of negative numbers in context. Which quantities allow negative values and why? What do the negative values represent? (temperature, money....) Which quantities exclude negative values and why? (time, distance...) 	<ul style="list-style-type: none"> Understanding the balance method by identifying the operations on the x, and reversing these. Understanding of the order of operations; what's the difference between $ax + b$ and $a(x + b)$? Understanding of algebraic terminology; here we are 'solving', ie. finding the value of the variable (as opposed to factorising, simplifying....) When dealing with equations in context, knowledge of how to change words into symbols; for example 'more than...' indicating +, 'less than...' indicating -, 'lots of...' indicating x etc. Understanding of the term 'expand' in reference to a bracket. Understand how to isolate a given unknown in a formula by reversing the operations using the balance method. Understand that solving an equation and rearranging a formula are essentially the same. 	<ul style="list-style-type: none"> Deepen understanding of place value, equivalent fractions, and of F, D, P as all representing proportional parts of a whole. Equivalence of 0.6×30, $6/10$ of 30 etc. Students Build understanding of fraction of an amount, decimal x integer, and percentage of an amount all being essentially the same. To find fractions of amounts we first of all find the unit fraction amount. Conceptual understanding enhanced with appropriate diagrams showing portions of the whole. Understanding of the effect of multiplying a fraction, decimal or percentage by an integer – 'jump' along the number line in steps of the fraction or decimal. Understand the effect of multiplying by a number < 1. 	<ul style="list-style-type: none"> Volume is a measure of the 'space' in a 3D solid, and its relationship to capacity. Understand the definition of a prism and know that the formula for the volume of a prism is the area of the cross-section x length. Understand the units of volume in the context of 3 dimensions, and multiplying 3 lengths together.
Skills	<ul style="list-style-type: none"> Confidently calculate the 3 averages and the range from any list of data including decimals, negatives and longer lists. 	<ul style="list-style-type: none"> Add or subtract 2 or more directed numbers, both directly and in context. 	<ul style="list-style-type: none"> Solving 1-step equations (all 4 operations) using the balance method. Solving 2-step equations (<i>all possible</i> sequences of 	<ul style="list-style-type: none"> Emphasis on non-calculator work in all of the following; Recall common equivalents for fractions, decimals and percentages. 	<ul style="list-style-type: none"> Find the volume of a cuboid, given l, w and h, both directly and in context. Find missing lengths of a cuboid given the volume.

	<ul style="list-style-type: none"> • Cope with different situations for the median; odd and even amounts of data, lists with a repeated number in the middle, lists with a pair of different numbers in the middle. • Cope with different situations for the mode; no mode, bi-modal. • Listing data out from a frequency table. • Confidently calculate the mean from an ungrouped frequency table in a variety of contexts. • Solving problems involving averages from a list; for example finding a missing number given 1 of the averages or range. 	<ul style="list-style-type: none"> • Multiply or divide 2 or more directed numbers, both directly and in context. • Give equivalent calculations; for example $7 + (-2) = 7 - (+2)$ $3 \times (-4) = (-3) \times 4$ • Fill in blanks in directed number calculations. • Calculate the answers to multi-step problems that also involve BIDMAS both as direct sums, and in context. • 	<p>operations) using the balance method.</p> <ul style="list-style-type: none"> • Dealing with answers that are positive and negative integers, decimals and fractions. • Solving equations involving brackets (on one side of the = only). • Solving 3-step equations (all possible sequences of operations). • Solving equations with the unknown on both sides. • Forming and solving all the above types of equations in context; 'I think of a number....', other worded problems, and geometry-based problems including area, perimeter and angles. • Change the subject of a formula where the change takes 1 or 2 steps (+, -, x, div) • Change the subject of a formula which requires a 1-step square / square-root change. • Change the subject of a formula where the change takes 2 or 3 steps (any operations, including squaring / square-rooting) • Change the subject of a formula where the change takes 3 or more steps (any operations, including squaring / square-rooting), and substitute into my formula to work out a value of the unknown. 	<ul style="list-style-type: none"> • Convert F with denominators of factors of 100 to P & D by changing the denominator first. • Simplify fractional answers when converting D / P to F. • Confidently convert between F (denominator factor of 100), D and P, simplifying answers where necessary. • Convert fractions where the denominator is not a factor of 100, by division. • Apply these skills in the contexts of i) ordering a mix of F, D, P; and ii) solving simple worded problems which involve comparing / converting a mix of F, D, P. • Find a non-unit fraction of an amount. • Find a percentage of a quantity (multiples of 5%) • Multiply a 2 or 3 digit decimal by an integer. • Confidently solve reverse questions: If $\frac{2}{3}$ of a number is 18, what was the original number? If 15% of a number is 30, what was the original number? • Solve multi-step conversion problems. 	<ul style="list-style-type: none"> • Divide cuboid volumes to find the number of smaller items in a box. • Find the volumes of compound cuboid prisms. • Calculate the volumes of triangular, parallelogram and trapezoid prisms both directly and in context. • All of the above also when given the area of the cross-section directly. • Find missing lengths given the volumes of the above prisms, and the area of the cross-section given the volume. • Solve problems involving all the above which also require changing units
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SoL	R1 Ratio Sharing	N3 Prime Numbers	A2 Sequences	G2 Angles	N4 Decimals
Knowledge	<ul style="list-style-type: none"> Link between ratio and proportion. Ratio comparing the sizes of parts of quantities to one another, proportion (written as fractions) comparing the size of 1 part to the whole. Understanding of link to unit pricing (yr 7) through idea of proportion. 	<ul style="list-style-type: none"> Know the definition of a prime. Understand how multiples and factors relate to primes Understand what a factor tree represents; what does it mean to 'write a number as a product of its prime factors'? How is this different from listing the pairs of factors of a number? Why is it a useful thing to be able to do? Understand the definitions of HCF and LCM <i>in terms of the 2 numbers in question.</i> Understand the link between finding HCF and LCM by listing (yr 7) and by factor trees. 	<ul style="list-style-type: none"> Understanding of the terminology 'term-to-term' rule. Meaning of the word term. Appreciation of the different kinds of term-to-term rules that exist, and the sequences they generate. Understanding of the terminology 'position-to-term' rule. Understanding of the link between the term-to-term rule and the position-to-term rule when generating the nth term. 	<ul style="list-style-type: none"> Name any size of angle. Understand the difference between questions asking them to <i>measure</i> angles and those asking them to <i>calculate</i> angles Understand how & when to apply each angle rule as described below. Angles on a straight line add to 180°. Angles round a point add to 360°. Angles in a triangle add to 180°. Angles in a quadrilateral add to 360°. Understand the definition of a regular polygon. Understand the difference between a regular polygon and an irregular one. 	<ul style="list-style-type: none"> Understanding of what division means; the opposite of multiplication; also the idea of sharing and cost per item. Deep understanding of place-value. Why we can use division to convert a fraction; ie. that $\frac{3}{8}$ represents 3 divided into 8 parts Knowledge of rounding and giving sensible degrees of accuracy when dealing with longer decimal answers. Secure understanding of the effect of multiplying by a number less than 1. For example a common misconception is $0.3 \times 0.4 = 1.2$. Secure understanding of the effect of dividing by a number less than 1.
Skills	<ul style="list-style-type: none"> Convert a ratio to a fraction. Convert a fraction to a ratio. Share in a given ratio by adding the parts of the ratio together. To include; simple monetary examples; more sophisticated examples in context; examples with 3-part ratios. (Note ratio given 1 part, and sharing when told the difference are covered in the next unit so do not need to be covered here). Share in a given ratio by using fractions of amounts. 	<ul style="list-style-type: none"> Find all the primes under 100 by crossing out successive sets of multiples in the sieve of Eratosthenes. Solve problems involving the definition of a prime. Write a number as a product of its prime factors by constructing a factor tree. Organise prime factors from a tree into a Venn diagram. Find the HCF and LCM from the Venn diagram. Use the HCF & LCM to solve worded questions. 	<ul style="list-style-type: none"> Find the nth term rule of any arithmetic sequence. Find the nth term of a simple geometric sequence (r^n). Deal with a range of examples when finding the nth term; decreasing and increasing sequences, sequences with negative terms, sequences generated by patterns. Use the nth term to generate terms of arithmetic and geometric sequences. Begin to describe nth term rules of other sequences (for 	<ul style="list-style-type: none"> Calculate the size of missing angles on a straight line, round a point, in a triangle, and in an irregular quadrilateral to include examples where 2 or more angles are marked, and simple algebraic examples in each case. Calculate angles in special cases of 2D shapes; isosceles & equilateral triangles, quadrilaterals with various symmetries (trapezia, kites, parallelograms, rhombi). 	<ul style="list-style-type: none"> Confidently perform short division (a 'bus-stop' method) resulting in an integer answer. Confidently perform short division resulting in a decimal answer. Confidently perform long division resulting in an integer answer. Confidently perform long division resulting in a decimal answer. Convert a fraction to a terminating decimal by short division.

	<p>To include; simple monetary examples; more sophisticated examples in context; examples with 3-part ratios.</p> <ul style="list-style-type: none"> All of the above in the context of GCSE-style worded questions which also involve fractions & percentages. 	<ul style="list-style-type: none"> Deal with 'non-standard' questions such as; '$A = 2^3 \times 3^2 \times 5$, $B = 2^2 \times 3^3 \times 7$, find HCF & LCM'; 'Find the LCM of 210 and 350' (ie where it doesn't explicitly tell students to construct factor trees and a Venn diagram); questions where the Venn diagram is given with the factors in it, but the original 2 numbers are not explicitly stated etc. Solve problems involving the HCF & LCM such as: Having found the HCF / LCM of 105 and 90, they could then be asked for the HCF / LCM of 1050 and 900 or similar. 	<p>example square or cube numbers).</p> <ul style="list-style-type: none"> Find out whether a given term is in the sequence by using the nth term rule. Solve questions such as 'Which is the first term to be greater than...' by using the nth term rule. 	<ul style="list-style-type: none"> Calculate missing angles in diagrams which require the application of more than 1 rule, in simple cases. Calculate the interior angle sum of any polygon by using the number of sides Use the interior angle sum to find a missing interior angle. Use the interior angle sum to find the number of sides of a polygon and to find the size of one interior angle when the polygon is regular. Solve angle problems which involve application of 2 or more of the above rules in more complex cases. 	<ul style="list-style-type: none"> Convert a fraction to a recurring decimal by short division. Predict which fractions will result in terminating / recurring decimals by considering patterns in answers. Multiply 2 single-digit decimals together or a single digit by a double digit (0.3×0.4, 0.07×0.008) Multiply 2 double or triple digit decimals together (1.2×0.034, 0.23×0.41) Divide a decimal by an integer using short division. Divide a decimal by another decimal using short division. Use a given decimal calculation (\times or \div) to predict the answers to related calculations.
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SoL	P2 Probability	R2 Ratio given 1 part	A3 Coordinates & Graphs	P3 Using Averages	G3 Constructions
Knowledge	<ul style="list-style-type: none"> Understanding of the likelihood of general events e.g a student in this class will be away tomorrow vs a student in the school will be away, which is more likely? Why? How certain factors can influence the probability e.g I will be taller next year, when is this likely and when is it unlikely? Understanding of the words impossible, unlikely, even chance, likely and certain. 	<ul style="list-style-type: none"> Understanding of how subtle wording differences can make huge differences in ratio questions: "Mary shared £120 between her 2 friends Millie and Maggie in the ratio 2 : 3. How much did each get?" "Mary shared some money between her 2 friends Millie and Maggie in the ratio 2 : 3. Millie got £32. How much did Maggie get?" "Mary shared some money between her 2 friends Millie and Maggie in the ratio 2 : 3. Millie 	<ul style="list-style-type: none"> Understanding of the set-up of x- & y-axes. Understand that the equation is specifying a relationship between the x and y coordinates of all the points on the particular line. Appreciate how the values of the coordinates affect the gradient and position of the line. Understand that there are many (infinite!) possible lines with any given gradient and / or any given intercept. 	<ul style="list-style-type: none"> Know the advantages and disadvantages of each average Understand how the same data set summarised using different averages can give very different perspectives. Understand how averages and the range are used to explain summary information about a set of data. Understand how averages and the range are used compare 2 or more sets of data. 	<ul style="list-style-type: none"> Understand the concept of a scale drawing. Understand the difference between a construction, a locus, and the application of these to a real-life situation. Understand the meanings of the words 'bisect', 'perpendicular' and 'locus'. Learn the steps in each of the following constructions; perpendicular bisector, angle bisector, SSS triangle, SAS triangle. Understand how to interpret a locus question in terms of

	<ul style="list-style-type: none"> Understanding of even chance giving examples and non-examples. Knowledge of the probability scale between 0 and 1, with numerical values attached to impossible, unlikely, even chance, likely and certain. Examples of events e.g winning the lottery that are classed as mathematically impossible Understand formal notation e.g $p(\text{head}) = 0.5$. Basic understanding of theoretical and experimental probability and equal outcomes; what does it mean for the probability of rolling a six to be $1/6$, when would this stand? When would it not stand? Know how a deck of cards is made up. Understand if / when repeated outcomes should be included in lists of joint events; for example if rolling 2 dice, is (2, 3) the same as (3, 2)? Understand how to choose the denominator to use from a table; eg. 'A pupil is selected at random.....' vs 'A female pupil is selected at random.....'. 	<p>got £32 more than Maggie. How much did Maggie get?"</p>		<ul style="list-style-type: none"> Deep understanding of how a frequency table is constructed, and what it shows; which column shows the actual data values. 	<p>which construction(s) it asks for.</p> <ul style="list-style-type: none"> Understand what congruence means; exactly the same, although 1 shape may be a translation, rotation or reflection of the other. Know and understand that SSS, SAS, AAS and ASA are sufficient for congruency, but ASS is NOT. Know and understand how to prove congruency.
Skills	<ul style="list-style-type: none"> Systematically list outcomes of joint events, using a sample space where appropriate. 	<ul style="list-style-type: none"> Answer ratio questions where 1 part is given. Answer ratio questions where the difference is given. 	<ul style="list-style-type: none"> Join coordinates that lie on a line, and describe the relationship between their x and y values in words. 	<ul style="list-style-type: none"> State the main advantages and disadvantages of each average. Given a list of data, select the most appropriate of the 3 	<ul style="list-style-type: none"> Draw full circles and arcs of any given radius in a variety of contexts.

	<ul style="list-style-type: none"> Find probabilities of joint events from a list or sample space. Systematically combine outcomes of joint events, using a sample space where appropriate. Work out a single or joint outcome probability from a 2-way table. Work out a single or joint outcome probability from any table. Calculate an expected frequency for a multiple-outcome event using a theoretical or an experimental probability. Calculate an expected frequency for a single-outcome event using a theoretical or an experimental probability. Interpret and explain bias given a set of expected frequencies. 	<ul style="list-style-type: none"> Distinguish between different types of ratio question. Answer ratio 1-part or difference questions which also involve fractions or percentages. 	<ul style="list-style-type: none"> Generate coordinates and plot a graph for a simple equation with positive coefficients. (eg. $y = 2x + 1$) Generate coordinates and plot a graph for an equation with fractional or negative coefficients. (eg. $y = 0.5x - 5$) Generate coordinates and plot a graph for an equation of the form $ax + by = c$. All the above where the x-values are explicitly given, and where they are not explicitly given. 	<p>averages to use, and explain why this is the case.</p> <ul style="list-style-type: none"> Given the data and summary measures, I can explain why a particular summary statistic is misleading and should not be used. Summarise a set of data by using the 3 averages and range, explaining clearly what each summary measure shows about the data. Compare 2 sets of data by calculating all 3 averages for each data set, and explain clearly what distinctions between the 2 data sets the averages and range show. Find the median, mode & range from ungrouped frequency tables. Find the median, mode & range from grouped frequency tables. 	<ul style="list-style-type: none"> Calculate the real values of scaled lengths, given the scale of the drawing. Draw lines and simple polygons to given scales. Draw shapes which involve combinations of arcs and lengths to scale. Construct the perpendicular bisector of a given line. Apply the perpendicular bisector in a simple loci situation (ie. find the locus of the point equidistant from 2 fixed points). Bisect a given angle. Apply the angle bisector in a simple loci situation (ie. find the locus of the point equidistant from 2 lines from a fixed point). Construct a SSS triangle. Construct a SAS triangle. Apply the above constructions and loci to solving 'real-life' problems. Decide whether 2 shapes are congruent. Explain why 2 shapes are congruent. Prove that 2 triangles are congruent in the context of regular polygons.
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SoL	N5 Using a calculator	A4 Equations of lines	N6 FDP 2
Knowledge	<ul style="list-style-type: none"> Know that if performing a calculation in several steps, they mustn't round their answers half way. Understand that 'modes' on the calculator affect the format of inputs & outputs. Know how to use the memory function. Know how to access the first and second functions. 	<ul style="list-style-type: none"> Know that coordinates $(2, -3), (2, -1), (2, 0), (2, 1)$ etc all lie on the line $x = 2$ and similar. Know that lines $x = a$ are vertical, through a on the x-axis. Know that lines $y = b$ are horizontal, through b on the y-axis. 	<ul style="list-style-type: none"> Understanding of the equivalence of quantities such as $2.35 = 235\%$, with emphasis on the knowledge of quantities $> 100\%$ being bigger than 1. Understand the effect of multiplying by a D or P less than 1 Understand why the 1 appears in the units column of the multiplier for an increase.

	<ul style="list-style-type: none"> Understand the difference in function between the 'minus' and 'neg' buttons if appropriate to the calculator. Understand that a calculator AUTOMATICALLY operates to BIDMAS unless told otherwise. 	<ul style="list-style-type: none"> Understand that the gradient of a line is a measure of its slope. Know that lines with positive gradients slope uphill left to right. Know that lines with negative gradients slope downhill left to right. Know that lines with the same gradient are parallel. Know how to take account of the scales on the x and y axes when calculating the gradient. Understand how to think of the gradient as incremental steps – how many steps up for each one along? Know that the value of 'c' in the equation $y = mx + c$ determines where the line crosses the y-axis. Visual understanding of what a line with particular values of m and c ought to look like. 	<ul style="list-style-type: none"> Understand why the multiplier is found by subtracting the percentage from 100 for a decrease. Understand the difference between simple and compound interest. Know the compound interest formula. Know and understand the meaning of the words 'appreciation' and 'depreciation'. Understand what happens when the percentage they are asked to find is > 100%; the answer is bigger than your starting number. Understand why the multiplier for finding a percentage > 100% is > 1. Understand why the multiplier for increasing by a percentage > 100% is > 2.
Skills	<ul style="list-style-type: none"> Check calculator is in the correct basic mode, and how to reset this if not. Use the memory function for storing intermediate answers. Find roots and powers of any degree. Input and calculate with negative numbers correctly. Input and calculate with brackets correctly, getting the order of operations right. Input and calculate with fractions correctly, including fractions which include multiple operations and / or brackets in the numerator and / or denominator. Correctly answer questions such as $\frac{(42.6 + 9.3)^2}{\sqrt{72^2 + 96}} \quad \frac{\sqrt{43} + 6.2^2}{38.4 - 13.6}$	<ul style="list-style-type: none"> Draw any line of the form $x = a$ without plotting coordinates. Plot any line of the form $y = b$ without plotting coordinates. Plot the line $y = x$ without plotting coordinates. Solve questions about geometrical shapes involving horizontal and vertical lines, the line $y = x$ and lines of the form $y = mx + c$. Find the gradient of line segments on grids (both positive and negative gradients). Find the gradient of lines on coordinate axes (both positive and negative gradients). Interpret and answer questions on the gradients of 'real-life' graphs, such as conversion graphs, cost graphs (eg cost per unit time for utilities or similar) or any graph involving rates of change. Draw a line on coordinate axes given its gradient. Write down the equation of any line on coordinate axes by using the gradient and intercept. Draw a line onto coordinate axes directly from its equation, by using the gradient and intercept. Interpret and answer questions on the intercepts of 'real-life' graphs, such as 'fixed charges'. 	<ul style="list-style-type: none"> Convert between single- and double-digit decimals and percentages less than 1 (9%, 83%). Convert between decimals and percentages of any length including those greater than 1 and percentages with constituent decimals (215%, 2.5%, 17.5%) Find a given percentage of a quantity, including where the percentage contains a constituent decimal (eg. 2.5%) and where the percentage is > 1. eg. Find 11% of 231, by typing 0.11×231 into calculator. Increase a quantity by a given percentage, including where the percentage contains a constituent decimal (eg. 2.5%). and where the percentage is > 1. eg. Increase 231 by 11%, by typing 1.11×231 into calculator. Decrease a quantity by a given percentage, including where the percentage contains a constituent decimal (eg. 2.5%). eg. Decrease 231 by 11%, by typing 0.89×231 into calculator. Solve a simple interest question both with and without a calculator. Solve a compound interest question by using repeated multipliers on a calculator. Solve other repeated percentage change questions (both appreciation and depreciation) by using repeated multipliers on a calculator including

			<p>questions which require the use of different multipliers consecutively.</p> <ul style="list-style-type: none">• Solve questions which involve comparing interest earned from simple and compound accounts.
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Maths Assessment and Feedback

All students are formally assessed at the end of each half term. Assessments for Years 9 and 10 are in the penultimate week of the half term and Years 7 and 8 in the final week. Revision checklists are sent by email to parents in the week before the assessment.

Assessments are cumulative in nature i.e the end of half term 3 will test skills learnt in half term 1, 2 and 3.

Assessments are marked by the class teacher and each young person receives a personalised red, amber, green checklist to show their strengths and weaknesses and a selection of improvement questions with worked examples.

We informally assess students at the end of each lesson through the key questions to ensure they are acquiring the skills and knowledge set out in our curriculum. Students are also informally assessed through their class work home learning task (every three weeks) and provided with feedback to support them in preparation for the end of half term assessment.

Regular marking of work is a departmental responsibility that is fundamental to the process of teaching and learning.

As a department, we believe that marking and feedback should:

- Provide student, teacher and parents with regular feedback.
- Offer value to and support individual student's efforts.
- Highlight achievements and common errors to allow new targets to be accurate and attainable.
- Offer encouragement and be clearly understood by the student in order to support the development of self-confidence.
- Demonstrate high levels of expectations of effort and commitment.
- Be in line with whole school expectations.

Maths lends itself well to instant feedback and students may mark their own or others work in order to develop assessment for learning techniques. Students will be encouraged to seek guidance if they are unsure about any aspect of their work. It is the responsibility of the teacher to ensure that their feedback creates or challenges understanding with the students. To this end each piece of feedback should be followed by a student response.

Books/ Classwork

The majority of classwork will be marked by the students throughout the lesson. This will be checked by staff and whole class or individual feedback will be provided when common errors occur. This feedback will be actioned as a starter in a subsequent lesson. The expectation is that book marking will coincide with the marking of homework.

Assessments/ Key Marked Work/ PPEs

These will take place for all year groups according to the departmental Assessment calendar. Staff will mark these according the mark scheme and provide internal TIFs to help students improve their work. A blue KMP sheet will be completed with WWW and TIF statements linked to the learning outcomes. Students will be given sufficient time in a subsequent lesson to discuss their work and to complete feed forward activities.

SCIENCE

Science is organised curiosity; always question, always wonder!

To stimulate a lifelong curiosity which allows you to understand and contribute to the wider world and to begin the journey to reshape the world around you.

SoL	The Body	Waves	Chemical Formulae	Healthy Living	Development of Periodic Table
Knowledge	<ul style="list-style-type: none"> Structure of the heart Blood flow through the heart Structure of the lungs Air flow through the lungs Lung adaptations Structure and function of the digestive system Lock and key theory on enzyme action 1. Food test positive results 	<ul style="list-style-type: none"> Waves Intro Light Waves Refraction Colour Sound: formation, detection and use Wave Speed 	<ul style="list-style-type: none"> Chemical symbols and formulae Naming compounds Writing word and symbol equations Basic Mr calculations 	<ul style="list-style-type: none"> Difference between physical and mental health Factors that affect mental and physical health Healthy lifestyle Balanced diet Drugs, smoking and alcohol Malnutrition and obesity 	<ul style="list-style-type: none"> What is an atom Periodic table development Properties and examples of metals and non-metals Allotropes of carbon and their use Alkali metals- reactivity and properties Group 7 properties and how they react
Skills	<p><u>Literacy:</u> (i) development of vocab – see key word list;</p> <p><u>Numeracy:</u> (i)</p> <p><u>Working scientifically:</u> (i) make and record accurate observations; (ii) identifying independent, dependent and control variables as part of planning; (iii) identify risks in a planned activity.</p> <p><u>Practical skills:</u> (ii) carry out practical procedures using instructions without guidance; (iii) observe and investigate reactions; (iv) use a measuring cylinder and thermometer</p>	<p><u>Literacy:</u> (i) development of vocab – see key word list; (ii) write up of KMP investigation (iii)</p> <p><u>Numeracy:</u> (i) calculating wave speed, measuring angles.</p> <p><u>Working scientifically:</u> (i) make and record accurate observations; (ii) identifying independent, dependent and control variables as part of planning KMP; (iii) identify risks in a planned activity (KMP), interpreting wave properties, angles of incidence and reflection.</p>	<p><u>Literacy:</u> (i) development of vocab – see key word list; (ii) writing word equations for chemical reactions.</p> <p><u>Numeracy:</u> (i) calculation of formula masses, Mr.</p> <p><u>Working scientifically:</u> (i) make and record accurate observations (ii) use observations to write word equations</p> <p><u>Practical skills:</u> (i) use a Bunsen burner safely; (ii) carry out practical procedures using instructions without guidance;</p>	<p><u>Literacy:</u> (i) development of vocab – see key word list; (ii) write up of KMP investigation</p> <p><u>Numeracy:</u> (i) calculation of calorie intake (ii) average HR and breathing rates</p> <p><u>Working scientifically:</u> (i) make and record accurate observations</p> <p><u>Practical skills:</u> (i) use of stopwatch; (ii) taking pulse rate</p>	<p><u>Literacy:</u> (i) development of vocab – see key word list; (ii) Identifying and explaining of a trend, reading specific history articles and research about the developing periodic table and being able to draw conclusions based on evidence provided.</p> <p><u>Numeracy:</u> Drawing graphs, ability to identify a trend, calculate outliers</p> <p><u>Working scientifically:</u> (i) looking at how ideas/ theories develop over time with scientists working and learning from each other.</p>

	correctly; (v) use indicators correctly to identify biol mols	<u>Practical skills:</u> (i) carry out practical procedures using instructions without guidance; (ii) record observations from microscopic images; (iii) interpret observations and data to draw conclusions; (iv) evaluate risks.	(iii) observe and investigate chemical reactions;		<u>Practical skills:</u> (i) carry out practical procedures using instructions without guidance; (ii) observe and investigate chemical reactions;
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SoL	Bioenergetics	Electricity	Magnetism	Materials/Rock Cycle	How Science Works
Knowledge	<ul style="list-style-type: none"> • Fermentation • Aerobic respiration • Anaerobic respiration • Photosynthesis • Limiting factors 	<ul style="list-style-type: none"> • Current • Insulators and conductors • Voltage- calculating voltage • Series and parallel circuits • Potential difference • Static electricity 	<ul style="list-style-type: none"> • Magnets and magnetic materials • How a magnet is made • Magnetic field patterns • Electromagnets 	<ul style="list-style-type: none"> • Climate change • Different types of rocks and their properties 	No new content. A module designed to promote scientific skills and application of prior knowledge.
Skills	<p><u>Literacy:</u> (i) development of vocab – see key word list;</p> <p><u>Numeracy:</u> (i)</p> <p><u>Working scientifically:</u> (i) make and record accurate observations; (ii) identifying independent, dependent and control variables as part of planning; (iii) identify risks in a planned activity.</p> <p><u>Practical skills:</u> (ii) carry out practical procedures using instructions without guidance; (iii) observe and investigate reactions; (iv) use a microscope & slide correctly;</p>	<p><u>Literacy:</u> (i) development of vocab – see key word list; (ii) write up of KMP investigation. Read newspaper articles about electricity and alternative power. Using literacy skills to conclude which electricity source would be more efficient etc.</p> <p><u>Numeracy:</u> (i) calculation of current and voltage across parallel and series circuit (basic maths) Collect data and input to a table, identify any outliers, calculate a mean</p> <p><u>Working scientifically:</u> (i) make and record accurate observations; (ii) identifying independent, dependent and control variables as part of planning KMP; (iii) identify risks</p>	<p><u>Literacy:</u> describe the Earth's magnetic field pattern</p> <p><u>Numeracy:</u> to be able to use a compass and link it to direction and measurements</p> <p><u>Working scientifically:</u> (i) make and record accurate observations; (ii) identifying independent, dependent and control variables as part of planning KMP;</p> <p><u>Practical skills:</u> to be able to use a compass, to be able to plot magnetic field diagrams, to be able to make an electromagnet.</p>	<p><u>Literacy:</u> (i) development of vocab – see key word list; (ii) write up of research from computers</p> <p><u>Numeracy:</u> (i) calculation of how long the project is going to take them. Managing time efficiently.</p> <p><u>Working scientifically:</u> (i) make and record accurate observations of different rocks; (ii) be able to identify rocks and categorise them according to their correct type</p> <p><u>Practical skills:</u> (i) Working as a team, developing a project where all in group participates. Produce a project and presenting confidently to the class.</p>	<ol style="list-style-type: none"> 1. Mean calculation 2. Use of keywords (see key word definition sheet), e.g. accuracy, reliability, validity. 3. Identify variables 4. Graph and results table plotting 5. Describing, explaining and evaluating data 6. Writing a scientific method 7. Writing hypotheses 8. Making conclusions on data and referring back to hypotheses. 9. Improving the accuracy, reliability and validity of data. 10. Planning investigations

		<p>in a planned practical activity. Make predictions using scientific knowledge and understanding</p> <p><u>Practical skills:</u> Using electricity equipment safely understanding risks and hazards associated with it, minimise risk throughout practical, identifying variables, record observations and measurements.</p>			
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Science Assessment and Feedback

In Years 7 and 8 students have an assessment within most units that they are taught. These are a variety of different style assessments such as building a model, writing up investigations and providing answers to open ended questions. The work is assessed and assigned a step using moderated department agreed criteria for each assessment. This is recorded on the department assessment spreadsheet.

All students are then formally assessed at the end of each term. These are cumulative assessments and comprise exam – type questions on all the topics taught in that term. These are then marked using a mark scheme and the step assigned using appropriate boundaries. The raw score is recorded on the department assessment spreadsheet. These are then used for data entry. These are used to monitor the overall progress a student is making with wave 1 intervention used with students identified from the cumulative assessment data.

Students are informally assessed every lesson by way of a QUICK 6 (starter) and other in lesson activities to ensure that they are all acquiring skills and knowledge as stated in our intended curriculum.

In all three key stages we use coloured pens as outlined below:

Green pens – teacher marking and feedback

Red pens – young persons' response to TIFs or MRI work following on from a key marked piece.

Purple pens – self and peer assessment and feedback.

The types of feedback evident are:

- Verbal feedback in lessons, particularly during practical work and in question and answer sessions.
- Peer / self-assessment and feedback on some classwork.
- Written / verbal feedback to reinforce expectations in terms of presentation of work, in line with the school policy.
- Key marked work – there is one piece for each unit studied in KS3 (9 in Year 7 and 10 in Year 8). This is marked as stated in the whole school policy with a Wolfreton step assigned. This will be evident in students' exercise books. A key marked piece in the form of exam-type questions is also completed three times a year to assess that term's learning. A Wolfreton step is assigned to this cumulative assessment and it is followed by detailed MRI work.

ART

The home of creativity and imagination

A place to inspire you to: take risks; express your ideas in new ways; develop your cultural awareness; foster resilience; become empowered; have fun and, above all, flourish.

SoL	Otherworldly - Surrealism	Otherworldly - Street Art
Knowledge	Students will learn the history and context of Surrealism. Students will learn how and why the surrealists made art. Students will play exquisite corpse to understand the importance of chance and randomness within the surrealist genre. Students will be encouraged to be as imaginative as possible. Students will analyse key surrealists to further their understanding.	Students will learn the influence of art work not in art galleries. Students will foster a carefree attitude to drawing, looking at and responding to doodles and simple cartoons. The aim is to instil a confidence in drawing that is often lacking at this stage in their development. The keyword is 'Fun'. Embedding that drawing can be fun when attempted through doodling and experimentation.
Skills	<p style="text-align: center;"><i>Students will focus on the following skills during the project:</i></p> <ul style="list-style-type: none"> Drawing Creativity Collage Idea development Idea refinement Imagination Use of process Health and Safety awareness 	<p style="text-align: center;"><i>Students will focus on the following skills during the project:</i></p> <ul style="list-style-type: none"> Exploring lettering Idea development Graphic Design Idea refinement Control with materials Colour Health and Safety awareness

Art Assessment and Feedback

Rationale

Feedback and marking are vital parts of the bond between the teacher and the young person. It is within the nature of art and design practiced-based learning that the students will inherently receive a combination of verbal feedback and written assessment.

The purpose of our marking and feedback approach

- To give students the criteria to meet the next step in their learning, at whatever level this may be
- To ensure that students are made aware of their steps to success, at an appropriate level
- To assess whether learning outcomes have been met
- To celebrate success
- To develop self-esteem and confidence
- To develop resilience to constructive criticism
- To establish what skills and knowledge do students have

Verbal feedback

- Is the most regular and interactive form of feedback at KS3. It provides a live, constructive and informative process for students to develop the next steps in their learning journey towards success. This is a powerful mechanism to support progress and achievement due to the immediacy of this format.
- Teacher modelling and demonstrating in every lesson providing guidance for skills, knowledge and understanding. Also contributes towards setting high standards and expectations.
- It will be both direct (targeted to individuals or groups) and indirect (others listen and reflect on what has been said). At times it will be spontaneous and at other times it will be planned based on previous learning and in lesson progress.
- In offering verbal feedback, the teacher will be modelling the subject specific vocabulary that students can use to develop their learning journey. This is specifically pertinent to students looking to develop studies at GCSE level and beyond.
- Verbal feedback will be developmental. It will recognise efforts and achievements and offer specific details of ways forward in relation to the shared learning objectives.

Diagnostic feedback – Key Marked Work

- Diagnostic feedback is an integral part of the improvement process and will be evidenced in sketchbooks using a bespoke assessment grid which supports student improvement and progress. This colour coded grid will be used to cross reference against coloured stickers placed against key work at appropriate intervals. These colours will help students identify clearly where they are now and support the improvements needed to progress to the next Wolfreton assessment step in Art through developing skills, knowledge and further understanding. This will be intrinsically linked to the bespoke nature of the planned activities which at KS3 are designed to provide a platform for further study at GCSE level.
 - To support this process further students at the start of key activities will be told the key success criteria of what the teacher will be assessing. This contributes to 'what good looks like' and is supported where appropriate with visual exemplars.

Computing

Understanding the digital world through creativity and coding – a ‘bit’ at a time!

To inspire future generations of creative coders and users in order to be confident, safe and thrive in a global digital economy.

SoL	Mobile App Development	Understanding Computers	Python Coding	E-Safety	Logic	Spreadsheets
Knowledge	<p>Students will learn about the core issues required in basic mobile application development. They will know the key areas required when creating an app:</p> <ul style="list-style-type: none"> • Event handling • Sequencing • Variables • Selection • Operators <p>Students will learn what they do and how to set up different constructions to create a simple app in a simulator.</p>	<p>Students will learn about the principles behind computer systems and how they work. Students can distinguish between hardware and software and give examples of each. Students understand how the CPU works and how it relies on input, output and storage devices. They can differentiate between types of permanent storage devices. Students understand what RAM and ROM is used for. They know that numbers and text can be represented in binary. Students explore the impact of future technologies.</p>	<p>Students will learn about the key programming concepts used in an industry standard language. They will build on their knowledge of programming from Y7 and develop their understanding of:</p> <ul style="list-style-type: none"> • Input and output • Use numbers & mathematical operators in Python • Random numbers • Selection • Iteration • Boolean operators <p>Student will learn how to use the IDE to create code, debug programs and use appropriate built-in functions.</p>	<p>Students will re-visit the core online safety issues and ensure a solid knowledge of the consequences of their online actions, both in terms of themselves and others. Students will consider the need to protect their privacy and security settings.</p> <p>Students will review the reliability of information and know the difference between biased information, issues with spin and fake news. They will know not to trust information on face value. Students will recognise key signs that information is not necessarily reliable, such as:</p> <ul style="list-style-type: none"> • Lack of source • Emotive language • Persuasions • Radical ideas <p>Students will be made aware of the issues surrounding trust and that who they are communicating with / content consuming may be for the purposes of radicalisation or similar issues. Dangers when gaming will be recognised.</p>	<p>Students will learn to apply the logic gates to given scenarios to consider the kind of circuits used to create everyday solutions, for example alarms. It is important that the essential logic gates can be written as Truth Tables.</p> <p>Students will then learn about combined circuits, working out the results from a given input. The truth tables will reflect. These circuits will also be applied to a given context – e.g. an alarm with sensors and on / off switch.</p> <p>They will learn how logic is represented in a structured table.</p>	<p>Student will learn how to navigate a spreadsheet editor. They will know how to enter information and where the information should go as well as the core structure of a spreadsheet. They will learn what a table, cell and column are. They will learn about data and information and the difference between primary and secondary sources of data. Students are taught how to use advanced features such as sorting data in a spreadsheet. They are able to explain function for sorting such as ‘countif’, if, average etc.</p>

<p>Skills</p>	<p>This unit progresses knowledge and understanding skills in programming constructs in a block-based programming environment. This will give the ability to explore app based solutions within a higher level development environment.</p> <p>Students will also develop their computational thinking and project planning skills, by going from decomposing a larger project into smaller parts and creating success criteria for the project to getting user feedback and evaluating their projects.</p>	<p>During the unit students will learn a range of skills that allow them to understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.</p> <p>They understand how instructions are stored and executed within a computer system and describe how this works.</p> <p>Students can suggest appropriate input and output devices for a simple scenario.</p> <p>Students can convert between binary and decimal, and perform simple binary arithmetic.</p> <p>They can describe how ASCII works and how data can be stored on a CD.</p>	<p>Students can apply the fundamental principles and concepts of computer programming independently to create working problems.</p> <p>They can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</p> <p>They can solve a variety of computational problems understand how instructions are executed within a computer system.</p> <p>Students can use the Python IDLE to set up code, save and load programs into the Shell. They can use the IDEL to find errors and correct them with limited help.</p> <p>Students can recognise what simple snippets of code do.</p>	<p>Students are able to suggest ways to stay safe online. They become more confident digital citizens with the ability to identify dangers and try to keep safe when using online sites and social media.</p> <p>Students can identify potentially unreliable sources of information and question the validity. They can find or know to look for suitable sources to back up information that is questionable.</p> <p>Students can suggest ways to identify dangerous content and what they should do if they find it.</p> <p>Students should have the confidence to speak out if they feel they are or know someone who may be involved with criminal gangs or exploitative groups online (e.g. Extremism).</p>	<p>Students will explore and understand the concept of the following areas of Logic Gates:</p> <ul style="list-style-type: none"> • AND • OR • NOT <p>They can identify the symbols , meaning and application in order to create and read Truth Tables and binary logic statements. Students can use a simulator to create logic circuits.</p>	<p>Students will be taught to confidently model data with a spreadsheet. The unit uses engaging activities to progress learners from using basic formulas to writing their own COUNTIF statements.</p> <p>This unit will give students a good set of skills that will enable them to work in a spreadsheet program such as Excel to create simple models.</p> <p>They are able to edit a spreadsheet and complete a model and can use basic formulas with cell references to perform calculations in a spreadsheet (+, -, *, /)</p> <p>Student can use the autofill tool to replicate cell data.</p> <p>They can use some functions independently. Students will be able to identify the correct tool for a given problem.</p>
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Computing Assessment and Feedback

Marking and feedback is given on a periodic basis and is based on either a teacher checking or more in-depth analysis. Common errors and misconceptions will be addressed and further opportunities to consolidate new understanding are given immediately as part of the whole class task review. This will range from individual checking to more generic class wide checking / sampling / feedback. This also includes Key Marked Work feedback.

Verbal and written comments will be used informally throughout all lessons in mini plenaries and to review learning. This will include peer feedback & self-reflection.

Periodically, work completed in lessons will be self/peer/teacher marked to support student progress.

Responses will be written in red pen and are an opportunity for the students to show further understanding of the topic studied. These mastery questions can allow an opportunity for whole class/self/peer/teacher assessment and feedback.

KS3 Cohort Assessments will be used as a Key Marked Work and is indicated in the relevant units. The method of assessment and feedback will depend on the assessment type.

DRAMA

Tell the story - step into someone else's shoes

To inspire students to step with confidence. Work with others, be creative, imaginative and reach for the stars!

SoL	Mime and Movement 2	Devising skills	Role Development	Physical Theatre	Melodrama	The Boy in the Striped Pyjamas - script
Knowledge	<p>By the end of the unit pupils will:</p> <p>Know what the key words of 'Mime' and understand how movement is related to character work. Know why these skills are crucial in performing</p> <p>Know how to use the above skills with differing levels of success</p> <p>Work individually and in groups to create a performance that incorporates Mime and Movement skills.</p>	<p>Students will gain knowledge of a range of stimuli linked to the theme of homelessness. This will be used to help to develop a group performance using a number of devising techniques which will be new to students.</p>	<p>By the end of the unit students will: Know what the key words of 'Thinking on your Feet, Accepting the Fiction, Status, Attitude' and intonation mean (role development skills)</p> <p>Know why these skills are crucial in performing</p> <p>Know how to use the above skills with differing levels of success</p> <p>Work individually and in groups to create a performance that incorporates role development skills</p>	<p>By the end of the unit students will:</p> <p>Know what the key words of Body language, Ensemble Work, Audience Awareness Exaggeration, Action-reaction mean and understand the genre of Physical theatre.</p> <p>Know how to use physical theatre techniques with differing levels of success</p> <p>Work individually and in groups to create a performance that incorporates physical theatre</p> <p>Appreciate the form</p> <p>Know the health and safety requirements for physical theatre</p>	<p>By the end of the unit students will:</p> <p>Know how a historical theatre style, Melodrama, uses actions and poses to express certain feelings. For example Anger, Fear, Fortitude etc. They will also understand that the Melodrama style uses stock character and that elements of these characters are often still used in modern action/hero films e.g. Marvel films.</p>	<p>By the end of the unit the students will;</p> <p>Know a basic historical knowledge of the Holocaust, Nazi concentration camps and deportation of Jews during the second World War.</p> <p>Know some of the issues and feelings of the main characters</p> <p>Know how to use still image and narration to create meaning</p> <p>Know how to apply Role-development skills; Accepting the fiction</p>
Skills	<p>Adhere to the drama and classroom rules for safe working</p> <p>Use key words/drama language Mime and Movement</p> <p>To be able to respond creatively</p> <p>Share ideas with others to create a performance using mime skills</p>	<p>Devising from stimulus</p> <p>Structuring a complete devised piece</p> <p>Improvisation</p> <p>Duologues Flashbacks</p> <p>Learning lines from a script</p> <p>Understanding of performance terminology</p> <p>Characterisation Split Scenes Still Images/Freeze Frames</p>	<p>Adhere to the drama and classroom rules for safe working</p> <p>Use key words/drama language of thinking on your feet, accepting the fiction, status, attitude, intonation in verbal and written work</p> <p>To be able to 'think on your feet'</p>	<p>Adhere to the drama and classroom rules for safe working</p> <p>Use key words: Body language, Ensemble Work, Audience Awareness Exaggeration, Action-reaction</p> <p>Share ideas with others to create a performance using physical theatre</p>	<p>Adhere to the drama and classroom rules for safe working</p> <p>Use key words/drama language of Hero, Villain, Side kicks, Maiden in distress and Heroine in verbal and written work</p> <p>Share ideas with others to create a performance using Melodrama poses</p>	<p>Adhere to the drama and classroom rules for safe working</p> <p>Share ideas with others</p> <p>Students need to be able to create various different characters with different levels of success</p> <p>Develop skills in 'mind's eye techniques</p> <p>Work individually on 'in role' writing skills</p>

	<p>Stay focussed during group rehearsal, following instructions</p> <p>Start to develop the ability to use mime skills in rehearsal and in front of others</p> <p>Experience creating different roles</p>	<p>Delivering constructive feedback to peers</p>	<p>Share ideas with others to create a performance using role development skills</p> <p>Stay focussed during group rehearsal, following instructions</p> <p>Start to develop the ability to use role development skills in rehearsal and in front of others</p> <p>Experience creating different roles</p>	<p>Stay focussed during group rehearsal, following instructions</p> <p>Start to develop the ability to use physical theatre skills in rehearsal and in front of others</p> <p>Experience creating different movements for story telling</p>	<p>Stay focussed during group rehearsal, following instructions</p> <p>Start to develop the use of stock characters as part of a scene from a modern Melodrama script</p>	<p>Lead or take part in improvisation skills</p>
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Drama Assessment and Feedback

Students are formatively assessed at the end of each project of work – typically every 6 weeks. Students are assessed in three different skill areas (Performing, Creating and Reflecting) a combination of these assessments will create an overall step level. These are fed back to the students in their Drama Booklets. Students will set targets to improve their work for the next project.

In Drama, marking and feedback is supported through the use of unit booklets. Each unit has an assessment pyramid which tracks the progress through 3 strands: Performance, Creating and Reflecting. Each level within the pyramid equates to the Wolfreton steps. Teachers will sign off the steps achieved in the pyramid so that student can see their strengths and be able to identify areas for improvement (TIF).

Each unit (6-8 lessons) is concluded with a performance which is marked as a Key Marked Work and written feedback is provided by the teacher (WWW and TIF). The students will then respond with an 'MRI' to allow them to celebrate their achievements and reflect on what further performance skills they wish/need to improve on.

Written tasks in the booklets reflect on the students understanding and knowledge gained throughout the unit. This will be 'checked' work with a simple comment and a mark reflected on the assessment pyramid.

Verbal praise and feedback will be given every lesson in response to practical work and this can be in the form of teacher observations or peer assessment.

GEOGRAPHY

Place Matters – Without Geography you are nowhere

To inspire a curiosity about the changing world in which we live. Place Matters. Geography is engaging, interesting, relevant and dynamic.
You will be challenged to think creatively and sustainably in order to address and solve world issues.

SoL	North America	South America	Local Geography	Regional Geography	National Geography	International Geography
Knowledge + Skills	<p>Students will know what the continent of North America is like through studying different aspects of its human, physical and environmental geography.</p> <p>Students will know what the NAFTA is and investigate the impacts of economic migration. They will find out the causes and impacts of Hurricane Irma and consider the issues of tar sand exploitation. Students will assess the importance of the USA's role in dealing with climate change.</p>	<p>Students will know what the continent of South America is like through studying different aspects of its human, physical and environmental geography.</p> <p>Students will know how animals adapt to the tropical rainforest and about sustainable management strategies or this ecosystem. They will investigate the banana trade and find out about life in a favela in Brazil. Students will consider the impacts of tourism on ancient sites and learn how climate change threatens the continent.</p>	<p>Students will know what the local area is like through studying different aspects of its physical, human and environmental geography.</p> <p>Students will know why Hull was chosen as City of Culture. They will investigate the need for flood protection in Willerby. Students will find out about the impact of the new school building on the local area and assess the value of the North Cave Wetlands reserve.</p>	<p>Students will know what the Yorkshire region is like through studying different aspects of its physical, human and environmental geography.</p> <p>Students will know the issues facing the Holderness Coast. They will investigate the impact of sport on the region and assess the importance of green energy to the development of the area.</p>	<p>Students will know what the UK is like through studying different aspects of its physical, human and environmental geography.</p> <p>Students will know the contemporary issues facing the UK and investigate strategies to manage the UK's future social, economic and environmental development.</p>	<p>Students will use their understanding of place and scale to investigate global issues relating to human, physical and environmental geography.</p> <p>Students will know the challenges of climate change and the global solutions required. They will investigate their connections to the rest of the world and consider how current decisions can shape the future.</p>
Skills	<p>Students will develop skills in reading and interpreting a range of graphs, maps and images. They will learn how to examine information to be able to explain and evaluate contemporary issues.</p> <p>Students will understand how to apply these skills to assessment and the structure of GCSE exam criteria, being able to use and interpret a range of resources and apply their knowledge to a range of commands.</p>					

Geography Assessment and Feedback

Year 8 SCALE – Students will complete six units (North America, South America, Local, Regional, National, International). Each unit has a formal end-of-unit exam (completed in exam conditions).

This will be teacher-marked in detail and feed-forward MRI will take place after the assessment.

Students will also complete a Y8 End-Of-Year Exam.

All lessons follow the same structure – class work will be teacher, peer and self-assessed where appropriate. Homework projects will be set for each unit and teacher assessed using effort numbers.

- Class work will be briefly checked by the teacher (ticks only).
- Extended tasks may include teacher WWW/TIF comments if appropriate.
- Homework is topic-based and will be a research project each half term.
- This will be effort-marked (1-5) and will include an overall WWW/TIF comment.

HISTORY

Bringing the past to life.

To inspire and ignite a passion for who we are and where we came from. To promote curiosity and understanding of events of the past.

SoL	Gunpowder Plot	Witchcraft	English Civil War	French Revolution	Industrial Revolution
Knowledge	Events of the Gunpowder Plot. Role of James and Cecil Enquiry – were the plotters guilty or framed?	Early modern attitudes towards superstition, religion, and witchcraft. Witch hunts and witch trials. The Pendle Hill Witches. The Salem Witch Trials.	English society in the mid-1600s Causes of the English Civil War Events of the English Civil War Consequences of the English Civil War Execution of Charles I	France in 1789 Personality of King Louis XVI Causes of the French Revolution Tennis Court Oath Storming of the Bastille Louis escape and execution France after the Revolution	Causes of the Industrial Revolution How Britain changed 1750-1900 Living conditions Working conditions Consequences of the Industrial Revolution
Skills	1: Evidence work 2: Challenging pre-held assumptions 3: Explanation	1. Significance 2. Interpretation 3. Causation	1: Cause and consequence 2: Significance	Description Explanation Analysis Evaluation Chronology Causation Change & Continuity	1: Causation 2: Change 3: Significance 4: Explanation/analysis/evaluation

SoL	Slavery	British Empire	Suffragettes	Titanic
Knowledge	Slave trade including the slave triangle Middle Passage Slave auction Conditions on plantation Different types of slaves Runaways and punishments Abolition of slavery	What/where was the British Empire Why did Britain want an Empire? How did the Empire Develop? India – East India Trading Company, Indian Mutiny, Gandhi and Salt March American War of Independence Invasion of Australia Empire legacy Was the British Empire a force for good or evil?	The role and expectations of women in the Victorian era. Campaigns of the suffragettes. The death of Emily Davison. Imprisonment including hunger strikes and force feeding.	Early 20 th century society. Class system on board Titanic. Reasons why the Titanic sank with such a great loss of life.
Skills	1: Empathy 2: Explanation/analysis/evaluation	1: Description 2: Explanation 3: Analysis 4: Evaluation 5: Chronology 6: Causation 7: Change & Continuity 8: Significance	1: Causation 2: Significance 3: Explanation/analysis/evaluation 4: Historical Interpretations 5: Narrative account	1: Explanation/analysis/evaluation 2: Cause and consequence 3: Write a narrative account

History Assessment and Feedback

Students are formatively assessed throughout each topic using Low Stakes Tests and Assessment for Learning strategies. These are then peer-assessed/self-assessed these will provide useful to look at strengths and weakness in their exercise books to inform teacher judgement for data trawls. Each half term students in years 7, 8 and 9 complete an end of topic cumulative assessment based on the topic they have been studying. They will complete an end of year exam covering all topics studied in that year. There will be 6 summative assessments throughout Years 7, 8 and 9.

Tracker sheets will be placed at the front of exercise books and will be completed after each Key Marked Piece.

Marking and feedback will be given on a regular basis. Work completed in lessons will be check marked, although not all work need be checked. Verbal feedback will be used regularly to give immediate feedback, this will most likely be in the form of whole class feedback. Opportunities to undertake self and peer assessment can be used when it is beneficial to do so. Feed forward in the form of TIF questions will be used to encourage students to improve their understanding. LST will be used to embed long term memory skills.

One Key Marked Work will be assessed each half term, totally 6 KMW in the academic year including the end of year exam/PPE. Where PPEs are a substantial number of exam questions they will count for 2 KMW. Department WWW/TIF statements will be utilised to give specific feedback alongside an individual WWW and TIF comment. TIF would most likely come in the form of a question for students to answer as part of their 'My Response Is'.

Home Learning tasks should be checked and given an effort grade of 1-5.

FRENCH

Learn a language. Stand out!

To inspire a passion for and create awareness of different cultures. To develop resilience, confidence and courage and enable you to stand out from the crowd and to embrace difference.

SoL	Module 1 T'es branché	Module 2 Paris je t'adore	Module 3 Mon identité	Module 4 Chez moi chez toi	Module 5 Quel talent
Knowledge	<p><i>Qu'est-ce que tu regardes à la télé? / Je regarde / les documentaires / les émissions de sport / les émissions de télé-réalité / les infos / les jeux télévisés / les séries (policières/américaines) / Est-ce que tu aimes (les séries)? / Oui, j'aime ça. / Non, je n'aime pas ça. / C'est / amusant / génial / intéressant / ennuyeux / nul / barbant / j'adore / j'aime bien / je n'aime pas / je déteste / je ne regarde pas / Qu'est-ce que tu aimes comme films? / J'ai une passion pour / Je suis/ne suis pas fan de / les comédies / les films d'action / les films d'arts martiaux / les films fantastiques / les films d'horreur / les films de science-fiction / les westerns / les dessins animés / Qui est ton acteur préféré? / Mon acteur préféré / actrice / Mon film préféré / intelligent(e) / Qu'est-ce que tu lis, en ce moment? / Je lis / une BD / un livre sur les animaux / un livre d'épouvante / un magazine sur les célébrités / un roman fantastique / un roman policier / C'est bien? / À mon avis, c'est / assez bien / amusant / intéressant / passionnant / ennuyeux / nul / auteur / Que fais-tu quand tu es connecté(e)? / J'envoie des e-mails. / Je fais beaucoup de choses. / Je fais des</i></p>	<p><i>Qu'est-ce qu'on peut faire à Paris? / On peut ... / aller à un concert / aller au théâtre / faire les magasins / faire un tour en segway / faire une balade en bateau-mouche / manger au restaurant / visiter les monuments / visiter les musées / À mon avis ... / c'est vrai / c'est faux / Je suis d'accord. / Je ne suis pas d'accord. / J'aime ... / J'adore ... / Je n'aime pas ... / Je déteste ... / aller au cinéma (avec mes amis) / aller aux concerts (rock) / aller voir des matchs (au Parc des Princes) / faire du roller (au Trocadéro) / faire les magasins / prendre des photos / retrouver mes copains / C'est où, le musée? / C'est ouvert quand? / C'est ouvert à quelle heure? / C'est combien, l'entrée? / Est-ce qu'il y a ... / une cafétéria/une boutique de souvenirs? / horaires d'ouverture / ouvert tous les jours / sauf le lundi / ouvert du (mardi) au (dimanche) / fermé / de 10h00 à 17h00 / tarifs d'entrée / adultes / jeunes / enfants / gratuit / Il y a (une cafétéria). / Il n'y a pas de (boutique de souvenirs). / J'ai passé le 14 juillet à Paris. / J'ai</i></p>	<p><i>Quelles sont tes qualités? Quels sont tes défauts? Quelles langues parles-tu? Je parle (français et anglais). Tu passes des heures à faire quoi? Je passe des heures à (jouer). Tu parles de quoi avec tes copains? Je/On parle de ... sport, mode, musique, football, cinéma Parle-moi de ton meilleur ami/ ta meilleure amie. Je passe des heures à ... écouter, parler avec ..., rigoler, jouer, lire Je suis ... Je pense que je suis ... Je ne suis pas (du tout) ... Mon meilleur ami/Ma meilleure amie est assez/très ... curieux/curieuse débrouillard(e) drôle égoïste gentil(le) intelligent(e) optimiste paresseux/paresseuse adorable arrogant(e) casse-pieds pénible rigolo(te) sympa Je m'entends (très) bien avec ... Je ne m'entends pas bien avec ... Je me dispute avec ... Je m'amuse bien avec ... Je me chamaille avec ... Je me fâche avec ... Avec mes copines ...</i></p>	<p><i>J'habite dans ... / une grande maison /une petite maison/un grand appartement/un petit appartement/une grande ville une petite ville/un grand village/un petit village/Je voudrais habiter .../à la/campagne/à la montagne/au bord de la mer/dans un vieux château/dans une vieille chaumière/Chez moi, il y a .../(six) pièces/le salon, le jardin/la cuisine, la salle à manger/la salle de bains/ma chambre/la chambre/de (mes parents/ma sœur/mon frère)/Il n'y a pas de (jardin)./dans,/devant, derrière, sous, sur/le bureau, le canapé/le lit, le frigo/l'armoire (f)/la chaise, la machine à laver/le lavabo/la douche, la fenêtre la table, la télé-satellite</i></p>	<p><i>Mon talent, c'est ... /chanter /danser /faire de la magie /jouer du piano /jouer du violon /jouer de la guitare (électrique) /Un jour, je veux être ... /chanteur /professionnel/chanteuse professionnelle /danseur professionnel/danseuse professionnelle /magicien professionnel/magicienne professionnelle /professeur (de musique) /Je veux jouer ... /dans un groupe de rock /dans un /grand orchestre /Tu dois ... aller à l'audition /avoir confiance en toi /faire un clip vidéo /participer au /concours /répéter tous les jours /Je ne peux pas parce que ... /Je dois faire /mes devoirs /je dois faire du babysitting /Je ne peux pas répéter chez moi. /Tu /peux ... /faire tes devoirs demain /répéter chez moi /Il/Elle est ... /très/trop/assez/un peu /arrogant(e) /beau/belle /cruel(le) /gentil(le) /impatient(e) impoli(e) /intelligent(e) /marrant(e) /vaniteux/vaniteuse /sévère /sincère /stupide /sympa</i></p>

	<p>recherches pour mes devoirs. / Je fais des achats. / Je fais des quiz. / Je joue à des jeux en ligne. / Je lis des blogs. / Je trouve ça / chouette / pratique / stupide / barbant / Qu'est-ce qu'on fait quand il (fait beau)? / il fait beau / il fait froid / il fait chaud / il pleut / on fait du VTT / on fait du skate / on fait du bowling / on regarde des DVD / on va / au café / au centre de loisirs / au cinéma / au parc / on joue / au foot / au basket / on surfe sur Internet</p>	<p>acheté des souvenirs. / J'ai (beaucoup) dansé. / J'ai envoyé des cartes postales. / J'ai mangé au restaurant. / J'ai regardé le défilé/le feu d'artifice. / J'ai rencontré un beau garçon/une jolie fille. / J'ai visité ... / le musée du Louvre / la tour Eiffel / les catacombes / l'Arc de Triomphe / le Sacré-Cœur / le Centre Pompidou / C'était comment? / C'était ... / cool / bizarre / ennuyeux / génial / intéressant / marrant / nul / Ce n'était pas mal.</p>	<p>on se dit tout on se confie des secrets on se dispute rarement/tout le temps on s'amuse bien ensemble Quelle musique écoutes-tu? Mon chanteur/Ma chanteuse préféré(e), c'est ... Mon groupe préféré, c'est ... J'aime/J'adore (la musique de) ... Ça me donne envie de ... chanter, danser, pleurer, dormir Ça me rend joyeux/joyeuse, triste car j'aime les paroles, les mélodies, les chorégraphies J'ai téléchargé ... J'ai acheté ... Mais je n'aime pas du tout la musique de ... Et je déteste ... le hard rock le jazz la musique classique le pop-rock le rap le R'n'B un (petit) peu de tout</p>		
Skills	<p>Er verbs Ne...pas Questions with 'qu'est-ce que...' and 'est-ce que' adjective agreement present tense of être / avoir / faire / aller</p>	<ul style="list-style-type: none"> • 'on peut' • 'j'aime' + infinitive • Question words • The perfect tense • Past participles • Listening for gist • Listening for detail • Reading texts of varying length and style • Reading for gist • Reading for detail 	<p>listening skills: listening and responding 2: reading skills: comprehension, identifying key language from model texts 3: speaking skills: accurate pronunciation and intonation, taking part in a conversation, expressing ideas 4: writing skills: expressing ideas, writing creatively, checking details in writing, using key language from model texts</p>	<p>writing skills: attaining a higher level by using three tenses 2: writing skills: using expressions of time and frequency to improve sentences 3: reading strategies: using what you know 4: using a dictionary to find out gender 5: speaking skills: personalising a response by including opinions and reactions</p>	<p>writing skills: attaining a higher level by including a reason 2: writing skills: research and write a paragraph on a talent competition 3: reading strategies: understanding the gist of a French text 4: using a dictionary to find out gender 5: speaking skills: personalising a response by including opinions and reactions</p>

	the definite / indefinite article 'on' verb forms	<ul style="list-style-type: none">• Writing creatively			
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French Assessment and Feedback

In Key Stage 3 there is a continual assessment approach. Students can expect vocabulary testing most weeks of the term. Students will be given a list of the key vocabulary for each topic to be covered during a specific half term and to support memory learning, regular testing of this vocabulary will be carried out. The number of words will increase as we move through years 7, 8 and 9 in preparation and support of GCSE.

In addition, at the end of each half term there will be a cumulative assessment based on one of the 4 key skills that are assessed when learning a modern foreign language namely: listening, reading, writing or speaking. We test these in rotation to ensure a good coverage of each skill.

In addition, in year 7 there is a pronunciation assessment in the first 6 weeks of the half term to ensure there is a solid foundation and understanding of the key sounds of French/Spanish.

Feedback is typically given using a whole class feedback sheet picking out the main strengths and weaknesses of the class. Praise is given to good pieces of work and there is sharing of good practice. Common errors are worked on. Students will also receive individual feedback in terms of scores for comprehension tasks and a Wolfreton step. For writing and speaking students will receive several comments in terms of strengths and weaknesses

Books

- Regularly checked (expectation every 2/3 weeks)
To include, ticks, simple corrections, stickers/stamps, if felt appropriate www/TIF but does not need to be routine. MRI in red pen can be used but again does not need to be routine, Praise, challenging presentation issues.

Listening and reading

- Students can self/peer assess for immediate feedback and to obtain the final grade//outcome.
- Teacher to collect in Key Marked Work to check accuracy of marking, record the outcome and to provide feedback on common vocab/technique errors. Students are expected to review and learn vocabulary not known. There may be certain questions that the class have struggled with so these need to be addressed as part of MRI/corrections.
- A retest of any unknown vocabulary should then take place to consolidate the learning. An optional suggestion is to use a whole class feedback sheet.
- There should be a brief teacher comment on each piece e.g. a fabulous test, well done.

Writing and speaking

- Teacher is to annotate work, highlighting common errors that students are expected to correct in red pen.
- A departmental whole class feedback sheets are recommended so teacher can comment on common errors and also share examples of good practice from certain students.

Students are to complete a full MRI on this feedback – correcting errors and trying out a new idea to help them make progress next time.

SPANISH

Learn a language. Stand out!

To inspire a passion for and create awareness of different cultures. To develop resilience, confidence and courage and enable you to stand out from the crowd and to embrace difference.

SoL	Modulo 1 Mis vacaciones	Modulo 2 Todo sobre mi vida	Modulo 3 A Comer	Modulo 4 Que hacemos	Modulo 5
Knowledge	<p>¿Adónde fuiste de vacaciones? / el año pasado / el verano pasado / Fui a...</p> <p>Escocia / España / Francia / Gales / Grecia / Inglaterra / Irlanda /Italia /</p> <p>¿Con quién fuiste?/Fui con.../ mis amigos/as / mi clase / mi familia / mis padres / ¿Cómo fuiste? / Fui / Fuimos en... / autocar / avión / barco / coche / tren / No fui de vacaciones.</p>	<p>Chateo con mis amigos. / Comparto mis vídeos favoritos. / Descargo melodías o aplicaciones. / Hablo por Skype. / Juego. / Leo mis SMS./ Mando SMS. /Saco fotos. /Veo vídeos o películas / todos los días / dos o tres veces a la semana / a veces / de vez en cuando / nunca / Me gusta (mucho)... / Me encanta... / No me gusta (nada)... / la letra / la melodía / el ritmo / porque es guay /triste/ horrible / ¿Te gusta la música de...? / Me gusta la música de... / mi canción favorita / mi cantante favorito/a / mi grupo favorito / En mi opinión... / un programa de música / un programa de deportes / un concurso / un documental / un reality una comedia / una serie policíaca / una telenovela / el telediario / más... que... divertido/a informativo/a /interesante / aburrido/a emocionante</p>	<p>¿Qué te gusta comer/beber? /¿Qué no te gusta comer/beber? /Prefiero... /Odio... /Me gusta(n) (mucho)... /Me encanta(n)... / No me gusta(n) (nada)... el agua el arroz la carne los caramelos /la fruta /las hamburguesas /los huevos /la leche /el marisco /el pescado /el queso /las verduras /¿Qué asco! /¿Qué rico! /¿No, gracias! /¿Qué desayunas?/Desayuno.../c afé/cereales/churros Cola Cao™/té/tostadas/yogur/z umo de naranja/No desayuno nada./¿Qué comes?/Como.../un bocadillo/fruta/paella/¿Qué cenas?/Ceno.../patatas fritas/pescado con arroz/pollo con ensalada/No como.../Nunca como.../¿A qué hora desayunas/comes/cenas?/ Desayuno/como/ceno a las.../Ayer/desayuné/comí /cené.../Buenos días./¿Qué va a tomar (usted)?/¿Qué van a</p>	<p>- ¿Te gustaría + infinitive? / Me gustaría + infinitive - la bolera / la cafetería / el centro comercial / el parque / el polideportivo / el cine / el museo / mi casa - al lado de / entre / a la derecha de / delante de / detrás de... - me despierto / me levanto / me ducho / me visto / me lavo / me maquillo / me peino / me aliso el pelo / me pongo gomina / me aburro - llevo + clothes - tengo que + infinitive - no quiero / no puedo / no me da la gana / no tengo dinero</p>	<p>¿Te gustaría ir al cine/al polideportivo?/¿Te gustaría venir a mi casa? Reacciones: De acuerdo/ Vale / Muy bien / ¡Genial! / Si, me gustaría mucho. ¿Dónde quedamos? delante de la cafetería / detrás del centro comercial / al lado de la bolera / en tu casa ¿A qué hora? Lo siento, no puedo ¿Quieres salir? Tengo que... cuidar a mi hermano Me baño / Me ducho / Me lavo la cara... ¿Qué vas a llevar? ¿Qué llevas normalmente</p>

			tomar (ustedes)?/¿Y de segundo?/¿Para beber?/¿Algo más		
Skills	<ul style="list-style-type: none"> - Using the preterite tense of regular and irregular verbs. - Making verbs negative - Looking up new words in a dictionary - Working out if a sentence is about the present or the past - Looking for cognates and near cognates - Pronouncing the Spanish 'rr' - Using sequencers - Using adjectives in exclamations 	<ul style="list-style-type: none"> • Giving opinions • recognising gender of nouns • Using the article after 'me gusta' • making comparisons • Using the present tense • Identifying the context • Looking for cognates • Getting the gist 	<ul style="list-style-type: none"> - Looking for cognates and near cognates - Using the article after 'me gusta' - Pronunciation of 'ñ' - Making a sentence negative - Using 'tú' and 'usted' - Using the present and preterite tenses - Pronunciation of 'd' between vowels - Pronouncing the letter 'j' - Using the near future tense - Using fillers to buy time when speaking 	<ul style="list-style-type: none"> - a + el = al / de + el = del - conditional: me/te gustaría + infinitive - Stem-changing verbs querer, poder (present tense) - reflexive verbs (present tense) - adjective agreement (colour adjectives) - demonstrative adjective este / esta / estos / estas <p>using three tenses (present, preterite, near future) together</p>	<ul style="list-style-type: none"> - - comparatives and superlatives - - se puede + infinitive - - using the « tú » form of the imperative - - voy a + infinitive to talk about the near future <p>- identifying and using tense markers</p>

Spanish Assessment and Feedback

In Key Stage 3 there is a continual assessment approach. Students can expect vocabulary testing most weeks of the term. Students will be given a list of the key vocabulary for each topic to be covered during a specific half term and to support memory learning, regular testing of this vocabulary will be carried out. The number of words will increase as we move through years 7, 8 and 9 in preparation and support of GCSE.

In addition, at the end of each half term there will be a cumulative assessment based on one of the 4 key skills that are assessed when learning a modern foreign language namely: listening, reading, writing or speaking. We test these in rotation to ensure a good coverage of each skill.

In addition, in year 7 there is a pronunciation assessment in the first 6 weeks of the half term to ensure there is a solid foundation and understanding of the key sounds of French/Spanish.

Feedback is typically given using a whole class feedback sheet picking out the main strengths and weaknesses of the class. Praise is given to good pieces of work and there is sharing of good practice. Common errors are worked on. Students will also receive individual feedback in terms of scores for comprehension tasks and a Wolfreton step. For writing and speaking students will receive several comments in terms of strengths and weaknesses

Books

- Regularly checked (expectation every 2/3 weeks)

To include, ticks, simple corrections, stickers/stamps, If felt appropriate www/TIF but does not need to be routine. MRI in red pen can be used but again does not need to be routine, Praise, challenging presentation issues.

Listening and reading

- Students can self/peer assess for immediate feedback and to obtain the final grade//outcome.
- Teacher to collect in KMW to check accuracy of marking, record the outcome and to provide feedback on common vocab/technique errors. Students are expected to review and learn vocabulary not known. There may be certain questions that the class have struggled with so these need to be addressed as part of MRI/corrections.
- A retest of any unknown vocabulary should then take place to consolidate the learning. An optional suggestion is to use a whole class feedback sheet.
- There should be a brief teacher comment on each piece e.g. a fabulous test, well done.

Writing and speaking

- Teacher is to annotate work, highlighting common errors that students are expected to correct in red pen.
- A departmental whole class feedback sheets are recommended so teacher can comment on common errors and also share examples of good practice from certain students.

Students are to complete a full MRI on this feedback – correcting errors and trying out a new idea to help them make progress next time.

MUSIC

Where words fail, music speaks

To promote positivity, self-confidence, self-worth and community. To foster a life-long interest and awareness of different types of music. To develop a learning of the world around you, through music, which is found in every culture across the world.

SoL – Units can rotate depending on rooming/equipment	Blues	Guitar II	Reggae	Club Dance Music	Music Technology	Music and the Media
Knowledge	<p>Learning about the global influence 'Blues' has had, focusing on the history and progression over the years.</p> <p>Analysing music focusing on the techniques and devices used.</p> <p>Exploring how thoughts, feelings, ideas and emotions can be expressed through listening examples.</p> <p>Keyboard Skills</p> <p>What a chord is. How to play C, F and G.</p> <p>What a bass line is.</p> <p>How to recognise the black/white notes of a keyboard.</p>	<p>What guitar tab is. What guitar tab looks like. How guitar tab works. How to use tab to position fingers. To know what a riff is. How to use guitar to play a riff. How to use guitar tab to go further and play a more advanced piece.</p>	<p>The 'fingerprints of the Reggae style, including:</p> <p style="padding-left: 40px;">Skank/off -beat</p> <p style="padding-left: 40px;">Rhythm</p> <p style="padding-left: 40px;">Melody</p> <p style="padding-left: 40px;">Chords</p> <p style="padding-left: 40px;">Bob Marley/Rastafarianism</p>	<p>To develop a knowledge of how to improve keyboard skills</p> <p style="padding-left: 40px;">To develop an awareness of the components of Club Dance</p> <p style="padding-left: 40px;">To understand the key terms of: Club Dance, Four to the floor, Synthesiser, Tempo, Rhythm, Melody, Bass,</p> <p style="padding-left: 40px;">To have an awareness of Rave, Disco, Eurodance, the modern super-club.</p>	<p>Students will explore techniques used in the creation of different music technology products, while developing knowledge of the key features of different musical styles and genres.</p> <p>They will gain knowledge on: Chord Construction Creation of chord progressions Melody construction Major and minor scales Common structures Musical Elements DAW software</p>	<p>To be aware of how the media influence you and your choices. How music can affect your mood. Discussed through experiences and musical elements. To be aware of the terms, underscore, jungle, key-audience.</p>

	Working in groups combining different rhythms,					
Skills	<p>Performing, Composing/Improvising and Listening focusing on the elements of 'The Blues'.</p> <p>Keyboard Skills. One hand, group performance and then two hands independently.</p> <p>Improving keyboard fluency.</p> <p>Working in groups combining different rhythms.</p> <p>Improvisation of a melody line</p> <p>Listening/analysing skills.</p>	<p>This unit teaches students the basics of learning to play the guitar. The</p> <p>students will develop their listening and performance skills through trying to</p> <p>learn the processes that enable them to play the guitar to a basic level.</p> <p>Students will learn how to read guitar tablature, and how to transfer this into playing a riff/s.</p>	<p>Performing a melody. Performing 'the skank'. Developing ensemble skills. Developing solo performance skills. Playing two hands together (independent parts). Performing a 'more difficult' piece for assessment.</p>	<p>How to aurally recognise the 'fingerprints' of the club dance music.</p> <p>To play a keyboard melody.</p> <p>To play as a duo/ensemble.</p> <p>To play a second part.</p> <p>To put both hands together – with good hand position/technique.</p> <p>To play with two independent parts fluently.</p>	<p>Workflow and geography of a DAW</p> <p>Basic audio recording</p> <p>Basic audio Editing</p> <p>Basic Midi input and editing</p> <p>Basic production skills</p>	<p>Team-work/collaborative working.</p> <p>Organisational skills – structure of project.</p> <p>Musical skills – writing musical components.</p> <p>Literacy/Drama skills – performing project in an eloquent and well performed/dramatic manner.</p> <p>Creative skills – creation of music and advert.</p>

Music Assessment and Feedback

Rationale

Feedback and unit assessments are vital parts of the music curriculum. It is within the nature of music that the majority of feedback in the practical nature of the subject, will be verbal with end of unit assessment.

In KS3 we use the Music Wolfreton Steps overview to underpin the key strands of Performing, Composing and Listening/Understanding.

Each individual unit has its own bespoke 'assessment pyramid sheet', which is more individualised to the specifics of the instrument/genre being studied. Students will write an MRI comment according to verbal/peer feedback.

The purpose of our 'pyramids'.

- To give students the criteria to meet the next step in their learning, at whatever level this may be
- To ensure that the students are made aware of their steps to success, at an appropriate level – to show a quick visual reference of this.
- To assess whether learning outcomes have been met
- To show strengths and areas for development
- To celebrate success
- To develop self-esteem and confidence
- To develop resilience to constructive criticism
- To establish what skills and knowledge students have

Verbal feedback

- Is the most regular and interactive form of feedback at both KS3, KS4 and KS5. It provides a live, constructive and informative process for students to develop the next steps in their learning journey towards success. This is a powerful mechanism to support progress and achievement due to the immediacy of this format. This 'live feedback is the most important to the Music Department. Giving feedback to 'live music', which happens in a set period of time, requires immediate response.
- Teacher modelling and demonstrating in most lessons providing guidance for skills, knowledge and understanding. Also contributes towards setting high standards and expectations.

- It will be both direct (targeted to individuals or groups) and indirect (others listen and reflect on what has been said). At times it will be spontaneous and at other times it will be planned based on previous learning and in lesson progress.
- In offering verbal feedback, the teacher will be modelling the subject specific vocabulary that students can use to develop their learning journey. This is specifically pertinent to students looking to develop studies at GCSE level and beyond.
- Verbal feedback will be developmental. It will recognise efforts and achievements and offer specific details of ways forward in relation to the shared learning objectives.

Written feedback – Key Marked Work

As previously touched upon:

In KS3 we use the Music Wolfreton Steps overview to underpin the key strands of Performing, Composing and Listening/Understanding.

Each individual unit has its own bespoke 'assessment pyramid sheet', which is more individualised to the specifics of the instrument/genre being studied. Students will write an MRI comment according to verbal/peer feedback.

PHYSICAL EDUCATION

Fitter, healthier, happier

Physical Education inspires lifelong enjoyment and understanding of a range of sporting physical activities
developing well-being, independence, confidence and collaborative skills.

Bringing the past to life.

To inspire and ignite a passion for who we are and where we came from. To promote curiosity and understanding of events of the past.

SoL	Football	Hockey	Rugby	Netball	Field Striking	Tennis	Badminton	Gymnastics	Athletics	Basketball
Knowledge	<p>Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently:</p> <p>Students will learn the various tactical approaches such as: How can you create more space (=time) with or without the ball? Offensive tactics such as direct, long ball,</p>	<p>Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently:</p> <p>Students will learn the various tactical approaches such as: How you can create more space thus = time with or without the ball. Offensive tactics such as pass and move or long high ball.</p>	<p>Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more advanced skills: Flat pass off weaker hand Spin pass off dominant hand One handed carry & hand off Different types of kick = attacking/grubber/dropkick etc Contest skills – maul & counter ruck Students will learn the various tactical approaches such as: How can you create more space with or without the ball? depth in attack/spacings. Offensive tactics such as go forward, support, continuity & pressure to score Defensive tactics such as line speed (blitz or cover), inside or outside shoulder Decision making</p>	<p>Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more advanced skills: Advanced Passing – Chest, bounce, shoulder &</p>	<p>Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more advanced skills: Long & short barriers Overarm & sidearm throw Wicket Keeping</p>	<p>Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more advanced skills: Overarm serve (First serve and Second serve) Top spin Backspin/slice Smash.</p>	<p>Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Once students have become proficient in the core skills they will learn how to perform and be given time to practice some of the more advanced skills:</p>	<p>Students will learn how to perform and be given time to practice the core skills on a vault, whilst having differentiated options available for the more able/ less able: Equipment: spring board (less able), vault, box vault, table vault (more able). · Jumps · Basic Vaults - squat on/ straddle on · Intermediate vaults - squat through/ straddle over · Advanced vaults - Round off/ handspring Students will learn the various tactical</p>	<p>Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more advanced skills: Advanced sprinting and middle-distance running</p>	<p>Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more advanced skills: Advanced Passing – Chest, bounce, shoulder &</p>

<p>possession, wing play etc Defensive tactics such as high press, offside trap, zonal and man to man marking. Decision making when to pass, dribble or shoot etc When to tackle and when to 'jockey'</p> <p>Students will continue to perform the 5 part warm up and will learn how the different components of fitness can affect performance. Many students may move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on</p>	<p>Defensive tactics such as high press, zonal and man to man marking Assessment - Did you succeed in one area but were unsuccessful in another i.e. fail to achieve your aim due to technical or tactical deficiencies? Decision making when to pass, dribble or shoot or when to jockey or tackle or who to pass to.</p> <p>Students will continue to perform the 5 part warm up and will learn how the different components of fitness can affect performance. Many students may</p>	<p>when to pass, kick, carry (dummy & go) etc Students will continue to perform the 5 part warm up and will learn how the different components of fitness can affect performance. Many students may move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.</p>	<p>javelin Advanced Footwork Advanced shooting Students will learn the various tactical approaches such as: Different positions and set play (back line / side line re-start and pressing in the 'D') Developing attacking and defending tactics Assessment - Did you succeed in one area but were unsuccessful in another i.e. fail to achieve your aim due to technical or tactical deficiencies? Decision making on and off the ball, to maintain team possession.</p>	<p>Front Foot drive Attacking shots Seam Bowling action with more pace Spin Bowling action Students will learn the various tactical approaches such as: Fielding positions. Backing up/support in the field Bowling with line and length. Basic shot selection whilst batting, hitting to space. Students will continue to perform the 5 part warm up and will learn how the different components of fitness can affect performance. Many students may</p>	<p>Students will learn the various tactical approaches such as: Offensive tactics such as top spin, hitting deep, serve and volley etc Defensive tactics such as high deep recovery shots, slice/backspin. Decision Making: Which shot to play and when. Students will continue to perform the 5 part warm up and will learn how the different components of fitness can affect performance. Many students may move to Year 9 work if they have been able to demonstrate proficiency in</p>	<p>Backhand clear, drop & smash Flick serve Tap shot Drive Block Around the head clear, drop & smash Sliced drop Jump smash</p> <p>Students will revisit the various tactical approaches such as: Basic rules & regulations Tactical: Positions e.g. where to stand and when during a game. Offensive tactics such as smash to backhand, hitting into a space, etc Defensive tactics such as high deep recovery shots.</p> <p>Decision Making:</p>	<p>approaches such as: Tactical: · First focus is the jump - students have to have a strong jump (on a spring board) before learning to use the vault box. Focus on the isolated areas of the vault: run up, vault, landing. · Learn more difficult vaults once the basic vaults are mastered. Technical: How each skill should be performed, to look aesthetically pleasing and to avoid injury. Decision Making: During the performance elements of the lesson. BASIC - SPRING BOARD JUMPS DEVELOPING - VAULTS CONSOLIDATING - CONSOLIDATING THE 3 SKILLS: RUN UP, VAULT AND LANDING.</p>	<p>Advanced throwing (Shot, Discus & Javelin) Advanced jumping (Long, Triple & High) Students will learn the various approaches such as: Assessment - Did you succeed in one area but were unsuccessful in another i.e. fail to achieve your aim due to technical and tactical deficiencies? Decision making during a race (pacing etc) Students will continue to perform the 5 part warm up and will learn how the different components of fitness can affect performance. Many</p>	<p>javelin Advanced Footwork and dribbling Advanced Shooting Students will learn the various tactical approaches such as: Different positions and set play (back line / side line re-start and pressing in the key') Developing attacking and defending tactics Assessment - Did you succeed in one area but were unsuccessful in another i.e. fail to achieve your aim due to technical or tactical deficiencies? Decision making on and off the ball, to maintain team</p>
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	ability rather than age.	move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.		Students will continue to perform the 5 part warm up and will learn how the different components of fitness can affect performance. Many students may move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.	move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.	the Year 7 & 8 areas. The SoL is focussed on ability rather than age.	Which shot to play and when. Students will continue to perform the 5 part warm up and will learn how the different components of fitness can affect performance. Many students may move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.	Students will learn about the 5 part warm up and the different components of fitness. Each week students will be selected to lead the warm up's for the differentiated groups (warm up, stretches, skill based gymnastic warm-up).	students may move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.	possession. Students will continue to perform the 5 part warm up and will learn how the different components of fitness can affect performance. Many students may move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.
Skills	Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more	Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more	<u>Core:</u> Passing, running with the ball, tackling, kicking. <u>Advanced:</u> Tackling, dummy pass set plays.	Advanced Passing – Chest, bounce, shoulder & javelin Advanced Footwork Advanced shooting						

	<p>advanced skills:</p> <p>Turns – Cruyff, Drag back, Maradona etc</p> <p>Complex dribbles – Ronaldo chop, flip flap</p> <p>Using weaker foot</p> <p>Different types of pass e.g. Chip, outside of foot, Heading and Tackling</p>	<p>advanced skills:</p> <p>Dribbling – Stick side at speed, reverse stick, Indian dribble</p> <p>Passing – Push, slap and hit and aerial all with pace and accuracy</p> <p>developing the reverse stick side</p> <p>Controlling the ball – From both sides of the stick and body with fluency</p> <p>moving to stick side</p> <p>Tackling Jab and block from non-stick side, jockeying</p> <p>Advanced shooting – Power accuracy and possible use of flick</p> <p>Penalty corners</p>								
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Physical Education Assessment and Feedback

In Key Stage 3, students are assessed at the end of each block of work – typically every half term. At the end of each block learners can highlight one **agreed** area of strength (WWW) and one **agreed** area they need to focus on to improve further (TIF).

These WWWs and TIFs will either be based on technical or tactical areas of each sport. Using the Wolfreton 'Steps' teaching staff will make a judgement on a young persons' performance in each sport based on their tactical (40%), technical (40%) and physical (20%) proficiency.

Students will focus on the WWW and TIF to understand what they need to do to make progress.

Students will be assessed after each block of practical work and graded based on their:

Technical (40%)

Tactical (40%)

Physical (20%)

performance in each sport.

Feedback will consist of a comment in the planner, a TIF (To Improve Further), agreed by the member of staff highlighting which of the three 'Steps' the young person needs to improve.

RELIGIOUS STUDIES

Being unique and celebrating a world of difference.

To explore the advantages and evolving challenges of living in multi-ethnic/faith Britain. Encouraging learners to develop their own values, identity and sense of belonging whilst celebrating difference between cultures and religions. The study of Society and Ethics provides an environment through which students can develop tolerance and sensitivity towards a broad range of controversial issues and misconceptions.

SoL	Equality	Sanctity of Life	Evil and Suffering	Extremism
Knowledge	<ol style="list-style-type: none"> 1. Human Rights – the History of the Universal Declaration of Human Rights, what our human rights are, why they are important and the impact not having your human rights has on people. 2. Living in a multi-ethnic society – the problem of racism, the murder of Stephen Lawrence and how racism can be tackled in today’s society 3. Living in a multi-faith society – interfaith marriages, bringing up children, conversion and the problems they raise including how they can be tackled in today’s society 4. The life and work of Gandhi - a brief biography of his life, apartheid in South Africa, British rule in India, his non-violent protests, his Hindu beliefs and how he fought for equality 5. The life and work of Martin Luther King – a brief biography including his childhood memories, segregation in US society, The Bus Boycott with Rosa Parks, how he fought for equality and his Christian beliefs 	<ol style="list-style-type: none"> 1. Sanctity of Life – what makes life worth living, why we have a responsibility to protect life, questioning whether some lives are more important than others. 2. When does life begin? – The development of a foetus, what happens at each stage, the different theories about when life begins including Christian beliefs. 3. Genetic Engineering and Cloning - What they are, why and how they are used, non-religious and Christian arguments for and against the issues. 4. IVF – What it is, how it works, what the conditions are, the law on IVF in the UK, non-religious and Christian perspectives for and against the use of IVF. 5. Abortion – What is it? How it works? Why it happens? The law on abortion in the UK? Non-religious and Christian/Muslim arguments for and against. 6. Capital Punishment - What is it? How it works? Why it happens? The law on CP in the UK? Non-religious and Christian/Muslim arguments for and against. 7. Euthanasia - What is it? How it works? Why it happens? The law on euthanasia in the UK? Non- 	<ol style="list-style-type: none"> 1. Different types of evil and suffering including moral and natural evil. Evaluating the characteristics of God, how they are challenged due to evil and suffering and begin to look at different theories about how God can exist alongside pain and suffering. 2. The Covenant. Exploring the Jewish belief in the special relationship created by God and his people through Prophet Abraham. Evaluating how the Covenant is challenged due to the existence of pain and suffering. 3. Introduction to the Holocaust learning about why anti-Semitism exists and how Jews were treated during WW2. 4. Learning about 5 real life Holocaust survivors and the impact the events of the Holocaust had on their belief in God. Also looking at how the Holocaust still affects Jews today including Chassidic Jews and the Israel/Palestine war. 5. Schindler’s List – exploring scenes from the film and assessing the question ‘where is God?’ 	<ol style="list-style-type: none"> 1. Introduction to extremism including what it is and an exploration of some British and worldwide extremist attacks including Gun Powder Plot, Suffragettes, Brighton Bombings, 9/11 and Assassination of Franz Ferdinand. 2. The Suffragettes – who they were, what they did, why they did it, their success and impact on women in Parliament today. Including information about Emeline Pankhurst and Emily Davison. 3. The KKK – who they were, what they did, why they did it and their impact on the world today. 4. The IRA – who they were, what they did, why they did it, the Manchester bombings, whether they are considered extremists or freedom fighters and how they have impacted Britain today. 5. Al-Qaeda – who they were, what they did, why they did it, the events of 9/11 and its impact on security in the world today. 6. How to stay safe during a terrorist attack focussing on government advice and guidelines.

		religious and Christian/Muslim arguments for and against.	6. Holocaust poetry and artwork will be assessed for hidden meaning and students will produce their own creative piece.	
Skills	Literacy – Identify, describe, explain, compare, analyse, evaluate	Literacy – Identify, describe, explain, compare, analyse, evaluate	Literacy – Identify, describe, explain, compare, analyse, evaluate	Literacy – Identify, describe, explain, compare, analyse, evaluate

Religious Studies Assessment and Feedback

In Year 7 students complete 4 assessments including their end of year exam.

Key Marked Work 1 encourages students to consider ultimate questions and then choose one they are interested in so they can research some different religious responses to it as well as explain their own opinion.

Key Marked Work 2 assesses retention on what they have learnt about the religion of Christianity up to this point. The assessment follows Blooms' style written questions with students showing skills such as identify, describe, explain, evaluate.

Key Marked Work 3 is an information retrieval style assessment where students are given information about Muslim beliefs about life after death and firstly have to identify and place images in the correct order to show the beliefs, secondly describe their beliefs, thirdly explain why they believe this and as a challenge show any differences in beliefs and where they come from.

Key Marked Work 4 is the end of year exam which uses Blooms' style written questions to assess knowledge of their past year's learning including Hajj, the Khalsa, the life of Prince Siddhartha. Students will receive a feedback sheet with a question for improvement for all KMPs and they will answer this in red pen to show these improvements.

Tracker sheets will be placed at the front of exercise books and will be completed after each piece of Key Marked Work.

Marking and feedback will be given on a regular basis. Work completed in lessons will be check marked, although not all work need be checked. Verbal feedback will be used regularly to give immediate feedback, this will most likely be in the form of whole class feedback. Opportunities to undertake self and peer assessment can be used when it is beneficial to do so. Feed forward in the form of TIF questions will be used to encourage students to improve their understanding. Low Stakes Tests will be used to embed long term memory skills.

Home Learning tasks will vary between set activities and completing unfinished work in class. Students will complete a homework booklet throughout the year which will be check marked and given a effort grade alongside WWW/TIF comments for students to respond to as part of their MRI.

PSHE

Learn it. Live it.

PSHE is a high impact course that enables students to reach their full potential by developing knowledge, skills and attributes necessary to thrive as global citizens. PSHE provides students with the capacity to make responsible decisions and manage many of the most critical challenges and opportunities life can present. PSHE provides a platform that gives every student the opportunity to be safe and successful within the ever-changing landscapes of today's society

SoL	Sex and Relationships	Identity and Choice	Mental Health and Well Being	Money Management
Knowledge	Is Sex and Relationship Education importance? What and why should RSE be taught? How can we manage break ups? How can we keep good sexual health? What are STIs? What is contraception? Why is contraception necessary?	What is consent and why is it important? What are the challenges of gender and sexuality? What are drugs? What are the pressures and dangers of drug abuse?	Why is understanding the mind important? What is a mind-set? What does good mental health and wellbeing look like? How do we accept situations and rise to challenge? How can we develop resilience? Can we train our minds?	What is money management? What is a budget? How to develop a budget? How much does daily life cost? What are pay day loans? What is credit, debt and store cards? What is ethical spending? What are the costs of moving out?
Skills	Develop healthy relationships Management of emotions/situations relationships can create Maintain good sexual health and understand the dangers associated with sex STI/Pregnancy prevention strategies	Develop understanding of consent Develop an understanding of the different genders/sexualities Develop a clear understanding of the dangers of substance abuse	Develop a clear understanding of what good mental health and wellbeing is Maintain a healthy mind Safeguard against the pressures and challenges of everyday life	Develop skills in managing money Understanding the dangers/challenges of managing money Financial planning for the future

PSHE Assessment and Feedback

Feedback and assessment in PSHE are a vital component of the teaching and learning journey across KS3 and KS4. We as a department, strive to provide feedback and assess students in a multitude of ways. This will inevitably produce young adults who are equipped to thrive within our everchanging landscapes of today's society.

Verbal Feedback

Verbal feedback will be used regularly to give immediate and interactive feedback at both KS3 and KS4. It provides teachers and students with the opportunity to expand the parameters of the teaching and learning experience whilst challenging misconceptions. Verbal feedback in PSHE reinforces high standards and expectations whilst promoting positive outcomes. Effective questioning is used to assess the knowledge and skills established. Learning stages can be sign-posted, thus enabling our students to understand the next step in their learning journey.

Written Feedback

As a department we have set out clear expectations on the marking of exercise books. Work will be marked regularly and consistently across all of KS3 and KS4 to inform a robust teaching and learning experience. A range of strategies are deployed in the form of Low Stakes Testing (LST), self-assessment and peer assessment. This will highlight strengths and weaknesses to inform teacher judgement and future learning. WWWs/TIFs are used to reinforce praise and provide constructive feedback to our students.

Reliable written feedback will ensure:

- The school's policy on feedback is adhered to
- Consistent feedback is provided informing learners, teachers and parents
- The prescribed knowledge and skills have been established
- Engrained misconceptions are challenged and addressed
- High standards and levels of expectations are promoted and celebrated
- Encouragement and reward are provided to motivate, engage and boost self-confidence
- Promote resilience, self-awareness, self-development and self-management

DESIGN AND TECHNOLOGY

Real problems solved!

Design Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design, develop, model and manufacture products that solve real and relevant problems within a variety of contexts considering their own and others' needs, wants and values. High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

SoL	Resistant Materials - Wooden toy	Graphics - Drawing Skills 2	Textiles	Cooking and Nutrition
Knowledge	<p>Students will need to identify a client they will design and make their wooden toy for. They need to consider the clients' wants and needs and what is required for a wooden toy including safety considerations.</p> <p>Students will construct a cam toy from timber, and MDF using jigs and templates. It will contain a cam and follower. The wheels will be manufactured on the CNC router (pre-manufactured components)</p> <p>Students will use previous design skills to their cam toy.</p> <p>Finally, an evaluation of both peer and self-assessment will take place to identify of any improvements that are needed and what has worked well.</p>	<p>As part of this project students will learn about the basics of paper/ card and packaging materials. They will also learn the basics of analysis and will analyse existing packaging. Students will begin to understand what makes a good logo and will design their own using basic colour theory and moods and typography.</p> <p>Practical will consist of students learning how to work safely with basic graphics cutting tools and will learn basic cutting skills – scissors – craft knife – safety rules.</p> <p>Students will be able to explain why drawings are done to scale, and be able to define the difference between enlarging and reducing. They will create their own enlarged image.</p>	<p>Students will understand the running order of a design and make a project.</p> <p>They will understand how the sewing machine works (top and bobbin), Application and use of a range of decorations.</p> <p>They will be able to identify design criteria, linking back to access FM and the work of others, create a design from previous research and knowledge, create working patterns, work out key measurements and area, have knowledge of the workings, threading and safety of the sewing machine.</p> <p>Students will understand fabric origins, properties and end uses.</p> <p>Mathematical skills – area, data, measuring etc.</p>	<p>Health & safety: learn about hazards in the kitchen and how they can be prevented. Food safety when handling and cooking raw meat.</p> <p>Eatwell Guide: secure knowledge of each food group and begin to understand about nutrients provided from a wide range of foods.</p> <p>Organic Food: understand definition and what influences consumer choices.</p> <p>Functions of ingredients: Understand what changes happen to food during preparation and cooking e.g., sauce making.</p> <p>Allergens: learn about the importance of food labelling.</p> <p>Food Waste: consideration given on how to avoid food waste.</p>
Skills	<p>Practical skills</p> <ul style="list-style-type: none"> • Cutting/smoothing timber • Marking out/Accuracy/use of jigs and templates • Safe use of the pillar drill, sander and Hegner saw 	<p>Practical skills</p> <p>Cutting and creasing net</p> <p>Design/Theory</p>	<p>Students will have a skilled understanding of textile technology, they will be able to identify and follow health and safety rules, identifying</p>	<p>Practical Skills</p> <p>Weighing and measuring.</p> <p>Bridge and claw method – fruit and vegetable preparation.</p>

	<ul style="list-style-type: none"> • Health and safety in the workshop/Machines <p>Design/Theory</p> <ul style="list-style-type: none"> • Design and development of ideas of cam toy with annotation- in oblique, isometric and exploded sketches • Theory/knowledge of timber (HW) and the effects on the environment • Theory knowledge Types of movement, cams and followers 	<ul style="list-style-type: none"> • Logo Design/packaging designs • Why do we package? • Analysis of packaging • Materials used for packaging and their properties • Isometric, Orthographic, Scale drawing 	<p>faults and providing knowledge of how to put them right.</p> <p>They will have a firm understanding of the 'running order' regarding a design project- design brief, task analysis, design criteria, product analysis (including access FM), modelling, step by step, development and modifications; understanding the order and importance of each.</p> <p>The project requires students to be able to thread a sewing machine, (top and spool thread), competently and safely use a sewing machine, create a product, and attach a pocket, and embroider a product.</p> <p>They will have an understanding of quality control assurance and checks when completing practical work.</p> <p>Other skills included- identification of fabric origin, properties and end use.</p>	<p>Peeling, chopping, slicing, dicing, crushing, spreading, rolling, melting chocolate, piping, whisking & all-in-one sauce.</p> <p>Equipment</p> <p>Oven, hob, grill, kettle, electric can opener, fridge, food processor, temperature probe.</p> <p>Preparation /Cooking Methods</p> <p>Boiling, simmering, baking, dry frying, stir-frying.</p> <p>Recipes</p> <p>Pasta Salad, Chilli Con Carne, Chocolate Muffins, Sticky Chilli Stir fry, Quick Base Pizza, Macaroni Cheese, and Lime & Ginger Cheesecake.</p>
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Design Technology Assessment and Feedback

Rationale

Feedback and marking are vital parts of the bond between the teacher and the young person. It is within the nature of Design Technology (practiced-based learning and theory) that you will inherently receive a combination of verbal feedback and written assessment.

The purpose of our marking and feedback approach

- To give students the criteria to meet the next step in their learning, at whatever level this may be
- To ensure that students are made aware of their steps to success, at an appropriate level
- To celebrate success
- To develop self-esteem and confidence
- To develop resilience to constructive criticism
- To establish what skills and knowledge the students have

Verbal feedback

- Is the most regular and interactive form of feedback at both KS3 and KS4. It provides a live, constructive and informative process to develop the next steps in their learning journey towards success.
- Teacher modelling and demonstrating in every lesson providing guidance for skills, knowledge and understanding. Also contributes towards setting high standards and expectations.
- In offering verbal feedback, the teacher will be modelling the subject specific vocabulary that students can use to develop their learning journey. This is specifically pertinent to students looking to develop studies at GCSE level and beyond.
- Verbal feedback will be developmental. It will recognise efforts and achievements and offer specific details of ways forward in relation to the shared learning objectives.

Written feedback – Key Marked Work

- Written feedback is an integral part of the improvement process and will be evidenced with KMW cover sheets. This includes steps (KS3)/mark schemes assessment (KS4), highlighting WWW (what went well) which acts as success criteria and TIF (To Improve Further) which supports improvements. KMW cover sheet, where possible are given to students at the start of the activity so they have clear understanding of what the teacher will be assessing. This contributes to 'what good looks like' and supported where appropriate with visual exemplars.
- At the end of a project teachers will provide a written summative feedback sheet which will provide a detailed appraisal and provide an opportunity to improve work moving forwards.

Year 7 and 8 These subjects rotate every 9/10 weeks have two lessons a week with lessons being single lessons delivered mostly by the same teachers on different days of the week, although there are some shared groups.

Year 9 will choose one of the Technologies and study this one lesson a week for the full school year. They have an opportunity to choose a second Technology subject, different to their first choice.