YEAR 9 CURRICULUM 2021-22

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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 potentia**l,
>
> 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 9 Expanding Horizons Curriculum.

Year 9 Curriculum Map 2021-22

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Diverse Voices

Poetry study
Short stories
Monologue writing | The 19th Century
Study of 'A Christmas Carol'
Study of a range of 19th century texts | The 19th Century
Study of 'A Christmas Carol'
Study of a range of 19th century texts

GCSE Speaking and Listening as part of this unit | Injustice
Writing unit based around the Titanic
In-depth novel study 'Of Mice and Men' | Injustice
Writing unit based around the Titanic
In-depth novel study 'Of Mice and Men'

Female Perspectives
Shakespeare study - 'Romeo and Juliet'

Women in literature through time. | Female Perspectives
Shakespeare study - 'Romeo and Juliet'

Women in literature through time. |
Maths Transition	Angles in Parallel Lines, Standard Form, Quadratic Expressions, Circles, Rounding and Estimating, Expanding Double Brackets, Compound Measures, Using a Calculator, Direct and Inverse Proportion, Pythagoras and Trigonometry, Venn Diagrams, Constructions					
Maths Higher			N1 Accuracy, G1 Angles, A1 Algebraic Manipulation, N2 Calculations with Bounds, N3 Factors and Multiples, G2 Angles in Polygons, N4 Indices, P1 Problem Solving with Angles, R1 Ratio as Fractions, S1 Collecting Data, A2 Quadratic Expressions		N5 Adding and Subtracting Fractions, G3 Pythagoras' Theorem, P2 Problems Solving with Indices and Factors, R2 Ratio Problem Solving, S2 Sampling, A3 Patterns and Sequences, N6 Multiplying and Dividing Fractions, G4 SOHCAHTOA, P3 Problem Solving with Fractions and Ratio, A4 Solving Linear Equations, G5 Perimeter and Area, S3 Charts and Graphs, P4 Problem Solving with Perimeter and Area	
Maths Foundation			G1 Angles, N1 Whole Numbers, S1 Pie Charts, N2 Directed Numbers, G2 Drawing and Constructing 2D shapes, A1 Introduction to Algebra, G3 Properties of Shapes, N3 Patterns and Sequences		N4 Adding and Subtracting Fractions, P1 Problem Solving with Pie Charts, A2 Expand and Factorise Single Brackets, G4 Reading Scales, N5 Multiplying and Dividing Fractions, N6 Decimals, P2 Problem Solving with Fractions, S2 Collecting Data, S3 Charts and Graphs, N7 Accuracy, N8 FDP, P3	

					Problem Solving with Accuracy, A3 Expanding Double Brackets, A4 Linear Equations
Science	Atomic Structure and the Periodic Table, Energy, Cell Biology		Organisation, Particle model		Structures and Bonding, Electricity (start)
History	WW1	USA: Inter War Years 1920s and 30s, Rise of Hitler	WW2	Pearl Harbour and Atomic Bomb, The Holocaust	Cold War	American Civil Rights in the 1950s and 60s and JFK
Geography	Physical Geography - Content	Physical Geography - Investigation	Human Geography – Content	Human Geography - Investigation	Fieldwork and Skills - Physical	Fieldwork and Skills - Human
French	Social life	Healthy Living	Jobs	Holidays	Rights and Responsibilities	Cultural aspects
Spanish	Social life	Jobs	Healthy Living	Rights & Responsibilities	Madrid	Cultural aspects
German	Family	School	Free Time Activities	Home	Food And Drink	Local Area
Japanese	Classroom phrases 1, Basic self introduction, Japanese school life and Autumn tradition	Classroom phrases 2, Expressing preference, Winter tradition	Expressing abilities, new year tradition	Illustrating various objects around us, describing possessions, basic verbs, spring tradition	Motion verbs 1, Kanji Numbers, Hiragana 1, summer traditions	Motion verbs 1, Hiragana 2, Tokyo Olympic 2020
Art	Eat and Feel - Food Art				Eat and Feel - Expressionism 'self'	
Resistant Materials	Resistant Materials – Engineering principles and product manufacturing					
Textiles	Textiles – Upcycling					
Graphics	Graphic products - Architecture and Interior design - CAD design - Design Movements - Model Making					
Food and Nutrition	Food – Cooking and Nutrition					
Music	Performance 1	Composition 1	Making a music product	Making a music product	Composition 2	Performance 2
Drama	Abstract Drama	Mark Wheeler	Stanislavski	Brecht	Black Out – Script	TIE – Keeping Safe
Computer Core	Game Development (Python EasyGUI)	E-Safety / Data and Algorithms	Video Editing	Networking & HTML		Cyber Security
Religious Studies	Christian beliefs			Crime and Punishment – Christianity		
PSHE	Choices	Relationships	Careers	British Values	Healthy Life Styles	Crime and criminology
PE Girls Games	Hockey	Netball	Football	Netball	Fielding and Striking	Tennis
	Netball	Hockey	Netball	Football	Tennis	Fielding and Striking
PE Girls PE	Dance	Badminton	Fitness	Team Games	Athletics	
	Badminton	Dance	Team Games	Fitness		
PE Boys Games	Rugby	Football	Football	Rugby	Fielding and Striking	Tennis
	Football	Rugby	Rugby	Football	Tennis	Fielding and Striking
PE Boys PE	OAA/Team Games	Fitness	Badminton	Basketball	Fielding and Striking	Tennis
	Fitness	OAA/Team Games	Basketball	Badminton	Tennis	Fielding and Striking

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	The Supernatural	Disturbed Voices	Inequality	Female Perspectives	The Spoken Word
Knowledge	• Context of industrialisation in 18th century England: poverty; inequality. • Conventions of the Gothic. • Focus on settings/ atmospheres and characterisation within 'A Christmas Carol'. • 19th Century non-fiction texts • Form, audience, purpose of letters and speeches	• Concept of canonical writers and poet laureates • How literature presents different life experiences • Different poetic forms such as monologues • Poetic techniques • Comparing poems •	• Contextual knowledge of early 20th century. Focus on class divisions and immigration • Characterisation • Structure including split/dual narratives • Descriptive writing techniques – linguistic devices. • Cohesion • Structure	• Elizabethan England with focus on life of women. • The form of a play (Romeo and Juliet) • Adaptations of plays • Perspectives and viewpoints • Representation • The function of the prologue • Societal expectations and conforming/non - conforming	• Standard English • Informality/formality • Audience and purpose • Rhetorical/persuasive techniques • Appropriate range of vocabulary • How to research
Skills	• Showing clear critical opinion with imaginative insights. • Analysis of language with detailed exploration of how the writer achieves this	• Interpretations of the text with embedded consideration of contexts • Using a wide range of terminology • Analysis of the way in which writers create their meanings •	• Use of originality and imagination • Exploration of linguistic devices • Full range of sentence types and accurate punctuation for effect	• Response to task and whole text • Precise references to support interpretation(s) • 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	• Speaking audibly and intelligibly • Using correct form of formality • Using appropriate vocabulary • Structure to the presentation • Listening to questions and providing responses

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	G1 - Angles	N1 – Whole numbers	S1 – Pie charts	N2 – Directed numbers	G2 – Drawing and contracting 2D shapes
Knowledge	• How to measure an angle? • Which scale on a protractor to use? • How to check measured angle using estimation	• Which method to use in order to multiply. • How to use bus stop to divide? • How does dividing by a one digit and two-digit number differ? • Understanding that the decimal point doesn't move, and everything else moves around it. • What is standard form? • What are the hierarchy of operations?	• Understanding that 360° is the total amount • Understand that 1 person can be less that 1° • Angle/360 is the fraction of the total amount • Each angle is measured separately and then reset to 0° for the next • What does frequency mean?	• How does adding/subtracting differ to multiplying/dividing negatives? • To understand that two negatives do not make a positive, and that this only applies in certain situations. • Real life examples of negative numbers. • To use real life wording to indicate negative numbers.	• What does the word perpendicular mean? • What does the word construct mean? • What does bisect mean? • How is this linked to drawing angles? • Which words relate to which construction?
Skills	• Types of angles • Angles on a straight line and around a point • Measuring angles • Drawing angles • Bearings	• Multiplying integers • Dividing integers • Multiply and divide by powers of 10 • Writing in standard form • Order of operations	• Drawing Pie charts • Interpreting Pie charts	• Adding & subtracting directed numbers • Multiplying and dividing negative numbers • Directed numbers in context	• Angle, midpoint and perpendicular bisectors • Constructing triangles • Shading regions

SoL	A1 – Intro to algebra	G3 – Properties of shape	N3 – Patterns and sequences	N4 – Adding and subtracting fractions	A2 – Expand and factorise single brackets
Knowledge	• What are like terms? • What is the difference between xy and yx? • Why is y + y = 2y but y x y = y^2? • Why do powers mean different terms? • How is simplifying fractions like simplifying algebra? • What does substitution mean in maths?	• What are the different types of triangle? • What is special about these triangles? • How is this labelled on a diagram? • What are the special types of quadrilaterals? • What are the different parts of a circle? • What is tessellation?	• How is the nth term rule linked with the sequence? • How do we get the sequence from the nth term rule and vice-versa? • What is the difference between a geometric sequence and an arithmetic sequence? • How can we tell? • What are the special types of sequence? Eg Fibonacci	• Understand that a fraction is part of amount • Fractions can be written in a bigger (equivalent) or smaller (simplifying) form. • How to convert mixed numbers to improper fractions and vice-versa. • Why do we need to convert to an improper fraction before adding/subtracting?	• What is the difference between factorise and expand? • Understand that 2(x+3) means 2 lots of each term in the bracket. • How can a common term be a number, a letter or both? • How can a common term contain a sign?

				• Understand why we need to use a common denominator in order to add or subtract fractions?	• What is the difference between factorise and fully factorise? • Understand how to expand two single brackets then collect like terms.
Skills	• Collecting like terms • Multiply and dividing in algebra • Substitution	• Triangles • Quadrilaterals • Circles • Tesselation	• Missing numbers • Generating sequences • Nth term rule	• Simplifying, equivalent and ordering • Adding and subtracting fractions • Adding and subtracting mixed numbers	• Expand single brackets • Fully factorise single brackets

SoL	G4 – Reading scales	N5 – Multiply and divide fractions	N6 - Decimals	S2 – Collecting data	S3 – Charts and graphs
Knowledge	• Why are there two types of units? • How to identify the different types of units? • How to plan a journey to get somewhere • How to plan a journey considering waiting times. • How to plan a journey to arrive by a certain time.	• How is multiplying fractions linked to finding fractions of an amount. • How can a whole number be written as a fraction? • Why does the mnemonic KFC work? • Why does multiplying fraction cause the fraction to get smaller? • Why does dividing fractions sometimes get bigger and sometimes get smaller?	• How to order decimals with different numbers of decimal places. • How to compare the size of decimals • How to determine the size of a decimal • How to round decimals to varying degrees of decimal places.	• When is it appropriate to use a tally chart? • How to decide on which the two variables are in a table?	• How much is each picture worth? • How to work out fractions of the picture? • What do we mean by frequency? How do scales work? • When would we use each type of bar chart? • When would we use a simple bar chart and when would we use a comparative/ composite bar chart? • Can the same data be represented in different ways?
Skills	• Converting between units • Timetables • Planning a journey	• Multiplying and dividing fractions • Fraction of an amount • Fraction/ decimal conversions	• Ordering decimals • Rounding • Estimation • Truncation • Error intervals • Add/ subtract/ multiply/ divide decimals	• Data collection sheets • Two-way tables	• Pictograms • Bar Charts • Line Graphs

SoL	N7 - Accuracy	N8 - FDP	A3 – Expand double brackets	A4 – Linear equations	G5 – Angles in triangles and quadrilaterals
Knowledge	• What are the biggest and smallest numbers a rounded number could have been?	• How to move between a decimal and a percentage?	• Understand why the mnemonic FOIL works.	• Important to understand that answers can be fractional or negative. Try to move away from decimals.	• Understand the link between special types of triangles and quadrilaterals with their angles.

	• What does an inequality symbol mean? • How to represent this using inequality symbols? • How does rounding differ to truncating?	• How to move between a fraction and a decimal? • How to move in two stages from a fraction to a percentage? • Why commonality is needed when ordering FDP?	• Be able to multiply algebraic terms and take into account the use of directed numbers within these.	• Understand the difference between expanding single brackets and double brackets. • Understand that an equation is a balance between the two sides, and therefore how to manipulate each side in order to solve the equation. Understand what is mean with an answer as an inequality.	• How can chains be created in order to solve a problem? • How to provide reasons for working? • Understanding that a reason is not written mathematically.
Skills	• Rounding and truncating • Estimating • Error intervals	• Conversions • Ordering	• Expanding double brackets	• One and two step • Brackets • Unknowns on both sides • Inequalities on a number lines Solving inequalities	• Missing angles in triangles and quadrilaterals • Missing angles in parallel lines

SoL	G6 – 3D shapes	N9 – Properties of number	R1 – Ratio and Proportion		
Knowledge	• Understand the meaning of each of the terms vertices, faces and edges. • Understand how to deconstruct a 3D shape into a net. • Understand that different nets can lead to the same 3D shape. • Understand how to draw different plans and elevation and being able to add dimensions to these.	• How to use a combination of primes and factors to break down a number into its prime factors. • How to use prime factors to find HCF/LCM • How to decide which method is appropriate between listing and using a Venn diagram in order to find HCF/LCM	• How to use the unitary method in order to solve problems involving ratio. • How to solve recipes problems by working backwards? • How to work through exchange rates problems that involves two steps in order to solve.		
Skills	• Vertices, faces, edges • Nets • Plans and elevations	• Squares, cubes and roots • Factors, multiples and primes • HCF and LCM • Prime factor decomposition	• Write a ratio • Simplify and equivalent ratio • Sharing in a ratio • Recipes • Exchange rates • Best buys • Scale drawings		

MATHS HIGHER
The possibilities are infinite
To spark numerical ingenuity, confidence and fluency by creating, challenging and championing your mathematical understanding.

SoL	N1 - Accuracy	G1 – Angles	A1 – Algebraic Manipulation	N2 – Calculations with bounds	N3 – Factors and Multiples
Knowledge	• Meaning of symbols (less than, more than, etc) • Terms: truncating, significant figures • Order of operations (BIDMAS)	• How to use a protractor • Bearings system conventions • Name of triangles and quadrilaterals • Properties of triangles and quadrilaterals	• Terms: expression; expand; multiply out; substitute	• Conditions for answer to be suitable degree of accuracy • Conditions for maximum and minimum value of calculation	• Terms: factor; multiple; prime • How to identify factors, multiples and primes
Skills	• Order of operations • Estimation • Rounding • Truncating • Error intervals	• Labelling convention • Triangles • Quadrilaterals • Bearings	• Writing expressions • Expand single brackets • Factorise single brackets • Substitution	• Calculations with bounds • Suitable degree of accuracy	• Estimating roots • Fractional indices • HCF and LCM • Prime factor decomposition • Venn Diagrams

SoL	G2 – Angles in Polygons	N4 – Indices	R1 – Ratio as Fractions	S1 – Collecting Data	A2 – Quadratic Expressions
Knowledge	• Sum of interior angles formula • Sum of exterior angles • Names of polygons	• Relationship between roots and fractional indices • Roots of square numbers • Meaning of negative powers	• Relationship between fractions and ratios	• Terms: discrete; continuous; qualitative; quantitative	• Mnemonic: FOIL
Skills	• Sum • Interior angles • Exterior angles	• Estimating roots • Index laws • Negative powers • Fractional powers	• Writing a ratio as a fraction • Sharing in a ratio • Linear function	• Data capture sheets • Two-way tables	• Expand double brackets • Expand three brackets • Factorise • Difference of two squares

SoL	N5 – Adding and Subtracting Fractions	G3 - Pythagoras	R2 – Ratio Problem Solving	S2 – Sampling	A3 – Patterns and Sequences
Knowledge	• Relationship between mixed numbers and improper fractions	• Pythagoras' formula • Identifying hypotenuse		• Terms: continuous; discrete; quantitative; qualitative; representative	• Triangular numbers, square numbers, cube numbers, Fibonacci sequence
Skills	• Simplifying, equivalent and ordering • Adding and subtracting fractions	• Pythagoras • Pythagoras in 3D	• Ratio for worded problems • Ratio given one part	• Methods of sampling • Stratified sampling	• Types of sequences • Generating • Linear nth term

	• Adding and subtracting mixed numbers		• Ratio when told the difference		• Quadratic nth term

SoL	N6 – Multiply and Divide Fractions	G4 – Right-angled Trigonometry	A4 – Solving Linear Equations	G4 – Perimeter and Area	S5 – Charts and Graphs
Knowledge	• Relationship between mixed numbers and improper fractions • Term: reciprocal	• Names of sides: hypotenuse; adjacent; opposite • SOHCAHTOA mnemonic	• Terms: equation; expression; term; variable; unknown	• Formula for area of triangle, square, rectangle, trapezium, parallelogram/ rhombus, kite • Types of triangle: scalene; isosceles; equilateral • Units of area • Conditions for maximum and minimum area and perimeter	• Where to plot points in frequency polygon • Terms: interpolate; extrapolate; outlier; trend; correlation • Types of correlation
Skills	• Multiplying and dividing fractions and integers	• Calculating sides • Calculating angles • Problem solving	• One and two step • Writing equations • Brackets • Unknowns on both sides	• Perimeter • Rectangles • Triangles • Quadrilaterals • Bounds • Units of area	• Pie charts • Frequency polygons • Scatter graphs

SoL	N7 – Standard Form	A5 – Linear graphs	R3 – Numerical Proportion	N8 – Fractions and Decimals
Knowledge	• Requirements of standard form notation	• Gradient • Intercept • Meaning of variables in y=mx+c	• Conversions between metric units • Appropriate units	• Recurring symbol usage
Skills	• Converting • Adding and subtracting • Rounding • Multiplying and Dividing	• Plotting functions with integer gradients • Plotting fractions with fractional gradients • Finding the equation of a line	• Word problems • Unitary method • Best buys • Map scales	• Converting • Recurring decimals to fractions

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	B1 Cells	B2 Organisation	C1 atomic structure and the periodic table	C2 bonding, structure and the properties of matter	Energy	Particle model
Knowledge	- Eukaryotic and Prokaryotic cell structure comparison. - Role of each of the organelles: - Nucleus - Cytoplasm - Cell membrane - Mitochondria - Ribosomes - Chloroplast - Vacuole - Cell wall & cellulose - Compare plant and animal cells - How cells are specialised to carry out a particular function: - Sperm cell - Nerve cell - Muscle cell - Root hair cell - Xylem - Phloem - Importance of cell differentiation	- Cells, tissues, organs, organ systems - Role of enzymes in digestion - Effects of temperature and pH on enzyme action - Lock and Key principle - Sites of production and action of amylase, proteases and lipases - Simple word equations - Explanation of absorption - Role of Bile and where it is made and stored. - How the lungs are adapted for gas exchange - Structure and function of the heart and lungs - Structure and function of arteries, capillaries, veins and coronary arteries - The role of artificial pacemakers - Functions of the components of the blood: - Red blood cells	- Atoms, elements, mixtures and compounds - Writing formulae of compounds - Separating mixtures – chromatography, crystallisation, distillation - Periodic table – organisation, history - Structure of the atom – history, models, isotopes and formation of ions - Electron arrangement and reactivity - Group 1 elements - Group 7 elements - Transition metals and noble gases	3 types of bonding: covalent, ionic and metallic - Small covalent, giant covalent, ionic and metallic substances and their properties - Alloys - Solids, liquids and gases - Changes of state - Carbon allotropes - Nanoparticles	- Energy resources - Calculating energy transferred using specific heat capacity - Calculating Energy efficiency - Calculating electrical power - Calculating electrical energy - Calculating work done - Calculating gravitational potential energy	- Particle Model - Density/ calculating density and core experiment on density - Heating and cooling curves - Internal energy - Gases and pressure - Brownian motion - Boyles Law

	• How microscopy techniques have developed • How electron microscopy has increased understanding • Differences in magnification and resolution • Structure of the nucleus of the cell • Cell cycle • Mitosis • DNA replication • What is a stem cell • Function of stem cells in embryos and adults and meristems • Treatments with stem cells • Therapeutic cloning of an embryo • Pros and cons of stem cell therapy • Description of diffusion • Explanation of diffusion • Application of diffusion • Factors controlling the rate of diffusion	• White blood cells • Platelets • Cause, symptoms and treatment of coronary heart disease to include: • Stents • Statins • Valve replacement • Heart transplant • The effects of lifestyle on non-communicable diseases • Risk factors in non-communicable diseases ie: • Cancer • Liver and brain function • Diabetes • Heart disease • What is cancer • What's the difference between benign and malignant tumours • Lifestyle risks that increase the chances of cancer • Structures of plant tissues are related to their function: • Epidermal tissue • Palisade mesophyll • Spongy mesophyll • Xylem and phloem • Meristem tissue				

		• How root hair cells, xylem and phloem are adapted to their function • Explain the effect of temperature, humidity, air movement and light intensity on the rate of transpiration. • The role of stomata and guard cells in controlling gas exchange and water loss.				
Skills	• Scale calculations • Magnification calculations • Standard form • Recognise and draw images of cells • Estimation of size • Use a light microscope • Develop models and analogies to develop explanations of how cells divide. • Evaluation of risks and benefits • SA:V ratio's calculated and compared • Calculate percentage gain and loss • Measure rate • Use percentages	• Size and scale in the opposite • Rate calculations of chemical reactions. • Modelling to explain enzyme action • Biochemical testing • Identifying unknown substances • Drawing and observing skills • Evaluating pros and cons of different procedures • Translate disease incidence information between graphical and numerical forms, construct and interpret frequency tables and diagrams, bar chart and histograms and use a scatter diagram to identify correlations between variables.	Literacy: • development of vocab – see KO words in bold; • AO2/AO3 style GCSE questions/long answer Numeracy: • calculating numbers of sub atomic particles • recording data in a table Working scientifically: • making and recording practical observations; • writing equations; • understand how theories have developed over time; • recognise the importance of peer review; • use a variety of models	Literacy: • development of vocab – see KO words in bold; • AO2/AO3 style GCSE questions/long answer Numeracy: • using and interpreting melting/boiling point data; calculating electrons in an atom/compound; • standard form; (• conversion of units Working scientifically: • linking properties of substances to uses; • deducing type of bond based on properties; • modelling bonding; • using scientific vocabulary;	• Using equations • Rearranging equations • Converting units • Applying knowledge of renewable energy to real-life situations.	• Measuring melting, boiling point • Using equations • Measuring density of regular and irregular objects • Understand what causes pressure • Calculating pressure • Understand Particle models

		• Sampling principles related to epidemiological data. • Measure the rate of transpiration • Investigate stomata and guard cells • Process data with means and SA:V calculations.	Practical skills: • separating a variety of mixtures	• standard form; • conversion of units Practical skills: • observing properties of various substances; • study melting/boiling points of substances	

Science Assessment and Feedback

In Year 9 students start being taught the knowledge and skills of the GCSE Science specifications. All students are formally assessed at the end of each taught unit with a Key Marked Piece which comprises GCSE past exam questions. These are marked in a timely manner by teachers and the mark recorded on a central department spreadsheet. The students have an end of year exam which assesses the knowledge and skills taught throughout Year 9.

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	Eat and Feel - Food Art	Eat and Feel - Expressionism – 'Self'
Knowledge	• Students will develop knowledge about how food has been an important focus elements for artists, designers and practitioners throughout history. • Students will know that food can be captured realistically and in an abstract form however that it can also be used conceptually to communicate a message about a particularly theme of issue.	• Students will learn that art can express strong emotions and be inspired by strong emotions and exploration into the self. Mental health is a factor that has inspired various artists. • Students will analyse artists who have suffered. Students will go onto create a piece of work that addresses the self, self image and portraiture.
Skills	*Students will focus on the following skills during the project:* • Drawing and recording • Experimentation with media • Creativity • Idea development • Idea refinement • Imagination • Use of process • Health and Safety awareness	*Students will focus on the following skills during the project:* • Portraiture • Mental Health awareness • Artist Research • Drawing and recording • Idea Development • Idea refinement • 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 identity 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	Game Development	E-Safety	Data and Algorithms	Video Editing	Networks	HTML	Cyber Security
Knowledge	Students will develop a deeper understanding of how to create a solution using programming code through problem solving skills. They will create a game using Python and EasyGUI – building on their knowledge of programming from Y7 and 8 and applying this to a desktop app.

Students will understand the use of GUI functions such as ynbox, messagebox, picturebox and so on. They will understand the function of IF statements and why the computer needs to use them in order to make decisions. Students will explore the need for iteration and how to create loops in order to make programs more efficient. Students will have the opportunity to understand what a sub routine and what a library is and what problem they solve / why they needed. | Students recognise that they can share information and images which are sensitive and need to consider who the recipient is.

Students understand the dangers of sharing sensitive information or images including that it may be passed on to others without their permission.

Understand that once information is posted it is difficult if not impossible to retrieve it. It may be shared by others.

Recognise that information shared may have an impact on a persons online identity and profile – including long term impacts of | Students will build on their knowledge of how computers work to develop a more detailed understanding of:
Understanding on abstraction and modelling.
How is data stored on a computer
How digital images are stored and encoded
How to measure data sizes
Revisit the Binary number system work to convert Binary to Denary – then Denary to Binary
How does digital sound work
What is Hexadecimal and how to convert them
What is an algorithm? And why do we need them to search
How could we tell a computer to order a list?
How does the computer sort data
Be able to define compression and File compression | As part of their studies, students will be given the opportunity to explore how videos are made. Students will expand their knowledge on:
Purpose and audience
Use of assets and resources when making digital video content
Legal issues surrounding the making and distribution of video
Techniques used to make a video using existing digital artefacts
Students will gain a knowledge of some of the techniques used when creating video content via a camera or animation. | In this unit students will gain a greater knowledge of how computers communication with each other. In particular students will focus on the key principles of:
The difference between a WAN and LAN.
What is the WWW and what is the difference between the internet.
Networking hardware
Security issues
Draw a network topology
Be able to calculate network speeds
What is Encryption and how do you decipher it.
Recognise dangers and consequences of leaked information and how encryption can help protect identity. | During the web development unit students will expand on their studies of the WWW in the previous unit to see how this can be implemented to create a working website. Students will learn the use of tags to structure a HTML document. They will learn about creating links to navigate a web site (as opposed to a web page).
Students will learn the difference between using a text editor to write HTML and a web development package to create pages using WYSWYG.
Also students will have the opportunity to see how and why responsive design is important when creating a website and the issues surrounding browser compatibility. | in this unit the core focus is on the security risks when using the internet. Students will develop their knowledge of the risks posed when using different systems and ways to identify or avoid them. This includes the reliability of information online. Specifically students will gain knowledge about:
- how contributors to social media may be 'social bots'
- malware is and give some examples of how it operates
- how to manage security software and understand why regular updates are important
- advanced password management and two factor authentication |

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		content posted on social media.					
Skills	Students will apply their knowledge to design, create and review a working product. Students will apply this in making a working game program. They will use input and output with variables in Python EasyGUI. Students can independently create Yes / No, input and selection boxes as appropriate to their design. They can use IF statements effectively. Some will implement loops and subroutines to improve code efficiency. Students will understand how the EasyGUI library works and combine it to develop an algorithm for a working game.	Be able to suggest what the consequence of sharing sensitive information is.

Suggest what kind of information can be shared and what should not be shared.

Be able to explain what the resulting factor may be of sharing content which is sensitive and the avenues which they may fall into.

Students can suggest what to do if something of this nature occurs. | By the end of the unit, students can explain what a digital image is and how binary can be used to store it. They can demonstrate the process to encode and decode a digital image. Students are able to: convert a binary number into a denary number and the back again. They will understand sizes of data for images and sound. Students can explain how computers use abstraction to store and transmit sound. They will be able to demonstrate how hexadecimal values can be represented in binary (nibbles) and convert binary to hexadecimal and into denary. Students can define algorithm and understand and explain how binary and linear search algorithms work. They sow an understanding of the principles of data compression. | Students will learn how to use a digital video editing software package in order to create a video product. They will learn to use appropriate resources for a given task and will develop skills in selecting content which meets a given brief. Students will also be given the chance to review work in order to make a critical judgement on the content and its appropriateness. They can evaluate legal issues as well as challenges surrounding ethical video use. Students can export a video to an appropriate format for a given use. | Students will be able to explain the difference between the Internet and the WWW. They will show how systems can be physically connected through star, bus and Ring networks. They will draw upon the advantages and disadvantages of these models. Students can encrypt information and decipher a reply Explain the dangers of social network sites and suggest ways to avoid them. Understand what happens when fake news spreads and explain what impact it may have on the area. | Students can use a range of HTML tag commands to create a simple web page. Students are also able to use the tags to create basic levels of formatting and layout features. They are able to use techniques in order to develop pages which meet a given criteria / purpose and audience. Student will be able to use a WSYWIG editor to create web pages with appropriate content and link them together. Using the skills they develop during the unit students can also explore additional features and apply them independently using the W3 schools tutorials. | The skills in this unit surround the knowledge part as students become aware of the issues they are able to act to prevent or avoid dangerous situations. In particular they can identify the dangers and suggest ways to avoid them. They are critical with their interpretations of online information. Students will also be able to suggest ways of securing their computer and explain the consequences of cyber-attacks. Students will also be able to discuss the legislation the surrounds these issues. |

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	Abstract Drama	Mark Wheeller	Stanislavski	Brecht	Black Out – Script	TIE – Keeping Safe
Knowledge	By the end of the unit students will: Adhere to the drama and classroom rules for safe working Know the key words for Abstract Drama. Know how to Learn lines for a short script.. Select actions to create meaning in an abstract drama script Know how to Work closely together in a small group to share ideas and work creatively	By the end of this unit students will: Adhere to the drama and classroom rules for safe working Have developed an understanding of the style of the play Understanding of the main issue- eating disorders Know what Structure and Pace, is Know what Body propping and Precise theatre skills are Know how these skills contribute to the meaning created in each explored scene	By the end of this unit students will be able to : Develop an understanding of the performance styles of Stanislavski and realism. know and explore three key elements of Stanislavski's system, in particularly Magic If, Objectives and Emotion Memory Know the historical and social influences on Stanislavski and theatre. Know how to develop a performance piece that uses Stanislavski's techniques and ideas. Know how actors use their own experiences to apply stans method Know the key words and use them in written work Know how to Work closely together in a small group to share ideas and work creatively with mutual support and respect	By the end of the unit students will: Adhere to the drama and classroom rules for safe working Know facts about Brecht and Brechtian theatre Know his techniques of Placards, Multi role, Song, Multi prop, narration, audience address, political and social commentary, making the audience think, alienation, gestus. Be able to use some of the techniques in a devised Brechtian performance Collaborate with others in a group on a devised performance with a Brechtian form Know how to write about the process of creating Brechtian theatre Make links with Brechtian theatre within a historical. social and political frame	By the end of the unit students will: Adhere to the drama and classroom rules for safe working Develop a role as part of a scripted performance. Rehearse and perform scene from Black Out to an invited audience Speak lines and remember blocked scenes. Make progress in their rehearsal techniques over time. Develop choral work and choregraphed actions, as part of an ensemble. Know their queue lines, exit and entrances as well as their actions. Lean lines as part of home work. Commit to the group's performance and stay focused in order to bring the performance to a successful end. Show responsibilities towards others, ie fellow actors, director and audience	By the end of the unit students will: Adhere to the drama and classroom rules for safe working Develop understanding of the TIE performance style. Create a performance for a younger audience which is informative and entertaining. Research 'keeping safe' using information from the Suzi Lamplugh trust. Collaborate with the whole class to create a TIE performance. Share ideas, contribute to group work and stay committed to the devised performance. Understanding the importance of, and the effect of comic relief.
Skills	Students will be able to:	Students will be able to:	Students learn to find the truth in their actions,	Learn the list of Brechtian techniques and	Learning lines and remembering them in	Take part in discussions and rehearsals towards a

	Listen to others to create closer coherence from the performers Exaggerate actions to create comic meaning in rehearsal and performance Use audience reaction to explore work further Develop ensemble skills Make links with the work they create and professional repertoire such as DV8	Take part in discussion or written response on the issues in the play with some sensitivity Use with differing levels of success the skills of body propping, structure, precis theatre and pace during rehearsal and performance Give written examples of how these skills have been used	character study, and emotional responses. Their skills application will become increasingly believable. Students will learn to take care of each other's emotions and feelings Be able to apply emotional memory with different levels of success Be able to understand the objectives for a range of characters Be able to develop skills in Magic If and empathy Be able to apply the skills in sustained performance	understand what the techniques look like on the stage. They will need to be able to demonstrate them in their own devised work with different levels of success Students will need to be able to link Brecht's ideas about theatre and their own devised piece. (Procedural knowledge) Students will use their own performance skills in a devised piece in front of their class. They will need to explain their ideas in a written report.	order to perform them fluently. Recall directions, choral work and ensemble work. Develop a role as part of a performance. Commitment, focus and responsibilities Audience awareness Voice projection Actions and movement.	TIE performance on staying safe. Understanding audience involvement Creating TIE characters. Deliver serious issues through empathy and sensitivity Rehearsal and performance techniques :Voice projection Character development. Story telling. Actions and movement Breaking the fourth wall

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	Physical Geography - Content	Physical Geography - Investigation	Human Geography - Content	Human Geography - Investigation	Fieldwork and Skills - Physical	Fieldwork and Skills - Human
Knowledge	• Students will know about the causes, effects and responses to tropical storms. • They will undertake a decision-making exercise in which they apply their knowledge and understanding to suggest appropriate solutions to the issues investigated.	• Students will know the processes taking place in the coastal system. • They will investigate a range of techniques used to manage coastal erosion. • Students will undertake a decision-making exercise in which they apply their knowledge and understanding to suggest appropriate coastal management for specific locations.	• Students will know the rates of urbanisation across the world and the impact of rapid urbanisation on developing countries. • They will find out about life in the slums of Mumbai. • Students will undertake a decision-making exercise in which they apply their knowledge and understanding to suggest how slum areas can be improved.	• Students will know where our energy comes from and investigate issues of supply and demand. • They will investigate alternative sources of energy. • Students will undertake a decision-making exercise in which they apply their knowledge and understanding to evaluate the impacts of nuclear energy.	• Students will know how to complete a coastal fieldwork enquiry. • They will know how to plan an enquiry, use different fieldwork techniques and how to process and use data to reach conclusions.	• Students will know how to complete an urban fieldwork enquiry. • They will know how to plan an enquiry, use different fieldwork techniques and how to process and use data to reach conclusions.
Skills	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 complete an enquiry. Students will understand how to apply their skills to assessment, being able to use and interpret a range of resources and apply their knowledge to a range of commands.				Students will develop fieldwork skills and will understand how to apply their skills in an exam context.	

Geography Assessment and Feedback

<u>Year 9 ENQUIRY</u>

Students will complete six units (Physical, Physical Enquiry, Human, Human Enquiry, Fieldwork and Skills – Physical, Fieldwork and Skills - Human).

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 Y9 End-Of-Year Exam.

All lessons follow the same structure – class work will be teacher, peer and self-assessed where appropriate.

Homework tasks will be weekly questions set for the current unit of study and they will be teacher assessed using teacher, peer and self-assessment (as appropriate).

- Class work will be briefly checked by the teacher (ticks only).

- Extended tasks <u>may</u> 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	First World War	Inter War years 1920s and 30s USA	Rise of Hitler and the Second World War	Holocaust	20th Century USA (Civil Rights, JFK)	Cold War
Knowledge	• Causes of the First World War • Assassination of Archduke Franz Ferdinand • Events of the First World War • Conditions in the trenches • Peace negotiations and peace treaty	• 1920s US economy – mass production, hire purchase, the American dream, advertisement • 1920s culture – women, the jazz age, prohibition and gangster culture • 1929 Wall Street Crash • The Great Depression • 1932 Election – Hoover vs Roosevelt • The New Deal	• Hitler's rise to power. • Causes of WWII. • Events of WWII including the Homefront (evacuation, Blitz, propaganda) and key battles. • End of WWII including the atomic bomb.	• Life of Jewish people in Nazi Germany • Why were the Jews persecuted • Use of ghettos • Liquidation and transportation • Use of concentration and death camps • Final Solution • Rescuers – those who helped Jewish people escape persecution	• Civil Rights Movements • Montgomery Bus Boycott • Role of Martin Luther King • Assassination of JFK	• Introduction to the Cold war • Origins of Cold War • Iron Curtain • Belin Blockade • Arms Race • Cuban Missile Crisis • Vietnam in the Cold War • Return to Hostilities • End of Cold War
Skills	1. Causation 2. Significance 3. Explanation/analysis/evaluation	1. Cause 2. Consequence 3. Source Investigation 4. Significance	1. Explanation/analysis/evaluation 2. Cause and consequence 3. Significance/importance	1. Explanation/analysis/evaluation. 2. Empathy. 3. Cause and consequence 4. Significance	1. Explanation, analysis, evaluation 2. Evidence work 3. Significance	1. Significance 2. Chronology 3. Causation 4. Interpretation

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 Ma vie sociale d'ado	Module 2 Bien dans sa peau	Module 3 A l'horizon	Module 4 Spécial Vacances	Module 5 Moi dans le monde
Knowledge	Je vais sur ma page perso/Je lis mes messages/Je poste des messages/Je modifie mes préférences/J'invite mes copains/Je fais des quiz/Je joue à des jeux/Je regarde des photos/Je commente des photos/Je passe des heures … On organise des sorties/On partage des photos/On s'envoie …des liens vers des vidéos/de temps en temps/quelquefois/souvent/tous les jours/tous les weekends/tout le temps/une fois/deux fois… par jour/semaine/mois/arrogant(e)/beau/belle/charmant(e)/drôle / égoïste/généreux/généreuse/gentil(le)/jaloux/jalousie/joli(e)/lunatique/pénible/ timide/Je vais/On va …aller au cinéma/en ville/aller à la patinoire/à une fête/faire les magasins/faire un piquenique/Tu viens avec moi/nous?/Tu veux m'/nous accompagner?/Ça t'intéresse?/On se retrouve où/à quelle heure?/chez moi/toi/Il y a une séance à …/À plus/À	la bouche/le bras/le corps/le dos/l'épaule/les fesses/le front/le genou/la jambe/la main/le nez/l'œil/les oreilles/le pied/la tête/le visage/les yeux/Où est-ce que tu es touché(e)?/blessé(e)/gagner/éliminé(e)/le member/le matériel/le fairplay/ Pour être un bon sportif, …/il faut …/avoir un bon programme d'entraînement /bien dormir bien manger/être motive/aimer la competition/J'aime …/Je n'aime pas …/jouer dans une équipe/Ça booste le moral. /C'est fatigant/C'est ennuyeux/Je pense que …/Je suis d'accord avec …/Je ne suis pas d'accord avec …/À mon avis …/ les céréales/les chips/l'eau/les fruits /les legumes/les œufs/le pain/le poisson/les produits laitiers/ les sucreries/les boissons gazeuses/la viande/Je mange sain/Je ne mange pas sain/Je mange du/de la/de l'/des …/Je ne mange pas de …/Je ne mange jamais de …/ Je vais faire du sport régulièrement/Je vais manger sain/Je vais prendre des cours d'arts martiaux/Je vais aller au collège à pied/Je vais faire trente minutes d'exercice par jour/Je vais	Dans deux/quatre ans, …. / Un jour, … / Je vais … / aller au lycée / avoir un emploi bien payé / faire un apprentissage / faire des études à la fac / quitter le collège / travailler / voyager / Avec les languages, on peut … / comprendre les gens / travailler dans un autre pays / À mon avis, parler une autre langue, c'est … / un avantage/important/un plus parce que … / d'abord / ensuite / l'après-midi / créatif / intéressant / motivant / l'emploi / le travail / Qu'est-ce que tu fais comme travail ? / Quelles sont tes responsabilités ? / acheter / contacter / inventer / organiser / répondre au telephone / Qu'est-ce que tu voudrais faire plus tard ? / Je voudrais être / acteur|actrice / contrôleur aérien / directeur|directrice de magasin	Je passe mes vacances …/ au bord de la mer/en colo, etc. / Je vais en vacances avec ma famille/avec mes copains, etc. Je reste une semaine/quinze jours, etc. / Je fais … / du canoë-kayak/du VTT/de la voile, etc. / Un jour, je voudrais …/ aller au pôle Nord / descendre l'Amazone en canoë / faire de la plongée sous-marine etc. / Ouais! / Cool! / Quelle horreur! / Ce n'est pas mon truc. etc./ un chargeur (pour mon mp3) / un portable / des palmes / des tongs / Je me baigne / Je me coiffe / Je m'ennuie. / J'ai oublié mon passeport / J'ai perdu mon portemonnaie. / On a raté l'avion. / Aïe ! / Mince ! / Oh là là ! /J'ai / Il/Elle a / fait du tir à l'arc / fait du trampoline / fait de l'escalade / Je suis / Il/Elle est / allée(e) à la pêche /	J'ai le droit …Je n'ai pas le droit …d'aller au MacDo avec mes copains de regarder la télé dans ma chambre…….de sortir seul(e) etc. Mes priorités sont …le foot,la musique,ma famille,mes amis,etc. Je n'aime pas du tout …le racisme,la pauvreté dans le monde,la violence,etc. J'achète…J'ai acheté…Je vais acheter…des jeux vidéo et des DVD, des produits du commerce équitable, des produits d'occasion,etc. en général,hier,la semaine prochaine,etc. Pour moi, le bonheur, c'est…d'être en famille,de danser,de faire les magasins de jouer au foot,de partir en vacances

		aller au collège à vélo/ En général …/je ne fais pas beaucoup d'activité physique/je ne mange pas très sain/je vais au collège en bus/à midi, je mange un hamburger/je joue à des jeux vidé/mais à l'avenir …/je vais manger/aller/jouer, etc/			
Skills	• Using present tense verbs • Giving opinions • Using direct object pronouns • Developing writing skills • Using adjectival agreements • Using the near future tense • Using the perfect tense • Reading for gist • Using three tenses • Using expressions of frequency	• Using à + the definite article • Giving opinions • Using c'est / ce sont • Using il faut + infinitive • Using agreeing and disagreeing phrases • Using the near future tense • Using sequencers • Using the present tense • Using two tenses together • Using negatives • Using du / de la / de l' / des	• Using the near future tense • Developing speaking skills • Using modal verbs and infinitive • Developing writing skills • Using a variety of adjectives • Asking questions • Identifying grammatical structures (gender) • Developing listening skills • Using common irregular verbs	• Using the near future tense • Developing speaking skills • Using modal verbs and infinitive • Developing writing skills • Using a variety of adjectives • Asking questions • Identifying grammatical structures (gender) • Developing listening skills • Using common irregular verbs	• Infinitives • developing writing skills • developing speaking skills • developing reading strategies • Irregular verbs • using different time frames: which tense to use?

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 Somos asi	Modulo 2 Orientate	Modulo 3 En forma	Modulo 4 Jovenes en accion	
Knowledge	Me gusta / ¿Qué cosas te gustan? / ¿Qué cosas no te gustan nada? / Me encanta/n… / Me chifla/n… / Me gusta/n… / Me gusta/n mucho… / No me gusta/n… / No me gusta/n nada… / los videojuegos /el fútbol / la violencia /el deporte / la música / los deberes / la tele / las artes marciales / los insectos / el dibujo / los animales / el racismo / ¿Cómo organizas tu semana? / los lunes / los martes / los miércoles / los jueves / los viernes / los sábados / los domingos / los fines de semana / monto en bici / bailo Zumba / saco fotos / leo libros / cocino para mi familia / veo un partido de fútbol / toco el teclado / una vez a la semana / dos veces a la semana / a veces / a menudo / siempre / casi todos los días / todos los fines de semana / una película de acción / una película de aventuras / una película de animación / una película de ciencia ficción / una película de terror / una comedia / una película de superhéroes / una película de fantasía / Mañana es mi cumpleaños. Voy a… / Vamos a… / ¿Cómo vas a celebrar tu cumpleaños? / ¿Qué planes tienes?	¿En qué trabajas? /soy cocinero/a / soy camarero/a / soy peluquero/a /soy jardinero/a /soy limpiador/a /soy dependiente/a/ soy recepcionista / el/la jefe el/la directora/a /es… duro / difícil / fácil / estresante / repetitivo / creativo/ monótono aburrido / Mi jefe es… / Los clientes son… / ayudar a los clientes / preparar comida / hablar por teléfono / cortar pelo / limpiar / ¿Qué te gustaría hacer? / ¿Qué no te gustaría hacer nada? / Me gustaría… / trabajar en una oficina / trabajar al aire libre / trabajar solo/a / trabajar en equipo / hacer un trabajo creativo / hacer un trabajo manual / trabajar con niños / trabajar con animales / tener un trabajo sociable / organizado/a / hablador/a / paciente / ambicioso/a / trabajador/a / independiente práctico/a / llegué / hablé / jugué /	¿Llevas una dieta sana?, ¿Qué comes?, ¿Qué bebes?, pescado, pan, café, fruta, leche, pasta, pasteles, caramelos, verduras, galletas, todos los días, a menudo, a veces, tres veces al día, una vez a la semana, En mi opinión / Creo que (no) llevo , Como / Bebo… porque…, Pero nunca…¿Qué haces para estar en forma?, Juego / prefiero jugar, al baloncesto, al fútbol, a la pelota vasca, al tenis, al rugby, Prefiero hacer, artes marciales, atletismo, baile, natación, gimnasia, me acuesto, hago natación, ceno, me ducho, desayuno, me lavo los dientes, me despierto, me levanto , ¿A qué hora?, a las seis, a las seis y cuarto, a las seis y media, a las siete menos cuarto, ¿Qué te duele?, Me duele…, la pierna, la espalda, el pie, el brazo, el estómago, la cabeza, la garganta, Me duelen…, los dientes, los ojos, los oídos, Se debe…, dormir ocho horas al día, comer más fruta y verduras, beber agua frecuentemente, entrenar una hora al día, No se debe…, comer comida basura, fumar, beber	/ colombiano/a, español/a, pakistaní, norteamericano/a, argentino/a, inglés/inglesa, peruano/o, Tengo derecho al amor y a la familia. Tengo derecho al juego. Tengo derecho a la educación. Tengo derecho a la protección. Tengo derecho a la libertad de expresión. Tengo derecho a un ambiente sano. … pero no puedo jugar con mis amigos. …pero no puedo respirar. …pero no puedo salir a la calle. … pero no puedo dar mi opinión. …pero no puedo vivir con mi familia. …pero no puedo ir al instituto. ¿Cómo vas al insti? Voy a caballo. Voy en bici. Voy en metro. Voy en autobús y en tren. Voy en barco. Voy a pie. ¿Por qué? … es más rápido que ir a pie. … es más barato que ir en taxi. … es más verde que ir en autobús. … es más práctico que ir en coche. … ¡es la única	Tengo… / ¿Tienes…? / hambre / sed / sueño / Quiero… / ¿Quieres? / beber / comer algo / ir a la cama / mandar un SMS / ver la tele / ¿Adónde hay que ir? / Hay que… / ir / visitar / coger / primero hay que / luego / finalmente / hice muchas cosas / fui con mi amigo / fuimos en metro / visitamos el Zoo / visité el aviario / vi los tucanes / monté en el 'auto-tren' / saqué fotos / fuimos a la cafetería / bebí horchata / comí un bocadillo / vimos la exhibición / compré una gorra y una camiseta / ¿Qué vas a comprar? / un imán / un llavero / un collar / un abanico / turrón / una camiseta / una figurita / una taza / barato/a / caro/a / feo/a / precioso/a / útil / ¿Qué vas a hacer mañana? / Voy a… / hace sol / hace viento / hace buen tiempo / hace calor / hace frío / llueve / ¡Adiós! / ¡Hasta pronto! / ¡Buen viaje! / ¡Fenomenal! / ¡Enhorabuena! / ¡Jesús! / ¡Mejórate pronto! / ¡Que aproveche! / ¡Buena suerte!

	comí / bebí / escribí / escuché / dormí / perdí / fue + opinions / primero / luego / después / estudié / pasé / trabajé / hice	*alcohol, beber muchos refrescos.*	*opción! … es más seguro que nadar. reciclamos / no reciclamos...papel, vidrio, botellas de plástico, (no) malgastamos el agua, (no) usamos la ducha, (no) ahorramos energía, (no) apagamos la luz, (no) ahorramos la*	
Skills	• Pronunciation • Definite articles • The verb 'ser' in the present tense • Using connectives • Adding information The verb 'ir' in the present tense • Taking notes • Listening for indirect information • Listening for time clues • Reading authentic, challenging and longer texts Reading for gist	• Omitting the indefinite article • Tener + que • Me gustaría • Adjectival agreement • The preterite tense • Structuring a story • The present tense • The verb 'ir' • Checking your spelling Starting with what you know • Checking the gender of nouns • Using translation tools and dictionaries • Skimming a text • Scanning a text • Reading for detail Using the present and the preterite together	• To make a sentence negative using 'no' or 'nunca' before the verb • Using stem-changing verbs • Using reflexive verbs • Using different verbs to describe illness The difference between 'ser' and 'estar' • Using se debe/no se debe • Using the near future tense • Using connectives • Creating interesting/complex sentences using expressions of frequency/sequencers/ opinions Understanding Spanish idioms (extension)	• Using the 'he/she/it' form of verb • Using adjectives of nationality • Using the verb 'poder' • Using the comparative • Using the near future tense Using 'we' form of verbs • Creating interesting sentences • Looking up verbs in a dictionary • Using verbs with multiple meaning Using the right verb form	• Using expressions with 'tener' • Using the superlative • Using the preterite of irregular verbs • Using 'tú' and 'usted' Using three tenses • Speaking confidently • Listening for indirect information • Listening for time clues • Reading authentic, challenging and longer texts • Reading for gist • Developing accuracy Accurate pronunciation and intonation

GERMAN
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	Family	School	Free Time and Hobbies	Home	Food and Drink	Local Area
Knowledge	- Greetings - Introduction to Germany and German-speaking countries; names of towns and countries - Symbols of Germany - Classroom language - Greetings; introduce yourself and spell your name - Numbers up to 31; months - Say your age and birthday - Say which country you're from, where you live and what languages Family, brothers and sisters - Pets and zoo animals - Colours - Descriptions of self and others you speak	- Classroom objects; items in a school bag - Opinions of school subjects - Ask and say what time it is; talk about school timetables - Days of the week - Gender: der, die, das - Ich habe (k)ein(e)(n) … - Ich habe, du hast, er/sie hat, wir haben "Verb second" word order	- Sports and musical instruments - Hobbies: talk about what you like doing and prefer doing, and what your favourite hobby is - Talk about computer games - Say how often you do something - Gern, nicht gern, lieber, am liebsten - Present tense of a regular verb (spielen) and irregular verbs (fahren, lesen, sehen) - Denn - How to say "them" (sie) - Word order with time phrases	- Countries, regions and the weather - Types of neighbourhood; types of house; rooms in a house or flat; bedroom descriptions - Numbers up to 100 - Present tense of wohnen - Prepositions + dative (einem/einer/einem, dem/der/dem) - Es gibt + accusative (einen/eine/ ein)	- Food: likes, dislikes and what you eat for different meals - Order a snack - Numbers up to 1000; quantities and packaging; food shopping - Healthy eating - Order a meal in a restaurant "Verb second" word order - Ich möchte + noun - Singular and plural nouns (units of quantity) - Man soll + infinitive - Ich esse + kein(e)(n) …	- Places in a town - Talk about what you can do in a place and express your opinions - Ask for and give directions - Buy tickets and presents - Tourist information •Es gibt + (k)ein(e)(n) … - Modal verbs (können, wollen) - The imperative (du, Sie) - Ich möchte/nehme + accusative - Subject–verb inversion in questions

Skills						
	• Use a bilingual dictionary • Learn words and their plurals • Work out meaning • Identify language patterns • ü • sch • v • ei	• Work out meaning (cognates, context, component parts of a word, visuals) • Ask questions	• How to keep a record of new language • Deduce meaning from intonation • Use known language to work out meaning of new words • Adapt language to create new language • a and ä • Pronounce words that look alike in English and German	• Learning techniques • Adapt language to create new language • Work out meaning of compound nouns • Work out language patterns	• Use linking words • Use familiar language in a new context • Use polite language • Work out language patterns • Use different strategies to work out meaning	• Ask questions • Evaluate and improve written work • Identify language patterns • Listening strategies

JAPANESE
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 : Introduction Myself & Family	Module 2 : Free time & Hobbies	Module 3 : School	Module 4 : Holidays	Module 5 : Future Plans
Knowledge	Japanese pronunciations & characters. **Basic greetings** Hello / Good bye Thank you / No thank you. How are you? - I am/am not fine. **Basic self-introductions** I am (name). I am/ am not (nationality). I am / am not ___ years old. **Vocabulary** Numbers, Months & dates Nations & nationalities Family members/ typical pets Useful classroom phrases, etc. **Japanese culture** How much do you know about Japan? How we start and finish our lessons.	Talking/reading/writing about abilities & preferences. I am good at / bad at ____. I like /dislike ____. **Talking /reading/writing about actions.** I do/play, I eat/drink ____, I listen/ read ____, etc. **Adding frequencies.** Always, often, sometimes Not very often, not at all/never **Negative forms** -jya arimasen. (be-verb) -masen. (general verbs) **Past forms** - deshita. (be-verb) - mashita. (general verbs) **Vocabulary** To eat, to drink, to listen, to read, to write, to buy, to talk, to watch/see, etc. Nouns - sports, hobbies. **Japanese culture** Popular sports/hobbies in Japan.	Talking /reading/writing about school subjects. I study _____. Mr/Ms__ teaches ___. **Talking /reading/writing about school.** There is/isn't _____. My school has _____. **Adding an adjective before noun.** Big/small school, Scary/pretty + noun Interesting/ boring + noun, Strict/gentle + noun, etc. **Vocabulary** School subjects School rooms/buildings Adjectives **Japanese culture** Japanese school life	Talking/reading/writing about holidays I go/come/return to A. **Adding a time reference.** Yesterday/Today/Tomorrow Monday – Sunday O'clock, half past, etc. **Adding a transport** By bicycle, by car, by bus, by train, by bullet train, by underground train, by taxi, by ship, by aeroplane, on foot, etc. **Adding companions** With family, friends, pets, etc. **Putting all elements together.** e.g. I go to Japan by aeroplane with my family in August. **Japanese culture** Japanese basic geography	Talking/reading/writing about future plans. I want to do A. **Hiragana characters (reading only)** Basic ones & modified ones. **Japanese culture** Japanese seasons & festivals.

Skills					
	• Giving /receiving appropriate basic greetings and classroom phrases. • Giving basic self-introduction, using "A is B". • Negative form – jya arimasen. • Using family members as subject. • Recognising and using numbers 0-100. • Japanese pronunciations.	• Giving own abilities using jyouzu/heta desu. • Giving own preferences using suki desu/ kirai desu. • Using everyday general verbs. • Using frequencies. • Changing -masu into negative -masen form. • Using variety of nouns selected from sports/hobbies. • Asking/answering questions.	• Using A studies B". • Using A teaches B". • Using "there is/isn't A". • Using "A has B". • Difference between I-masu & ari-masu. • Using adjectives before nouns. • Negative forms. • Asking/answering questions.	• Using the three motion verbs – past/negative forms. • Using various time reference words. • Using various transports. • Using various particles, towards, by, at, on, etc. • Asking/answering questions.	Using"stem + tai desu" sentence. Negative from,_taku nai desu. Past form "takatta desu". Negative past form "taku naktta desu". Using hiragana characters, including modified ones – reading only.

MFL 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.
- 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	Performance I	Composition I	Make a Music Product	Performance II	Composition II
Knowledge	• Chosen instrument techniques • Target Setting • Musical styles and common features relating to performing in those styles	• How to combine sounds and musical elements for overall effect. • To know what a chord is. • To know what a discord is. • To know what a motif, dissonance and clusters are. • What does pastiche mean?	• To know how important the music industry in terms of employment. • To know what industry standard looks like in promoting music products. • To be able to use industry standard promotional material to inform own work. • To be able to plan and improve performance over a period of time. • To know the different components involved in making a product. • To know how to review work and a product.	• Chosen instrument techniques • Target Setting • Musical styles and common features relating to performing in those styles	• To know what a chord and chord progression are. • To know about major and minor chords. • To know chord progressions, which well-known pieces use.
Skills	• Target Setting • Rehearsal Skills • Time Management Skills • Self-Evaluation • Performance skills	• How to combine sounds and musical element for effects. • To compose a group soundtrack piece.	• To work together to decide on roles and contributions to a group product. • To perform, manage, organise or compose a music product. • To create promotional material for a music product. • To review a product	• Target Setting • Rehearsal Skills • Time Management Skills • Team working • Self-Evaluation	• To perform a chord (on the keyboard or guitar). • To perform chord progressions. • To compose basic chord progressions – moving towards more complex ones. • To add a melody to the chord progression.

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 feedback methodology, 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	Netball	Rugby	Field Striking	Tennis	Badminton	Athletics	Basketball
Knowledge	Students may revisit 'Year 7 & Year 8' areas as the focus is on their ability and not their age. Once students have become proficient in both core and more advanced skills, they will be focussing on using these in game situations: • Students will adapt and develop the various tactical approaches depending on the situation in a game: • How can you create more space (=time) with or	Students may revisit 'Year 7 & Year 8' areas as the focus is on their ability and not their age. • Once students have become proficient in both core and more advanced skills, they will be focussing on using these in game situations: • Students will adapt and develop the various tactical approaches depending on the situation in a game: • How you can create more space thus = time with or without the ball.	Students may revisit 'Year 7 & Year 8' areas as the focus is on their ability and not their age. Once students have become proficient in both core and more advanced skills, they will be focussing on using these in game situations: Students will adapt and develop the various tactical approaches depending on the situation in a game: Effectiveness in different positions and set plays (including back line / side-line re-start and pressing in the 'D') Advanced	Students may revisit 'Year 7 & Year 8' areas as the focus is on their ability and not their age. Once students have become proficient in both core and more advanced skills, they will be focussing on using these in game situations: Students will adapt and develop the various tactical approaches depending on the situation in a game: Scanning in both attack = where's the space? and defence = where's the threat?	Students may revisit 'Year 7 & Year 8' areas as the focus is on their ability and not their age. Once students have become proficient in both core and more advanced skills, they will be focussing on using these in game situations: Students will adapt and develop the various tactical approaches depending on the situation in a game: Fielding positions to entrap the batsman. Backing	Students may revisit 'Year 7 & Year 8' areas as the focus is on their ability and not their age. Once students have become proficient in both core and more advanced skills, they will be focussing on using these in game situations: Students will adapt and develop the various tactical approaches depending on the situation in a game:	Students may revisit 'Year 7 & Year 8' areas as the focus is on their ability and not their age. Once students have become proficient in both core and more advanced skills, they will be focussing on using these in game situations: Students will adapt and develop the various tactical approaches depending on the situation in a game:	Students may revisit 'Year 7 & Year 8' areas as the focus is on their ability and not their age. Once students have become proficient in both core and more advanced skills, they will be focussing on using these in event/competition situations: Students will adapt and develop the various tactical approaches depending on the situation in the event: Effectiveness in different events (which may include running, jumping and throwing). Assessment - Did	Students may revisit 'Year 7 & Year 8' areas as the focus is on their ability and not their age. Once students have become proficient in both core and more advanced skills, they will be focussing on using these in game situations: Students will adapt and develop the various tactical approaches depending on the situation in a game: Effectiveness in different positions and set plays (including zonal, man to man etc)) Advanced attacking and

	without the ball? • Offensive tactics such as direct, long ball, 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' • Students will continue to perform the 5 part warm up and will understand how the different components of fitness can affect their own	• Offensive tactics such as pass and move or long high ball, wing play • Defensive tactics such as high press, zonal and man to man marking • Using tactical play within the D area. • 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. • Students will continue to perform the 5 part warm up and will	attacking and defensive 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. Decision making as an official and application of relevant knowledge to control the game. Students will continue to perform the 5 part warm up and will understand how the different components of fitness can affect their own performance and be able to adapt their performance. Students will be introduced to: Training principles EG, Specificity, Progression, Overload	Offensive tactics such as go forward, support, continuity & pressure to score Defensive tactics such as line speed, inside or outside shoulder, or umbrella. How can we get the ball back? Decision making when to pass, kick, carry (dummy & go) etc Students will continue to perform the 5 part warm up and will understand how the different components of fitness can affect their own performance and be able to adapt their performance. Students will be introduced to: Training principles EG, Specificity, Progression, Overload (reference to	up/support in the field Bowling with line and length. Utilise change of pace and spin. Trying to get them out or prevent them from scoring? Shot selection whilst batting, hitting to space. Trying to score or stay in? Students will continue to perform the 5 part warm up and will understand how the different components of fitness can affect their own performance and be able to adapt their performance. Students will be introduced to: Training principles EG, Specificity, Progression, Overload (reference to	Decision Making: Which shot to play and when. Can you discover your opponent's weaknesses and use these to your advantage? Which shot to play and where. Students will continue to perform the 5 part warm up and will understand how the different components of fitness can affect their own performance and be able to adapt their performance. Students will be introduced to: Training principles EG, Specificity, Progression, Overload (reference to	Decision Making: Which shot to play and when. Can you discover your opponent's weaknesses and use these to your advantage? Students will continue to perform the 5 part warm up and will understand how the different components of fitness can affect their own performance and be able to adapt their performance. Students will be introduced to: Training principles EG, Specificity, Progression, Overload (reference to FITT), Reversibility.	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 during a competition event. Decision making as an official and application of relevant knowledge to control the event. Students will continue to perform the 5 part warm up and will understand how the different components of fitness can affect their own performance and be able to adapt their performance. Students will be introduced to: Training principles EG, Specificity, Progression, Overload (reference to FITT), reversibility.	defensive 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. Decision making as an official and application of relevant knowledge to control the game. Students will continue to perform the 5 part warm up and will understand how the different components of fitness can affect their own performance and be able to adapt their performance. Students will be introduced to: Training principles EG, Specificity, Progression, Overload (reference to

	performance and be able to adapt their performance. • Students will be introduced to: • Training principles EG, Specificity, Progression, Overload (reference to FITT), reversibility.	understand how the different components of fitness can affect their own performance and be able to adapt their performance. • Students will be introduced to: • Training principles EG, Specificity, Progression, Overload (reference to FITT), reversibility on ability rather than age.	(reference to FITT), reversibility.	FITT), reversibility.	FITT), reversibility.	FITT), reversibility.			FITT), reversibility.
Skills	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: • Turns – Cruyff, Drag back, Maradona etc • Complex dribbles –	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: • Dribbling – Stick side at speed, reverse stick, Indian dribble • Passing – Push, slap and hit and aerial all with		Core: Passing, running with the ball, tackling, kicking. Advanced: Tackling, dummy pass set plays.					

	Ronaldo chop, flip flap • Using weaker foot • Different types of pass e.g. Chip, outside of foot, Heading and Tackling	pace and accuracy developing the reverse stick side • Controlling the ball – From both sides of the stick and body with fluency moving to stick side • Tackling Jab and block from non-stick side, jockeying • Advanced shooting – Power accuracy and possible use of flick • Penalty corners							

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 the 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	Christian Beliefs	Crime and Punishment
Knowledge	• Introduction to Christianity – how Christian moral authorities affect decision making • The History of Christianity – how the church developed after the death of Jesus • The Trinity – the concept of Christianity as a monotheistic religion • Creation – Christian and non-religious theories about the creation of the universe as well as humans • Incarnation – Evidence that Jesus was both God-like and human. • The Last Days of Jesus' life – the last supper, the betrayal, arrest, crucifixion, resurrection and ascension • Salvation and atonement – the fall of humanity in the story of Adam and Eve, the purpose of Jesus' death, how Christians can go to heaven. • Eschatology – Christian and non-religious beliefs in life after death • Evil and suffering – exploring why this leads to people questioning God and how Christians respond to this.	• Justice – what it is, the justice system in the UK and how justice is shown in the parable of the Prodigal Son • Crime – why people commit crimes, social issues and Christian organisations such as Prison Fellowship and Street Pastors who try to help combat crime • Good, evil and suffering – How the Bible responds to these themes, the Parable of the Sheep and Goats. • The aims of punishment – deterrents, protection, reformation and retribution • Attitudes towards punishment – Christian and non-religious arguments for and against different punishments • Forgiveness – Real life cases of Anthony Walker and Jenny Nicholson who were killed and how their families differ on whether or not they can forgive the criminals • The treatment of criminals – Christian and non-religious perspectives and exploring situation ethics • Capital punishment – the history of the death penalty in the UK, where and how it is still used today, real life cases like Tookie Williams and Christian responses to capital punishment
Skills	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 retainment 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	Choices	Relationships	Careers	British Values	Health Lifestyles	Crime and Criminality
Knowledge	What are the dangers of drug use? Why must we be so careful with alcohol? Why is smoking bad for us and why must we try to avoid second-hand smoke? What are illegal highs? What are the ethical and religious arguments over drug use? What are the laws on drugs? What is antisocial behaviour and gangs?	What influences our body image? What are the dangers of using mobile phone? How can we establish clear sexual boundaries? What are coercive and controlling relationships? What does LGBTQ+ stand for? What is homophobia and transphobia? What is racism and discrimination?	How to make good career decisions? What personal qualities and skills facilitate career opportunities? What does my future look like? What is STEM?	What is the criminal justice system? What is radicalisation? How can radicalisation be prevented? What is religious extremism? What is Brexit?	What is a healthy lifestyle? How physically active am I? How can I take advantage of life opportunities? How can I maintain a balanced diet? How can health risks be avoided? How effective are my routines? What is rest and recovery?	What is the difference between criminal and civil law? What is the legal system? What are prisons really like? What is terrorism? How can terrorism be prevented?
Skills	Understand the danger of drug misuse Identify the different laws on drug use Identify the behaviour of gangs The different behaviour associated with gangs	Develop body confidence Develop a resistance to the dangers over using mobile phones Establish clear sexual boundaries Develop a deeper understanding of the LGBTQ+ community Develop tolerance – racism/ homophobia/ transphobia/racism/xenophobia	Develop skills in career planning Understand the different careers paths that are available Develop skills that will support future career paths Develop a knowledge of the advantages of STEM careers	Develop a deeper understanding of the UK judicial system Understand the concept of radicalisation Develop prevention strategies to radicalisation Understand the different aspects of Brexit	Develop a deeper understanding of the fundamentals of healthy living Develop the ability to make the most of all/any opportunities Strategies to maintain and improve lifestyle	Develop an understanding criminal and civil law Understand the different components of the legal system Understand terrorism and the measure we can take to prevent it

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	Graphics – Interior Design	Textiles - upcycling	Cooking and Nutrition
Knowledge	• Students will learn about the categories of metals, their properties, typical uses and how to form and shape a range of metals to be able to create products. • Students will use a client brief to create a product specification, production plan, diary of making and finally feed back to the client their prototype and its environmental and commercial impact. • Phone Holder project: In this project the design process is investigated and explored. The clients' needs are examined and potential solutions proposed. The manufacturing process proposed both on a batch scale and mass production introducing real world concepts. This project builds on the knowledge previously developed by making the lamp in year 7. • Bendy Metal project: In this project we will investigate how to manufacture two metal products from ferrous material and with a limited amount of raw material. This introduces the economy of scale, wasteful design and process manufacturing. How to satisfy the clients' needs on a limited budget but ensuring quality is not sacrificed. The	• Students will further develop their abilities in technical drawing and CAD drawing. They will learn about the importance of design in the real world, in terms of the interior and exterior design of buildings. Students will also relate their own work to that of existing designers from the current times and from the 20th Century (3.3.3). • Students will also create a room plan and understand drawing conventions and scale. To finish, students will present their interior room model and portfolio of evidence similar to how a designer would or similar to how a company would advertise their work in a paper or to potential investors. • Further knowledge will also include –	• Students will understand the running order of a design and make project. • They will understand how the sewing machine works (top and bobbin), Application and use of a range of decorations. • They will be able to identify design criteria, linking back to access FM and existing products, create working patterns, work out key measurements and area, have knowledge of the workings, threading and safety of the sewing machine. • Complete a range of samples, including – applique, hand embroidery, print, dye and shaping of fabrics. • Sustainability, the environment and the impact of specific processes with be delivered. The 6'R's will be visited during specific design and development tasks. • Restraints within upcycling will be addressed.	• To consider the Eatwell Guide food groups and their main nutrients which are required for a healthy balanced diet, with specific reference to the nutritional needs of a teenager. Energy balance which includes BMR and PAL. • Different factors that may affect dietary needs at different life stages. • Students are to become familiar with ingredients and cuisine from other countries and consider flavour combinations. • Sensory testing of dishes develops students' vocabulary in relation to appearance, aroma, flavours and textures and provides a platform for them to make suggestions on how dishes can be improved. • The difference between food intolerance and allergies is considered. • Students will also learn about vegetarian diets to include lacto-vegetarian, lacto-ovo vegetarian and vegan. • A greater understanding of food production considers intensive farming methods and organic foods.

	use of templates, filing, cutting metals, forming metals and joining metals and completed. The needs for corrosion protection and possible methods of achieving this. • Coat hook project. In this project we introduce the use of heat and its effects on material properties. The introduction of a non-ferrous materials is explored and how the ferrous/non-ferrous materials compare when shaped and worked upon. • Input and output project. The use of electronic control using simple circuits is investigated resulting in the design and making of a simple dice and alarm circuit. These projects includes the introduction of 3D Printing for rapid prototyping and the physics and maths required in electronics.	New and emerging Technology (3.1.1) – people and society Materials and their working properties (3.1.6) within Graphic Products Sources and Origins (3.2.4) within Graphic Products Working with materials (3.2.5) within Graphic Products Stock forms (3.2.6) within Graphic Products Specialist tools and equipment (3.3.10) within Graphic Products Specialist techniques and processes (3.3.11) within Graphic Products		
Skills	• To cut, shape, form, join and surface finish Ferrous, non-ferrous and polymers in a school workshop using: • wasting processes, joining processes, heat treatment, quality control, quality assurance, ethical design, moral implications of poor design, environmental analysis including life cycle analysis of products. • The identification of electronic components to create an input output circuit building on the work in year 7 • Prototype, batch, mass and continuous production methods in the real-world manufacturing plants.	• Students will learn new skills in the program floor planner where they will have the opportunity to create a 2D floor plan of in interior room they have designed in the style of a design movement. • Many forms of communication (3.3.5) will be used including technical drawing (isometric, two-point perspective), CAD and working safely and accurately to create an	• Students will have a skilled understanding of textile technology, they will be able to identify and follow health and safety rules, identifying faults and providing knowledge of how to put them right. • This scheme of learning requires students to be able to thread a sewing machine, (top and spool thread), competently and safely use a sewing machine and other key textiles equipment, use mathematical skills, create a range of products, embroider, manipulate fabrics, design using a range of fabrics, including smart and modern.	• Students will learn a range of different practical skills to include knife skills, cooking methods, shaping, sauce making, bread dough, pastry, raising agents, decorative techniques and setting of protein-based dishes. • During the course students will apply for food safety and hygiene, particularly with high-risk foods. Learn how to use a temperature probe. Safe storage of food. • A wide range of dishes will be produced that are predominantly savoury and meet current healthy eating guidelines. • Students will also learn how to work in small groups to complete a food

	• The use of rapid prototyping (3D printers, CNC machinery) in the school workshop to create products.	effective model of their design.	• Other textiles skills include- hand sewing, applique, dye and print work, button application, and upcycling. • Students will be taught a range of sustainable issues surrounding textiles and the fashion industry, including the 6R's.	investigation task in order to gain a greater understanding of food science and the functions of ingredients. • Students will also learn how to use Food for PC software to calculate the nutritional content and costing of dishes.

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.