Wolfreton
SCHOOL AND SIXTH FORM COLLEGE

YEAR 7 CURRICULUM 2023-24

Excellence, Endeavour, Respect

THE WOLFRETON WAY

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

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

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

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

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

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

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

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

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

This booklet provides a summary of the knowledge and skills that form our Year 7 Igniting Fires Curriculum.

Year 7 Curriculum Map 2023-24

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Myths and Legends Greek and Roman myths	The continuation of Myths and Legends. The Gothic. The history of The Gothic in Literature. Study of 'Flesh and Blood' Gothic writing	The Gothic. The history of The Gothic in Literature. Study of 'Flesh and Blood' Gothic writing	Growing Up. The reading and study of fiction and non fiction over time periods, poetry, autobiographical writing, speaking and listening.	The continuation of Growing Up. Dystopia. In depth study of 'The Giver' Analysis of non-fiction	Dystopia. In depth study of 'The Giver' Analysis of non fiction. Writing to express a viewpoint
Maths	S1 - Charts and graphs, N1 Place Value, G1 Conversions, N2 Calculations for reasoning	A1 Introduction to algebra, N3 Types of Number,	S2 Probability Introduction, N4 Fractions, G2 Simple Transformations	G2 Transformations, R1 Unit Pricing, A2 Brackets	N5 Rounding and Estimating, R2 Ratio in Real Life, G3 2D Shapes	G3 2D Shapes, A3 Substitution and project
Science	1. Particulate nature, 2. Space, 3. Ecology		Cells, energy and chemical reactions		1. Reproduction 2. Inheritance, Evolution and Variation, 3. Forces	
History	Historical skills and terms, Pre 1066: Romans, What changed in 1066: Who should be King? Gate Fulford and Stamford Bridge.	Norman Conquest, Castles, Norman methods of control.	Medieval Life and Religion, Magna Carta, Thomas Beckett and Black Death	Peasant's Revolt and Hundred Years War	War of the Roses, Tudors: Henry VIII, Edward and Mary	Tudors: Henry VIII, Edward and Mary
Geography	Map Skills	Hazards	Geography of the UK	Extreme Environments	Asia	Weather and Climate
French	My family and my life	School Life	Hobbies and sports	Places to live	Travel and going out	Cultural Aspects
Spanish	Describing myself	Hobbies and sports	School Life	Family and Friends	My town	Cultural Aspects
Art	Art from other cultures – Mexican Art and the Day of the Dead Festival				Art from other cultures – The African Continent	
Music	Samba – Feel the Rhythm	Vocal Skills – using your voice	An Introduction to the Keyboard – Exploring Melody	Stave Stories/Ukulele Mini-Projects – exploring musical notation	Africa Drumming – Music from around the World	Pop Music Production
Drama	Creating Character	Revolting Rhymes	Exploring Conventions	Devising Performance	Stage Fighting	Musical Theatre
Computing	E-Safety / Introduction to Computing	Multimedia Product		Python EduBlocks	E-Safety	Graphics Editing
PE Girls	Hockey	Netball	Football	Netball	Fielding and Striking	Tennis
Games	Netball	Hockey	Netball	Football	Tennis	Fielding and Striking

PE Girls PE	Dance	Badminton	Gymnastics	Team Games	Athletics	
	Badminton	Dance	Team Games	Gymnastics		
PE Boys Games	Rugby				Fielding and Striking	Tennis
	Football				Tennis	Fielding and Striking
PE Boys PE	Gymnastics	OAA/Team Games	Badminton	Basketball	Athletics	
	OAA/Team Games	Gymnastics	Basketball	Badminton		
Religious Studies	How Did The Idea of God Develop?		Where Can Widom Be Found Today?		Is The Earth A Sacred Place?	
Design and Technology - rotation	Resistant Materials - Rotation 1 Lamp project Wood, Acrylic, manufacturing and electrical systems	Graphics - Isometric One point perspective Two- point perspective Rendering	Textiles - Rotation 2 Juggling animal (Textile) properties of natural and synthetic materials	Food and Nutrition Rotation 3 Cooking & Nutrition: Personal hygiene/equipment/ healthy eating/food preparation skills/Fairtrade/Seasonal and locally sourced foods.		
PSHE	Introduction to PSHE	British Values	Healthy Relationships	Careers	Esafety	Healthy Lifestyles

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	Myths and Legends	The Gothic	Growing Up	Dystopia
Knowledge	• Context of Greek Mythology • Tradition of story telling • Names and stories • Themes: morals, behaviour, lessons, explanations of creations	• Conventions of the gothic tradition *Macabre, vampires, supernatural, death, blackness, over-reaching* • Conventions of the play form • Context of texts	• Difference between fiction and non-fiction • Autobiography • Standard English • Formality / informality • Audience and purpose	• Recognition of genre conventions • Understanding of influence of context and purpose • Knowledge of the world around us and environmental issues • Understanding of structural devices • Knowledge of a range of public speakers • How persuasive devices are used
Skills	• Use of archetypes • Use of sentence types for effect • Emphasis on sentences structures • Emphasis on vocabulary	• Use of Gothic conventions • Emphasis on vocabulary • Structure – using a hook and / or twist	• Presentation. • Standard English • Vocabulary use • Developed answers to questions.	• Evaluation of texts. • Inferences and interpretations • Persuasive devices used to convey a thoughtful argument • Sentence types have been employed effectively
Assessment KMW	• Key marked piece with knowledge focus • Write your own Greek Myth	• Write an appropriate opening to a Gothic Story • How does Act 3, Scene 2 fulfil the conventions of The Gothic?	• Writing: A Life in the Day	• Novel Focus: How does the writer use language to show Jonas' pain in The Giver?

English Assessment and Feedback

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

Year 7 are assessed early on in their English lessons through a spelling test and reading test, which is marked by the SEN team and has informed our intervention procedures with any weaker readers in this year group.

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

The possibilities are infinite

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

SoL	S1 – Charts and Graphs	N1 – Place Value	G1 – Conversions	N2 – Calculations for reasoning	A1 – Introduction to Algebra
Knowledge	• What is a bar chart? • 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? • What can scatter graphs tell us? • What can't they tell us? • How do pie charts represent the results of a survey? • When can we convert between pie charts, bar charts and scatter graphs and when can't we? Why?	• Understand why we call the columns hundreds, thousands etc and their relative size • Why do the digits simply move when we x or ÷ by 10 etc? • What does equals actually mean? • What does the term inequality mean? • Why is -3 bigger than -4 when 4 is bigger than 3? • How does ordering in decimals work? • Why is 1.25 half way between 1.2 and 1.3?	• What does it mean for there to be 100cm in a m? • Understanding of the terms length, mass and capacity • How do we label angles and line segments? • What does it mean for lines to be parallel or perpendicular? • How are types of triangles the same? How are they different? • What questions can we ask to distinguish which shape is which? • How are types of quadrilaterals the same? How are they different? • What questions can we ask to distinguish which shape is which?	• Why is a + b the same as b + a? • Why is a – b not the same as b – a? Why are they related? • Why does the method of column addition work? • Why does borrowing work? • Why is a – (b + c) the same as (a – b) – c? • How does division as sharing lead to method of short division?	• Why does algebra use letters? • What do we mean by like terms? • What about ab and ba? • Why is y + y = 2y and y x y = y^2? • How is this linked to adding and multiplying numbers? • Why do we add the powers when we multiply? • How is simplifying divisions like simplifying fractions?
Skills	• Bar charts • Scatter Graphs • Pie Charts	• Place Value • Ordering • x/÷ by powers of 10 • Maths symbols	• Conversions • Geometric definitions	• Adding and Subtracting integers • Adding and subtracting decimals • Short division	• Collecting like terms • Algebraic multiplication • Simplifying divisions

Assessment KMW	• Half term 1 – 6 assessments	• Half term 1 – 6 assessments	• Half term 1 – 6 assessments	• Half term 1 – 6 assessments	• Half term 2 – 6 assessments

SoL	N3 – Types of Number	S2 – Probability Introduction	N4 – Fractions	G2 – Simple Transformations	R1 – Unit Pricing
Knowledge	• What are factors? • What is the most efficient way of listing them? • How are factors and multiples linked? • Why would we want to find the HCF and what might it be used for? • Why would we want to find the LCM and what might it be used for? • What is the relationship between the HCF and LCM? • What is an arithmetic sequence? • What is a geometric sequence? • What is a Fibonacci sequence and why is it so interesting? • What do we mean by inverse and what is the inverse of squaring, cubing, square rooting etc? • Can we find the square root of any number?	• What do we mean by chance? • What influences probability? • What do we mean by a one in six chance? • Why would this not always be the case? • Why do the probabilities of an event happening and not happening add up to 1? • What would be a valid probability? What would definitely be wrong?	• What is the relative size of unit fractions? Why? • When is one of two parts not a half? • How many ways can you convince me that 8/9 is larger than 7/8? • Why can we not add the numerator and denominator? • Why can we multiply across? • Why does KFC work?	• What does reflection mean and how do mirrors work? • Why is reflectional symmetry related to reflection? • What is rotational symmetry and how is it different to reflectional symmetry? • How and why does the distance from the centre to the new shape change? • What do the terms translation, rotation, reflection and enlargement mean and how are the original shape and the image related in each case?	• What does it mean to write a quantity as a fraction of another? • What does best value mean? • What do we mean by a unit? • What do we mean by proportion?

Skills	• Factors • Multiples • Patterns • Powers and roots	• Language of probability • Probability of simple events • Probability of not	• Equivalent/ simplify • Ordering • Decimals to fractions • Four operations with fractions	• Symmetry • Translation • Rotation • Enlargement	• Quantities as fractions of another • Unit pricing
Assessment KMW	• Half term 2 – 6 assessments	• Half term 3 – 6 assessments	• Half term 3 – 6 assessments	• Half term 4 – 6 assessments	• Half term 4 – 6 assessments

SoL	N5 Rounding & Estimating	A2 Brackets	R2 Ratio in Real life	G3 – 2D Shapes	A3 - Substitution
Knowledge	• Why would we want to round? • Why is 5 so important? • Why do we round 5 up? • Why do we ignore proceeding zeros but not trapped zeros? • Why do we need to replace digits before the decimal with a zero but not after?	• What does 2(x + 1) mean? • Why do we multiply the terms? • Why is factorising called factorising, how is it linked to factors? • Can we factorise in more than one way?	• What is a ratio? • What does a ratio of 1:3 mean? • What does a ratio of 1:3 look like? • Where might we see ratio in real life? • How do map scales work? • Why is simplifying a ratio the same method as simplifying a fraction? • What does it mean to share a quantity in a ratio?	• Understand vocabulary relating to plane figures – closed, vertex, vertices, edges, diagonals, and polygon. • What criteria sets different quadrilaterals apart? Why? • Where do the area formulae come from? • Why do we multiply the length and width for the area of a rectangle? • Why do we halve the area of a rectangle to get the area of a triangle? • What is pi?	• Why do we want to be able to write a general expression? • Writing expressions from words • Why is 2a + 3 different to 2(a + 3) and which one is used when? • What do we mean by substitute and how is it linked to sport? • What do we mean by generating a sequence? • Substitute values into simple expressions and those involving powers, know the correct order for solving $2x^2$.
Skills	• Rounding • Estimating	• Expand single brackets • Factorise single brackets	• Map scales • Simplifying and equivalent • Sharing using a diagram	• Quadrilaterals • Triangles • Circles	• Writing expressions • Substitution • Generating sequences
Assessment KMW	• Half term 4 – 6 assessments	• Half term 5 – 6 assessments	• Half term 5 – 6 assessments	• Half term 6 assessment	• Half term 6 assessment

Maths Assessment and Feedback

All students are formally assessed at the end of each half term. 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.

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	Particulate nature	Space	Ecology	Chemical reactions	Cells
Knowledge	• Matter • Pure / impure substances • Changes of state • Sublimation and diffusion • Brownian motion • Mixture • Separating mixtures – chromatography, filtering, evaporation, distillation	• Describe the features of the sun and other stars • Describe the features of our Solar System • Explain the effects of gravity on the Solar System • Explain the phenomena of days and seasons • Explain how craters formed on the Moon • Describe the phases of the Moon • Explain why eclipses can occur • Evaluate Man's chances of effective space exploration • Explain how Mankind has observed space and other galaxies	• Ecological definitions • Give examples of abiotic and biotic factors • Interpret food chains and webs • Create and interpret pyramids of numbers and biomass • Estimate population sizes • Evaluate the effects of a growing human population • Evaluate the relationship between insects and food security • Describe the process of eutrophication • Describe the process of bioaccumulation	• Physical and chemical reactions – reversible and irreversible • Reactivity series including the introduction of word equations • Types of reaction – displacement, exothermic and endothermic reactions, combustion, thermal decomposition, oxidation, reduction, neutralisation • Reaction rates and catalysts • pH scale and indicators • Reactions of acids and metals	• Labelling cells • Describing function of cell organelles • Labelling microscopes • Describing how to use a microscope • Explaining how cells, tissues and organs are arranged • Describing the process of diffusion, • Labelling the skeleton • Describing the function of the skeleton • Explaining how muscles and joints facilitate movement
Skills	• Literacy: (i) development of vocab – see key word list; (ii) write up of superhero (see below);	• Literacy: (i) development of vocab – see key word list; (ii) write up of investigation of moon	• Literacy: (i) development of vocab – see key word list; (ii) write up of investigation (iii) evaluating the effect of	• Literacy: (i) development of vocab – see key word list; (ii) write up of investigation (iii) writing	• Literacy: (i) development of vocab – see key word list; (ii) write up of KMP investigation

	(iii) write up of lap report; (iv) describing states • Numeracy: (i) using and interpreting melting/boiling point data • Working scientifically: (i) make and record accurate observations; (ii) make predictions about state based on data; (iii) using thermometers, kettles, separation equipment etc. safely; (iv) interpret melting/boiling point data • Practical skills: (i) separating mixtures (crystallisation, chromatography etc.); (ii) determining melting/boiling points; (iii) creating a mixture; (iv) weighing samples	craters if activity is completed • Numeracy: (i) Calculating mass, weight and gravity. Rearranging equations. List order of planets from distance from the sun using distances- this can be extended by converting numbers into standard form • Working scientifically: (i) make and record accurate observations; (ii) identifying independent, dependent and control variables as part of planning KMP for moon craters; (iii) identify risks in a planned activity (KMP) • Practical skills: (i) planning investigation for moon craters, using own mass to calculate weight	humans on the environment • Numeracy: (i) applying an equation to estimate population sizes; (ii) calculating a mean; (iii) constructing pyramids of numbers/biomass • Working scientifically: (i) make and record accurate observations; (ii) identifying independent, dependent and control variables as part of planning KMP; (iii) identify risks in a planned activity (KMP) • Practical skills: (i) carry out practical procedures using instructions without guidance; (ii) apply sampling techniques; (iii) present data using tables and graphs	word equations for chemical reactions • Numeracy: (i) calculation of temperature changes (basic maths) • Working scientifically: (i) make and record accurate observations; (ii) identifying independent, dependent and control variables as part of planning KMP; (iii) identify risks in a planned activity (KMP) • Practical skills: (i) use a Bunsen burner safely; (ii) carry out practical procedures using instructions without guidance; (iii) observe and investigate chemical reactions; (iv) use a measuring cylinder and thermometer correctly; (v) measure pH using indicators	• Numeracy: (i) calculating magnification • Working scientifically: (i) make and record accurate observations; (ii) identifying independent, dependent and control variables as part of planning KMP; (iii) identify risks in a planned activity (KMP). • Practical skills: (i) use staining chemicals safely (e.g. iodine, methylene blue); (ii) carry out practical procedures using instructions without guidance; (iii) record observations from microscopic images; iv) interpret observations and data to draw conclusions; v) evaluate risks
Assessment KMW	• Particulate nature KMP	• Space KMP	• Ecology KMP	• Chemical reactions KMP	• Cells KMP

SoL	Energy	Reproduction	Inheritance, Evolution and Variation	Forces
Knowledge	• Conservation of energy • Conduction • Convection • Radiation • Energy stores and transfers • Energy resources – renewable/non-renewable, finite / infinite	• Reproduction • Pollination • Plant Fertilisation • Seed Dispersal • Human Sex Organs • Human Fertilisation • The Menstrual Cycle • Gestation • Birth	• Variation & DNA structure • Natural selection • Evolution • Inheritance • Selective breeding • Extinction	• Push and pull • Non-contact/contact • Force diagrams • Friction • Springs • Air resistance • Up thrust • Speed, distance and time • Pressure
Skills	• Literacy: (i) development of vocab – see key word list; (ii) write up of letter to a local council explaining why we should use renewable energy resources • Numeracy: (i) recording and plotting data • Working scientifically: (i) make and record accurate observations; (ii) using thermometers, kettles etc. safely; (iv) interpret melting / boiling point data • Practical skills: (i) determining change in temperature values	• Literacy: Use and read research, follow instructions that are written. development of vocab – see key word list; (ii) write up of assessment • Numeracy: Timing how long it takes for seeds to disperse, evaluate data and identify any outliers • Working scientifically: (i) make and record accurate observations; (ii) identifying independent, dependent and control variables as part of planning potential assessment • Practical skills: Creating models of seeds to investigate which is the best for dispersal, ask questions and develop line of enquiry	• Literacy: (i) development of vocab – see key word list; • Numeracy: (i) calculation of tally charts; (ii) calculation of averages • Working scientifically: (i) bar and line graph drawing • Practical skills:	• Literacy: (i) development of vocab – see key word list; (ii) write up of a description of the flight of an airplane • Numeracy: (i) speed/distance/ time calculations • Working scientifically: (i) make and record accurate observations; (ii) using Newtonmeters safely; (iv) taking accurate force measurements • Practical skills: (i) taking accurate force measurements using a Newtonmeter
Assessment KMW	• Energy KMP	• Reproduction KMP	• Inheritance evolution and variation KMP	• Forces KMP

Science Assessment and Feedback

In Years 7 and 8 students have an assessment at the end of all units that they are taught. These are all knowledge based tests which assess the threshold concepts of that topic. This is recorded on the department assessment spreadsheet.

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

Students are informally assessed every lesson by way of a QUICK 6 (starter) and other in lesson activities to ensure that they are all acquiring skills and knowledge as stated in our intended curriculum.
In all three key stages we use coloured pens as outlined below:
Green pens – teacher marking and feedback
Red pens – young persons' response to TIFs or MRI work following on from a key marked piece.
Purple pens – self and peer assessment and feedback.

The types of feedback evident are:

- Verbal feedback in lessons, particularly during practical work and in question and answer sessions.
- Peer / self-assessment and feedback on some classwork.
- Written / verbal feedback to reinforce expectations in terms of presentation of work, in line with the school policy.
- Key marked work – there is one piece for each unit studied in KS3 (9 in Year 7 and 9 in Year 8). This is marked as stated in the whole school policy. This will be evident in students' exercise books. A key marked piece, in the form of exam-based questions, is also completed three times a year to assess that term's learning. A percentage 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	Art from other cultures – Mexico and The Day of the Dead Festival	Art from other cultures – The African Continent
Knowledge	Students will know about the Mexican Day of the Dead multi-day holiday which focuses on gatherings of family and friends to pray for and remember friends and family members who have died and help support their spiritual journey. Students will acquire knowledge of a range of materials, formal elements, techniques and processes appropriate to support the development of curious, confident and expressive artists. Students will be encouraged to employ specialist art vocabulary and key Mexican language in imaginative personal responses. Students will explore the work of iconic artists such as Frida Kahlo and Jose Guadlupe Posada knowing how to understand, interpret, and apply knowledge to generate ideas which develop to personal responses.	Students will learn about masks and their significance to differing cultures such as those within the African continent. They will have a grounding in why different cultures make masks. The history and aesthetics of each chosen culture will be explored. Students will acquire knowledge of a range of materials, formal elements, techniques and processes appropriate to support the development of curious, confident and expressive artists. Students will be encouraged to employ specialist art vocabulary and key African language in imaginative personal responses. Students will explore the work of iconic artists such as Dr Este Malungu, the impact of African art on Picasso and tribal aesthetics. Student will know how to understand, interpret, and apply knowledge to generate ideas which develop to personal responses.
Skills	How to develop looking rather than seeing to record (drawing) from observation Development of basic pencil skills and motor control Development of the key formal art elements Mark making and Pen use and application skills. Students will be introduced to supportive drawing techniques such as the grid method Introduction to artisan craft knife use skills Design skills and concepts understanding, development and application Watercolour painting skills use, development, application and colour theory Searching for and applying artist contextual knowledge supporting appropriate literacy development Supporting the development of self and others in a heathy, supportive environment Print making focusing on planographic techniques such as mono printing Safe working in a practical space	Students will continue to build on looking rather than seeing to record (drawing) from observation. Students will be introduced to techniques such as the use of negative and positive space drawing to support accurate recording Development of basic pencil skills and motor control Development of the key formal art elements Development of artisan craft knife use skills Design skills and concepts understanding, development and application Watercolour painting skills use, development and application with deeper application of colour theory and techniques Making skills including cardboard and air-drying clay (3D) Searching for and applying artist contextual knowledge supporting appropriate literacy development Supporting the development of self and others in a heathy, supportive environment Print making focusing on planographic techniques such as mono printing Safe working in a practical space

Assessment KMW	Students will undertake a baseline test on arrival which will allow the capture of current skills, knowledge and understanding in the area of recording, perception, motor control, techniques application, creativity and design skills, development of ideas skills and visual literacy and vocabulary. Throughout the project students will at appropriate conclusion points be assessed in line with the department and whole school KS3 assessment strategy. This will be supported by regular live feedback to individuals, groups and whole class.	Throughout the project students will at appropriate conclusion points be assessed in line with the department and whole school KS3 assessment strategy. This will be supported by regular live feedback to individuals, groups and whole class.

Art Department Marking and Feedback Expectations - A Subject Specific Approach

Rationale

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

'You shouldn't be stamping books to prove something to somebody else' – Ross Morrison McGill

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 challenges have been met against pre-determined success criteria
- To celebrate success, engage and motivate
- To develop self-esteem and confidence
- To develop resilience to constructive criticism

To establish what knowledge, do students have and need to know
Declarative knowledge – 'to know that' the facts, concepts rules
Procedural knowledge – 'to know how to' produces action, how to perform the steps in a process(skills)
Conditional knowledge – 'to know when and which one' is knowledge about when to use a procedure, skills or strategy and when not use it

Expect to see

In the Art department you will expect to see the following combination of mechanisms to improve and support the student learner journey through observation, discussion and feedback, review and marking.

Verbal feedback

- This is the most powerful form of feedback at KS3, KS4 and KS5. It provides a live, constructive and informative dialogue for students and teacher to develop the next steps in the student learning journey towards success. This is a powerful mechanism to support progress and achievement due to the immediacy of this format.
- Teacher modelling and demonstration (live and video based) in every lesson providing guidance for skills, knowledge and understanding. Also contributes towards setting high standards and expectations for all with a teaching to the top approach.
- Feedback 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. This will also inform future planning and support.
- 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 students efforts and achievements and offer specific details of ways forward in relation to the shared learning challenges.

Formal feedback – Key Marked Work or Critiques (written or video based)

- Formal feedback is an integral part of the improvement process and will be evidenced in student sketchbooks using colour coded stickers and improvement/refinement and reflection annotations in line with the whole school KS3 knowledge assessment strategy.

- Each sketchbook at KS3 will have the department specific assessment colour coded template at the rear to allow teachers and students alike to understand current and future progress trajectory.

- Whole school assessment tracking templates will be visible in each sketchbook where student and teachers will record key information.

- All projects at KS3 and KS4 have a detailed project brief. These will be provided to students and attached to sketchbooks as key reference tools for knowledge and reference. These documents provide a strategic and operational overview for students and quality assurance oversight.

- Formal feedback at KS3 will be provided at SOL appropriate intervals (at least once a half term) usually resulting in the culmination of a mini learning journey from the exploration of art materials, techniques or processes underpinned by contextual links leading to the creation of original ideas developed to a final personal response.

- 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.
- Homework will be set regularly and appropriately, recorded and linked where possible to extend the learning from the classroom. Activities will be checked to ensure students feel their efforts are valued and work is acknowledged. Rewards and praise will be given in line with school policy.

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	E-Safety	Introduction to Computing	Multimedia Product	Python Edublocks	Graphics Editing
Knowledge	Students will learn about issues surrounding internet safety and online dangers. They will learn the common issues and how to avoid them. They will learn how to use the internet safely and give advice. Students will know how to communicate in a respectful manner as not to cause harm to others. Students will know the steps that need to be taken in order to stay safe. Students will know the SMART rules. Students will know how to report abuse. Students will be able to recall a range of tools in order to assist them in staying safe such as thinkuknow.co.uk. 0800 1111 and the SMART Rules	Be able to recall the office address. Know what office online is and how to access it. Know what Microsoft Teams is and what it is used for. Know what Outlook and Word and what they are used for. Know what and e-mail is and its properties such as subject, cc,bcc etc.. Know what an internet browser is and be able to identify one.	Understand the good and bad principles when designing a digital product. Know how to break a problem down-Understand the terms purpose and audience and how they impact on a design. Be able to recognise the flowchart symbols -Know that a program / algorithm is a list of instructions. Know how to use a digital Presentation editor and the different functions thereof. Know the key skills to evaluate.	Students will learn to use the range of available tools to create simple to more complex shapes. Student will need to synthesise mathematical problems with procedural instructions to create shapes. I.e. square, rectangle, triangle, hexagon and so on. Students should be able to use the programming language to create them independently. Use of additional tools to make programs more efficient will be introduced e.g. FOR looping. Students can effectively use the IDE tools, e.g. debug information, to make informed decisions about how to bug fix their programs.	Students will gain an understanding of how industry uses graphics to: a. Advertise b. Promote c. Persuade Students will become aware of how to effectively use a range of tools to create a new digital product, calling on creative skills. Students will learn about the purpose and audience of a graphic. They will learn about the IT tools used to develop a digital artefact.
Skills	Students will be able to recognise danger and when they are being manipulated for the benefit of others. Students will be able to state what is the best recourse of	How to log onto Wolfreton School Systems How to use Microsoft Teams in the browser How to use Microsoft OneDrive in the browser	Place in practice good design techniques such as house style and positioning of objects	Students are able to use a Textual Programming language and program flow to draw shapes. They will learn about	Students will learn how to edit images using a graphics editing package and how to saved them in the correct file format.

	action for a dangerous situation and how internet safety relates in this situation. Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy. Recognise inappropriate content, contact and conduct Be able to report concerns Be able to use tools to set privacy levels to an appropriate level in order to protect their data online. Be able to reflect on a situation and give advice to others on how to stay safe.	How to use Microsoft Outlook in the browser How to use Microsoft Word in the browser Basic understanding of how to navigate the GUI and load some apps. Be able to construct a simple e-mail including an attachment. Be able to perform simple file management in OneDrive such as creating folders and moving files from Teams into OneDrive Be able to upload documents to OneDrive. Be able to use the Application Launcher to load applications in the cloud.	Recognise the purpose and audience of a given brief and be able to describe how it impacts a design. Be able to decompose a problem with regards to a given brief Be able to create / use Flowchart. Be able to create / use a Presentation Editor to create a multimedia product. Use online tools via Office.com / PowerPoint including multimedia elements such as video, sound and automation. Evaluate their own work	structure and using correct code for a given purpose. Students will use programming objects and the Turtle – using appropriate turtle commands to create shapes. They will apply basic mathematical knowledge to the computer models. They can use 'blocks' correctly to speed up coding and the correct use of error codes to debug their programs. They recognise that the Python code generated is that which is being executed.	They will learn how to create composite images and manipulate graphics using various tools. They will learn how to plan a poster layout and collect relevant images for the poster. To understand how to use the tools in to create the poster for a given purpose / audience in practice. Students are able to evaluate performance.
Assessment KMW	Teachers will check the worksheet produced in class. Students to undertake an online assessment	On screen assessment including multiple choice and practical task.	Students will undertake an interim assessment. Students will have the final product graded.	Students will undertake an interim assessment. Students will complete a practical programming assessment	Students are assessed on their final product.

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 / or written comments will be used informally throughout lessons where appropriate 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	What is Drama?	Spooky Tales	Mime and Movement	Fairy Tales	Midsummer Night's Dream
Knowledge	By the end of the unit pupils will: Know the drama rules for safe working. Know the Four C's of Drama Know the meaning of Still Images and the three expectations: Body language Facial expressions and Levels Know the meaning of the Key words- facial expression, body language, still image, thought tracking, communication, co-operation , creativity and concentration.	By the end of the unit pupils will: Know Sounds Scape can be used to create atmosphere in a performance. Know the stories and poems are a stimuli for creative drama work. Know the 5 scene structure of plays Know Key words-, Still image, hot seat, sound scape, narration. Know the importance of voice projection and audience awareness.	By the end of the unit students will: Know what non-verbal communication is. Know that mime is part of non-verbal communication. Know that you can express yourself in other ways than just using words. Know that clear communication to an audience requires detail into their mimed actions Know mime requires good use of, facial expression, body language, gesture and movement, which may be supported by vocal sounds Know the meaning of key words: Mime, Movement, Detailed gesture, Facial expression, Body language	By the end of the unit pupils will: Know what the ingredients of traditional fairy tales are. Know what a Role on the Wall is and how it can assist actors to discover information about their character Know how new ideas are borne out of combining existing ideas Know that clear communication to an audience requires facing the audience and projecting their voice. Know characterisation is supported by movement actions and language.	By the end of the unit students will: Know who Shakespeare was and be able to identify some of his plays Know basic information about Elizabethan theatre Know the main themes and plot line of Midsummer Night's Dream by watching a film and discussion Have learnt a scripted scene from the play (original language) and performed it in front of an audience Complete a literacy task on the plot of the play
Skills	Know how to use the four C's of Drama Know how to adhere to the drama and classroom rules for safe working Know how to apply the three Still Image skills,	Know how to devise a performance in 5 steps/scenes. Know how to select and apply elements and key moments from a story/poem into their performance.	Know how to apply key words/drama language of Mime, Movement, Detailed gesture, Facial expression, Body language in verbal and written work. Apply with knowledge of facial expression, Body	Know how to create characterisation through facial expression, Body language, Gesture and Movement. Know how to apply their imagination and work with others to create a new and original fairy tale.	Use key words/drama language: Shakespeare, Theatre, Mechanicals, Lovers, Fairies, Dream. Persevere in learning and understanding some of the language of the play Learning lines

	Body language Facial expressions and Levels Share practical work in front of the class Learn to use the key words; facial expression, body language, still image, thought tracking, communication, co-operation , creativity and concentration.	Share ideas with others to create a performance about Mr Pimm and the haunted lift Staying focussed during group rehearsal and share ideas. Start to develop voice projection, movement and audience awareness in the Mr Pimm performance in front of an audience Create an imaginative, practical response to 'The haunted Lift poem	language, Gesture and Movement. Share ideas applying conditional knowledge with others to create a performance using mime and movement. Know how to stay focussed during group rehearsal, and following instructions. Start to develop detailed mimes and movement pieces- some to music through knowledge of mime and movement skills Select the correct skills to show knowledge of 'what makes a good mime'.	Know how to stay focused during group rehearsal, and following instructions. Start to develop understanding of characterisation techniques	Exploring the themes and plot in group work and classwork Characterisation techniques through voice, actions, movement and gestures. Creating movements to support a scripted performance Performing in front of an audience
Assessment KMW	*Devised Performance *Knowledges tests 1+2	*Devised Performance *Knowledges tests 1+2	*Mimed Performance *Knowledges tests 1+2	*Devised Performance *Knowledges tests 1+2	*Scripted Performance *Knowledges tests 1+2

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	Map Skills	Hazards	Geography of the UK	Extreme Environments	Asia	Weather and Climate
Knowledge	• What is geography? • Direction and sketch maps – the Great Barrier Reef • Scale and distance – Antarctica • Measuring distance – The Ganges • 4 figure grid references – Rio de Janeiro • 6 figure grid references – Victoria Falls • Measuring height – Mt St Helens • Cross sections – Mt St Helens • Map symbols - Bridlington	• Categorising hazards and exploring hazard risk • Structure of the earth • Earthquakes, plate margins, earthquake distribution and preparation • The causes, effects, and responses to the Nepal earthquake • Volcanic features and hazards • The causes, effects, and response to the Eyjafjallajökull eruption • The formation of tropical storms • The causes, effects, and responses to Hurricane Irma • Tsunami formation • The causes, effects and responses to the Sulawesi tsunami • Yellowstone supervolcano • Wildfires	• The location of the UK • Features between Land's End and John O'Groats • Climate of the UK • Population of the UK • Migration to the UK • Jobs in the UK • UK economy • UK in the wider world • The UK demographic transition model • Temperate deciduous forests	• The physical geography of Antarctica • Human life in Antarctica • How animals adapt to the conditions of Antarctica • Antarctica's importance and the Antarctic treaty • The physical geography of tropical rainforests • Rainforest tribes and threats • Tropical rainforest importance • The physical geography of mountain ranges • Mount Everest decision making exercise • The physical characteristics of avalanches, the causes and effects • The physical geography of hot deserts • Animal adaptations in hot deserts	• The physical geography of Asia • India monsoon • Tourism in China • Hong Kong homes • The opportunities and challenges of tourism in Thailand • The hazardous environment of Indonesia • Fashion in Asia • Population demographics in Cambodia (the Khmer Rouge) • Technology in Japan • The Rohingya crisis • Hazards in the Philippines • Singapore's economy • Contrasting environments – North Korea and South Korea	• Weather and climate and the effects on human activities • Forecasting the weather • Rain and cloud formation • Microclimates of Wolfreton school • Weather across the world • Extreme weather across the world • Extreme weather in the UK • Tornado formation, the global distribution of tornadoes and tornadoes in North America (Tornado Alley) • Tornado impacts, monitoring, preparing, and planning • The opportunities provided by tornado - storm chasers • The causes and effects of drought

						• The causes and effects of the 2018 heatwave
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 explain and evaluate contemporary issues. • Students will understand how to apply these skills: to being able to use and interpret a range of resources and apply their knowledge to a range of commands.					
Assessment KMW	• Map skills exam (Autumn Term 1), Hazards exam (Autumn Term 2), Geography of the UK exam (Spring Term 1), Extreme environments exam (Spring Term 2), Asia exam (Summer Term 1), Year 7 exam (Summer Term 2).					

Geography Assessment and Feedback

Year 7 PLACE – Students will complete six units (map skills, hazards, geography of the UK, extreme environments, Asia, weather and climate).

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 Y7 End-Of-Year Exam. All lessons follow the same structure – class work will be teacher, peer and self-assessed where appropriate. Homework projects will be set for each unit and teacher assessed using effort numbers.

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

HISTORY

Bringing the past to life.

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

SoL	Historical skills and terms – Pre 1066: Romans	1066 and Norman Conquest	Castles and Norman Methods of Control	Medieval Life and Religion and Magna Carta	Murder of Thomas Beckett
Knowledge	• Overview of Roman Empire • Roman army • Impact of Roman occupation of Britain • Boudicca's revolt	• Life in 1066 • Contenders to the throne 1066 • The Battle of Gate Fulford • The Battle of Stamford Bridge • The Battle of Hastings	• Motte and bailey castles • Stone square keeps • Concentric castles • Attacking and defending a castle • William's methods of control – Harrying of the North, Domesday Book	• The role of King John in the running of England, his failures and how this led to the Magna Carta	• Events of Becket's death at Canterbury Cathedral.
Skills	• Significance / Impact • Cause and consequence • Explanation	• Explanation • Causation • Significance • Prioritisation	• Description / Explanation • Change and continuity • Cause and consequence	• Description • Explanation • Analysis • Evaluation • Change and continuity • Causation	• Source investigation. • Using evidence to make a judgement • Explanation
Assessment KMW	• Impact of Roman occupation of Britain	• The Battle of Hastings	• Building of castles and their development	• LST	• LST

SoL	Black Death	Peasants' Revolt	Hundred Years War	War of the Roses	Tudor England
Knowledge	• Spread of the Black Death • Symptoms of plague • Causes and treatments used at the time • Consequences of the Black Death	• Causes of the Peasants' Revolt • Events of the Peasants' Revolt • Death of Wat Tyler • Consequences of Peasants' Revolt	• The causes of the Hundred Years War, the key events and impacts. • Joan of Arc.	• The causes of the Wars of the Roses, the dynastic struggles between the two families and the main Kings involved in this conflict. • The mystery of the Princes in the Tower.	• Henry VIII and the Reformation • Mary I – was she Bloody Mary? • Elizabeth I including how she used propaganda to reign • Spanish Armada
Skills	• Cause and consequence • Explanation	• Cause and consequence • Impact / significance • Explanation	• Description • Explanation • Analysis	• Description • Explanation • Analysis	• Explanation • Significance • Impact

	• Source work	• Evidence work	• Evaluation • Change and continuity • Chronology • Causation • Importance	• Evaluation • Change and continuity • Chronology • Causation • Importance	
Assessment KMW	• LST	• Peasants' Revolt	• LST	• LST	• Henry VIII • End of Year exam cumulative

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. Each piece of Key Marked Worked will be awarded a mark out of 10 for knowledge and graded within an assessment band of Emerging, Developing, Secure or Exceeding, in line with the whole school policy. 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 exams 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'.

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

Exercise books and class will be monitored by the class teacher. Teachers will use ticks and stamps to reward positive work and will award house points where appropriate. Not all classwork will be check marked. Students will also complete peer assessment use green and red pens.

Home Learning tasks should be checked and house points awarded.

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	Studio 1 – Access Studio	Studio 1! C'est perso module 1	Studio 1! Mon collège module 2	Studio 1! Mes passetemps module 3	Studio 1 ! Ma zone module 4	Studio 1! 3..2..1 Partez! module 5
Knowledge	• Meeting and greeting people. • Counting to 21. • Saying how old you are. • Learning the days of the week and months of the year. • Saying when your birthday is. • Saying what is in your school bag. • Describing your classroom. • Talking about hobbies, likes and dislikes. • Using colours. • Talking about family and pets.	• Use the connectives 'et', 'mais' and 'aussi'.Talk about what is in my survival kit. • Say what is important to me. • Describe myself • Use the intesifiers 'trés' and 'assez'. • Describe someone else. • Describe a musician	• Talk about school subjects. • Ask which subjects other people like. • Give my opinion about school subjects. • Describe my school timetable. • Use the 12 hour clock to say when my lessons are. • Describe my school day. • Talk about food.	• Talk about computers and mobile phones. • Talk about which sports I play. • Give opinions about free time activities. • Say what I like and dislike doing. • Describe what other people do.	• Talk about my town or village. • Give directions. • Talk about where I go at the weekend. • Asking someone to go somewhere. • Saying what you can do in a town.	• Talking about my holidays. • Talking about getting ready to go out. • Buying drinks and snacks. • Talking about holiday plans. • Saying what I would like to do.

Skills	• Spelling in French • Phonics and sounds • Using plurals • Using le, la, les – the definite article 'the' • Using adjectives. • Using possessive adjectives • Using the verb 'to be'	• Use regular –er verbs (je, tu, il/elle forms).Use 'ne...pas'. • Use Qu'est-ce que... • Use 'avoir' (je, tu, il/elle forms) • Use 'être' (je, tu, il/elle forms) • Use singular adjectives. • Use plural adjectives. • Use possessive adjectives. • Use 'je', 'tu', 'il' and 'elle' forms of regular –er verbs + 'avoir' and 'être'.	• Asking Questions • Agreeing and disagreeing • Looking up new words in a dictionary • Using the 12hour clock • Using 'on' to describe 'we' • Using the partitive article (du/de la/de l'/des) • Developing spontaneous speaking	• Using regular -er verbs in the present tense • Using jouer à • Using the verb 'faire' • Using 'aimer' + infinitive • Talking about other people (ils/elles) • Using possessive adjectives (son/sa/ses)	• Speaking/writing skills: using expressions of frequency and opinions to extend sentences • Speaking skills: using model texts as a source of language; including connectives and opinions • Writing skills: avoiding complicated language; using a dictionary • Listening skills: anticipating what you might hear • Writing skills: using si clauses to extend sentences	• Writing skills: attaining a higher level by including a reason • Writing skills: using expressions of time and frequency to improve sentences • Reading strategies: using what you know • Using a dictionary to find out gender • Speaking skills: personalising a response by including opinions and reactions
Assessment KMW	Listening assessment to check understanding of the above knowledge	Listening assessment to check understanding of the above knowledge	Reading assessment on the topic of School.	Writing assessment on the topic of Free Time	Writing Assessment on the topic of Town	End of Year Exam – Listening reading and writing covering all Year 7 topics.

French Assessment and Feedback

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

In addition, at the end of each half term there will be a cumulative assessment based on one of the 4 key skills that are assessed when learning a modern foreign language namely: listening, reading, writing or speaking. We test these in rotation to ensure a good coverage of each skill.
In addition, in year 7 there is a pronunciation assessment in the first 6 weeks of the half term to ensure there is a solid foundation and understanding of the key sounds of French/Spanish.

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

Books

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

Listening and reading

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

Writing and speaking

- Teacher is to annotate work, highlighting common errors that students are expected to correct in red pen.
- A departmental whole class feedback sheets are recommended so teacher can comment on common errors and also share examples of good practice from certain students.
- Students are to complete a full MRI on this feedback – correcting errors and trying out a new idea to help them make progress next time.

SPANISH

Learn a language. Stand out!

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

SoL	Viva 1 Mi Vida modulo 1	Viva 1 En mi tiempo libre modulo 2	Viva 1 Mi insti módulo 3	Viva 1 mi familia y mis amigos módulo 4	Viva 1 mi ciudad modulo 5	Cultural Aspects
Knowledge	• Qué tal? ¿Cómo te llamas? Cuántos años tienes? ¿Cómo eres? • Me llamo… tengo… Soy… No tengo, no soy • Divertido, estupendo, fenomenal, guay, tímido, tonto, aburrido • El, la, un, una • Hermanos, hermanas, madre, padre etc • Enero febrero marzo etc • Y pero también • Muy, un poco, bastante	• Cuando… • Hago, haces hace… juego, juegas, juega • Qué? Cuándo? Dónde? Cómo? Cuántos? • Hablar –o – as –a – amos-áis-an • bonito, bueno, feo, grande, moderno, pequeño, horrible, fácil, difícil, etc • Te gusta…? • Chatear, escribir correos, escuchar música, jugar a los videojuegos, salir, mandar SMS, ver la television etc • Bailo, canto Karaoke, hablo con mis amigos, etc • Me gusta….. porque es…. No me gusta….. porque es….. • A veces, de vez en cuando, siempre, nunca	• Estudio…. • Las matemáticas, el inglés, la historia, el español etc • Te gusta…? Sí, me gusta (mucho)… no, no me gusta nada)…. • porque es…., porque son…. • En mi insti hay…. no hay…. • Antiguo, bonito, moderno, feo, horrible etc • Estudiar, comer, vivir (conjugated present tense)	• Mi familia – madre, padre, hermanos, primos etc • Mi, mis, tu, tus, su sus • Pelo. Ojos, negro(s) marron, verde, azul • ser tener • Estar	• Mi ciudad- mercado, piscina, estasio etc • La hora • En la cafeteria • El fin de semana	• El Día de los Muertos • The geography of Spain • Spanish Festivals.

		• El invierno, la primavera, el otoño, el verano				

Skills	• Learning how to spell words • Developing confidence to have a mini dialogue • Understanding how to use 'the' and 'a' • Learning to use adjectives, position and agreement • Learning high frequency present tense verbs and how to make negative • Developing reading and listening comprehension skills • Developing knowledge of connectives • Developing knowledge of intensifiers	• Expressing positive and negative opinions about hobbies and justifying them • Learning how to decline a –ar regular verb in the present tense • Understanding the concept of different subjects of a verb • Building confidence in reading and listening comprehension. • Using 'jugar' and 'hacer' in the right context. • Using adverbs in a sentence • Recognising and using cognates or near cognates	• To describe a favourite school subject, justifying opinions • To begin to make comparisons • To link sentences with some students writing a whole paragraph • To ask and answer questions • To develop understanding of singular and plural nouns and verbs	• Developing vocabulary • Listening and responding • Reading comprehension • Writing creatively • Speaking coherently and confidently • Grammar • Possessive adjectives mi/tu/su and mis/tus/sus • irregular verbs tener and ser • position of adjectives (after the noun) • Agreement of adjectives with nouns • The verb estar	• Developing vocabulary • Listening for detail • Writing descriptions • Telling the time • Using some or many • Irregular verbs	• Learning to correctly pronounce 16 different sounds • Learning some new vocabulary • Learning to spell words using the Spanish alphabet • Revising numbers • Learning useful classroom Spanish • Appreciating song lyrics and poems • Learning some poetry by heart
Assessment KMW	• Listening assessment to check understanding of the above knowledge	• Reading comprehension assessment on the topic of free time activities	• Writing assessment about school subjects and opinions on school	• Speaking activity talking about family and friends	• Listening assessment to check understanding of the above knowledge	• End of Year Exam – Listening reading and writing covering all Year 7 topics.

Spanish Assessment and Feedback

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

In addition, at the end of each half term there will be a cumulative assessment based on one of the 4 key skills that are assessed when learning a modern foreign language namely: listening, reading, writing or speaking. We test these in rotation to ensure a good coverage of each skill.
In addition, in year 7 there is a pronunciation assessment in the first 6 weeks of the half term to ensure there is a solid foundation and understanding of the key sounds of French/Spanish.

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

Books

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

Listening and reading

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

Writing and speaking

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

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

MUSIC

Where words fail, music speaks

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

SoL – units can rotate	Samba- Feel the rhythm	Using the Voice/Performance	The Keyboard	Stave Stories/Ukulele mini projects	African Music	Pop Music Production
Knowledge	• An understanding of what Samba music is (and its origins). • To know key features of Samba music, the instruments of Samba and specific vocabulary. • An understanding of how to play in a large (class) ensemble and smaller group. • Know how to maintain an individual part. • To know about polyrhythms and how to use them. • To create a structured piece of Samba	• An understanding of the elements of music • An understanding of how to perform vocally to an audience. • An understanding of correct singing technique.	• To know where the keyboard notes are / Geography of the keyboard • To know that the note head is the factor in determining the contour of the pitch • To know that melody should be played with the right hand (in this case) in order that the left hand can be used for an additional part, and so that melodic playing is smoother.	• To know what notation is. • To be able to identify a stave • To know what the treble clef is • To identify lines and spaces of the stave as note/letter names – depending on clef • To know how to read chord blocks • To know how the ukulele works • To know how to play in time and perform a chord progression.	• An understanding of what west African drumming music is. • To know key features of African music – drumming and singing, the instruments of Africa and specific vocabulary. • An understanding of how to play in a large (class) ensemble and smaller group. • Know how to maintain an individual part. • To know about polyrhythms and how to use them • To create a structured piece of African drumming/singing • To know what call and response is and build on polyrhythm prior learning. • Awareness of ternary form	• An introduction to the functions of a DAW • An overview of how loop-based pop music is constructed. • Students will know how to develop their own original composition, following the structural and instrumental conventions of various pop music genres. • Pupils will know how to use music specific technology hardware and software.

Skills	• Perform individual/independent rhythms • Identify fingerprints of Samba • Demonstrate how to perform as an ensemble • Perform in front of a class of their peers. • To arrange a piece of Samba drumming in a group.	• How to perform in an ensemble • How to perform using correct breathing and vocal techniques • How to perform with expression • How to work with peers to create a performance	• Demonstrate where the Keyboard note names are • Melodic shape through notation/how to read pitch accurately • How to play a melody with the right hand smoothly • How to play in time with a peer • How to perform (or move towards) playing with the left and right hand at the same time	• To identify note names and the treble clef • To be able to write basic notation out and use oracy skills to create musical sentences/stories • To decode chord diagrams • To play the ukulele chord progressions and perform a piece of music	• Perform individual/independent rhythms • Identify fingerprints of West African drumming/singing • Demonstrate how to perform as an ensemble • Perform in front of a class of their peers. • To arrange a piece of African drumming/singing in a group. • To create a piece in ternary form	• To be able to use music specific software and hardware. • To compose a piece of loop-based music. • Pupils will be able to develop their own music. • Pupils will compose using structural and instrumental, genre specific, styles.
Assessment KMW	• Composition/ Performance assessment	• Performance Assessment	• Performance Assessment	• Notation stories/ Performance assessment	• Listening assessment and Composition/Performance assessment	• Listening assessment and Composition/Performance assessment

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.

The purpose of our feedback.

- To give pupils the success criteria to meet the next part in their learning, at whatever level this may be
- To ensure that pupils are made aware of their key progress areas to success, at an appropriate level – to show a quick visual reference of this.
- 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 both KS3, KS4 and KS5. It provides a live, constructive and informative process for pupils 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 pupils can use to develop their learning journey. This is specifically pertinent to pupils looking to develop studies at GCSE level and beyond.

• Verbal feedback will be developmental. It will recognise pupils' 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:

- Feedback will be unit specific and take into account a student's ability to listen/understand, perform, compose and evaluate music. These skills will not be assessed in all units, but will build up a KS3 'picture'.

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.

SoL	Football	Rugby	Hockey	Netball	Field Striking	Tennis	Badminton	Gymnastics	Athletics	Basketball
Knowledge	How to perform techniques for core and advanced skills (Elite performers) <u>Tactical:</u> Positions and formations. Offensive tactics such as playing direct, possession football, wing play etc. Defensive tactics such as high press, offside trap, zonal and man to man marking. <u>Decision Making:</u>	How to perform techniques for core and advanced skills (Elite performers) <u>Tactical:</u> Positions and formations. Offensive tactics. Defensive tactics <u>Decision Making:</u> When to pass, run, kick etc. Timing of the tackle Adapting playing style depending on the game situation. <u>Theory</u>	How to perform techniques for core and advanced skills (Elite performers) <u>Tactical:</u> Positions and formations. Defensive tactics E.g. getting goal side <u>Decision Making:</u> When to pass, dribble, shoot etc. When to tackle and when to jockey. Adapting playing style depending on the game situation.	Students will learn how to perform and be given time to practice the core skills in isolation opposed practices and game situations: Basic Passing – Chest, bounce, shoulder & javelin Basic Footwork Basic shooting Students will learn the basic rules & regulations to enable them to play a game.	Students will learn how to perform and be given time to practice the core skills in isolation opposed practices and game situations: Low and high catch in hands Overarm throw Grip the bat correctly and stance Front Foot drive Seam Bowling action Students will learn the basic rules & regulations to enable them to play a game.	Students will learn how to perform and be given time to practice the core skills in isolation opposed practices and game situations: Forehand Backhand Underarm Serve Volley Students will learn the basic rules & regulations to enable them to play a game. Students will learn the various tactical approaches such as:	Students will learn how to perform and be given time to practice some of the main core skills in isolation opposed practices and game situations: Court set up Forehand/backhand grip Push shot Serve (low, high) Clear Drop Smash Lob shot Net shot Net kill Students will learn the basic rules & regulations to enable them to play a game. Students will learn the various tactical approaches such as:	Students will learn how to perform and be given time to practice the core skills in isolation opposed practices and putting the skills into a routine: Rolls Travelling Jumps Balances Gymnastic Moves (Basic) Gymnastics Moves (More advanced - for the more able students) Students will learn the various tactical approaches such as: Tactical: · Learning and performing skills in isolation	Students will learn how to perform and be given time to practice the core skills in isolation. Basic sprinting and middle-distance running Basic throwing (Shot, Discus & Javelin) Basic jumping (Long, Triple & High) Students will learn the basic rules & regulations to enable them to participate in the event. Students will learn the	Students will learn how to perform and be given time to practice the core skills in isolation opposed practices and game situations: Basic Passing – Chest, bounce, shoulder & javelin Basic Footwork and Dribbling Basic Shooting Students will learn the basic rules & regulations to

	When to pass, dribble shoot etc. When to tackle and when to jockey. Adapting playing style depending on the game situation. <u>Theory</u> Components of fitness (10 components OCR) Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements) Training principles E.g. Specificity, Progression, Overload (reference to FITT), reversibility. Movement analysis.	Components of fitness (10 components OCR) Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements) Training principles E.g. Specificity, Progression, Overload (reference to FITT), reversibility. Movement analysis. Short-term effects of exercise	<u>Theory</u> Components of fitness (10 components OCR) Warm up / cool down (Pulse raiser, Mobility, Stretching, Dynamic movements) Training principles E.g. Specificity, Progression, Overload (reference to FITT), reversibility. Movement analysis. Short-term effects of exercise	Students will learn the various tactical approaches such as: Different positions and set play (centre pass formations). Basic attacking and defending tactics Assessment - Did you succeed in one area but were unsuccessful in another i.e. fail to achieve your aim due to technical or tactical deficiencies? Decision making when to, where to and who to pass to.	Students will learn the various tactical approaches such as: Fielding responsibilities and basic positions. Bowling with line and length Basic shot selection whilst batting Running between the wickets Students will learn about the 5 part warm up and the different components of fitness. Many students may move to 'Year 8' or 'Year 9' work if they have been able to demonstrate proficiency in the Year 7 areas. The SoL is focussed	Basic rules & regulations Tactical: Positions e.g. where to stand and when during a game. Decision Making: Which shot to play and when. Students will learn about the 5 part warm up and the different components of fitness. Many students may move to Year 8 or Year 9 work if they have been able to demonstrate proficiency in the Year 7 areas. The SoL is focussed on ability rather than age.	Basic rules & regulations Tactical: Positions e.g. where to stand and when during a game. Offensive tactics such as smash to backhand, hitting into a space, varying the serve etc Defensive tactics such as high deep recovery shots. Decision Making: Which shot to play and when. Students will learn about the 5 part warm up and the different components of fitness. Many students may move to Year 8 or Year 9 work if they have been able to demonstrate proficiency in the Year 7 areas. The SoL is focussed on ability rather than age.	Students will learn how to perform and be given time to practice the core skills on a vault, whilst having differentiated options available for the more able/ less able: Equipment: spring board (less able), vault, box vault, table vault (more able). · Jumps · Basic Vaults - squat on/ straddle on · Intermediate vaults - squat through/ straddle over · Advanced vaults - Round off/ handspring Students will learn the various tactical approaches such as: Tactical: · First focus is the jump - students have to have a strong jump (on	various approaches such as: Assessment - Did you succeed in one area but were unsuccessful in another i.e. fail to achieve your aim due to technical deficiencies? Students will learn about the 5 part warm up and the different components of fitness. Many students may move to 'Year 8' or 'Year 9' work if they have been able to demonstrate proficiency in the Year 7 areas. The SoL is focussed on	enable them to play a game. Students will learn the various tactical approaches such as: Different positions Basic attacking and defending tactics Assessment - Did you succeed in one area but were unsuccessful in another i.e. fail to achieve your aim due to technical or tactical deficiencies? Decision making when to, where to and who to pass to.

	Short-term effects of exercise			Students will learn about the 5 part warm up and the different components of fitness. Many students may move to 'Year 8' or 'Year 9' work if they have been able to demonstrate proficiency in the Year 7 areas. The SoL is focussed on ability rather than age.	on ability rather than age.			a spring board) before learning to use the vault box. · Performing skills in combination · Performing skills as a routine Technical: How each skill should be performed, to look aesthetically pleasing and to avoid injury. Decision Making: During the performance elements of the lesson. BASIC - MOVES IN ISOLATION DEVELOPING - MOVES IN SEQUENCE CONSOLIDATING - MOVES WITHIN A ROUTINE Students will learn about the 5 part warm up and the different components of fitness. Each	ability rather than age.	Students will learn about the 5 part warm up and the different components of fitness. Many students may move to 'Year 8' or 'Year 9' work if they have been able to demonstrate proficiency in the Year 7 areas. The SoL is focussed on ability rather than age.

								week students will be selected to lead the warm up's for the differentiated groups (warm up, stretches, skill based gymnastic warm-up). Many students may move to Year 8 or Year 9 work if they have been able to demonstrate proficiency in the Year 7 areas. The Year 7 will be recapped in Year 8 gymnastics, although all students will attempt vaulting (whether it be from a spring board or on a vault).		
Skills	<u>Core:</u> Passing, running with the ball, dribbling, ball control, finishing etc.	<u>Core:</u> Passing, running with the ball, tackling, kicking.	Outwitting opponents by using: <u>Core:</u> Passing, dribbling with the ball, ball control	Outwitting opponents by using: Basic Passing – Chest, bounce,						

	Advanced: Turns, complex dribbles, using weaker foot, different types of pass e.g., Chip, outside of foot, Heading etc.	Advanced: Tackling, dummy pass set plays.	stopping, shooting, tackling Advanced: Turns, complex dribbles, using reverse stick, different types of pass E.g. Slap, hit, arial etc.	shoulder & javelin Basic Footwork Basic shooting						
Assessment KMW	Students are assessed throughout their performance in each unit based on them demonstrating their understanding of technical and tactical elements.									

Physical Education Assessment and Feedback

In Key Stage 3, students are assessed continually throughout each unit of work – typically every half term. At the end of each unit 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 'non – numerical' assessment strand teaching staff will make a judgement on a young persons' performance in each sport based on their tactical and technical 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 Tactical 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.

Religious Studies allows students to explore the beliefs and practices of a wide range of religious and non-religious worldviews, whilst also developing their own values, identity and sense of belonging. Through exploring philosophical and ethical questions students are encouraged to discuss, debate and reflect upon controversial issues and ultimate questions whilst also developing a sense of understanding and sensitivity towards other cultures and beliefs.

SoL	How Has the Idea of God Developed?	Where Can Wisdom Be Found Today?	Is the Earth a Sacred Place?
Knowledge	• Understand what is belief and why people see things differently. • Learn how God been represented through the ages. • Understand what Native Americans believe about God. • Understand what monotheists believe about God. • Understand how Christians express their belief in God. • Understand what Buddhist believe. • Learn the different ways in which Buddhists express their beliefs. • Learn about the similar beliefs people share about the nature of God. • Assess the question whether people can be spiritual without religion. • Critically assess the validity of the Design Argument. • Critically assess the validity of the First Cause Argument.	• Understand what wisdom is and what makes a person wise. • Assess whether any understanding can be sought from ancient texts. • Learn about the wisdom of Guru Nanak. • Learn about the different types of wisdom in the Guru Granth Sahib. • Understand the impact Sikhi teachings have today. • Assess the ways in which Jesus is considered a wise person. • Assess the impact Christian teachings have today. • Investigate whether all Christians share the same beliefs. • Investigate a controversial issue and assess how well religious teachings respond to this. • Investigate what Humanism teaches about life and assess how useful this is. • To explore whether there is a shared wisdom around the world.	• To investigate the ways in which humans and the earth are connected. • To explore what different religions say about the value of the earth. • Understand how stewardship is important in Judaism and Christianity. • Explore how important environmental issues are within Judaism. • Investigate how COEJL puts beliefs into practice. • To explore the extent to which the River Ganges is treated as sacred. • To investigate how useful the Green Pilgrimage Network is. • To understand what the One World Sangha is. • To explore whether religious beliefs or science should influence how we treat the earth. • To investigate how modern-day environmentalists put their beliefs into practice. • To explore what non-religious environmentalists have in common with religious beliefs.
Skills	• Literacy – Identify, describe, explain, compare, analyse, evaluate. • Critical Assessment – interpret and evaluate differing points of view. • Empathy – understand the thoughts, beliefs and opinions of others.	• Literacy – Identify, describe, explain, compare, analyse, evaluate. • Critical Assessment – interpret and evaluate differing points of view. • Empathy – understand the thoughts, beliefs and opinions of others.	• Literacy – Identify, describe, explain, compare, analyse, evaluate. • Critical Assessment – interpret and evaluate differing points of view.

			• Empathy – understand the thoughts, beliefs and opinions of others.
Assessment KMW	KMP – Ideas of God	KMP – Wise Words	KMP – Sacred Earth

Religious Studies Assessment and Feedback

In Year 7 students will complete a number of KMP assessments based upon work covered in the units specified above. These will consist of both a knowledge section and an application section. The knowledge section will assess the degree to which they have understood key ideas, concepts and beliefs and the application section will assess how well they can apply this knowledge to a range of extended questions. All assessments will allow students to opportunity to express and justify their own beliefs on a wide range of philosophical and ethical issues and well as assess and show understanding of the beliefs of others. All students will have a knowledge organiser which can be used to support in preparing for these KMPs.

Each student will have a tracker sheet in their books where they can monitor the progress they are making throughout the year.

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. Some of this will consist of 'flipped learning' activities which will prepare students for upcoming lessons, as well as tasks which will consolidate their learning.

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	Introduction to PSHE	British Values	Healthy Relationships	Careers	E Safety	Healthy Lifestyles
Knowledge	Why is PSHE important? What are the three key themes of PSHE? (Personal/social/physical) What factors can be categorised in to the different PSHE themes? What is the Importance of Health and Wellbeing? Who am I? What is personal identity? Importance of Identity? What influences our identity? How does our identity change overtime? How have migrants have become a part of the British identity? How to be successful at Wolfreton School? How can be more resilient?	What does it mean to be British? What are the different British Values? What is Democracy? What is tolerance? Are Rules meant to be broken?	How are Healthy relationships constructed? What makes a good friend? How can I avoid unhealthy relationships? What are dangerous relationships? How can we keep safe and Positive relationships? What is bullying? Why do people bully? How can we prevent bullying?	Why is education important? What opportunities are created by education? What does your future look like? What is success? What are personal qualities? Why are employability skills important?	What is Esafety? What are the social and mental impacts of technology? What is the digital footprint? How and why are we tracked? How can we manage our digital footprint? What is cyberbullying? How can cyberbullying be prevented? How can the media influence our body?	What is personal hygiene? What is the importance of hygiene? What is puberty? How does puberty affect our personal hygiene? What are the different emotions we experience? What are periods?
Skills	Students will apply their knowledge and understanding of PSHE to become better global citizens Apply a range of self-care strategies Develop a sense of identity Develop resilience	Develop an understanding of the different British Values	Develop safe and successful relationships Identify dangerous and unhealthy relationships Managing situations that involve bullying	Identify the opportunities education creates Looking to the future and planning a career Understanding the measures of success Identifying the different personal	Develop an awareness of the dangers of online environments Steps that can be taken to stay safe Cyberbullying prevention	Develop an awareness of the fundamental aspects of healthy living Develop an understanding of the impacts of puberty

				qualities that support different career paths	Reduce the social impacts of online material	

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	DT Rotation Unit Timbers Manufacture	DT Rotation Unit Polymers manufacture	DT Rotation unit Card and boards manufacture	Textile Rotation Unit **materials and their uses**	Food and nutrition Unit **Diet and health – A balanced diet**
Knowledge	Students will: • **Timber manufacture and technical understanding – Sweet dispenser project** - Natural and man-made timber properties - Introduction to the workshop - Quality control - Health and safety - Manufacturing processes - Graphic skills - User and evaluation - Keywords and literacy		Students will: • **Paper and board manufacture and technical understanding** - Properties of card and board - How paper and boards are made - Types of paper and board - Stock for • Experience graphic products • Learn how to use a pencil to sketch objects using freehand and technical drawing skills • Learn how to apply shading to objects to show tone and texture • Learn how to draw shapes and objects in 3D using 1pt and 2pt perspective	Students will: • Grasp the order of a design and make project • Design brief, task analysis, design, use of existing products to aid development, pattern cutting/making, practical work, step by step, quality control/checks and evaluation • Gain knowledge of relevance and how each is carried out • Identify design criteria, have knowledge of the workings, threading and safety of the sewing machine, be able to hand sew on an item (fabric, button bead etc.) • Understand fabric construction and properties	• Personal Hygiene: Hair, jewellery, apron, handwashing, covering cuts & coughing • Healthy Eating: Each section on the Eatwell Guide. Apply knowledge to given scenarios to make recommendations • Food Safety: Students to learn about conditions bacteria need to survive and temperatures on the germometer. Best before /Use by dates. Safe storage of food to prevent cross contamination • Functions of Ingredients: learn the function of ingredients in each recipe • Fairtrade: Students to understand and explain the term 'Fair trade' • Food Miles: How food miles affect the environment & ways to reduce in relation to using British fruits in crumble

			• Learn to draw in 3D isometric, using grid paper and iso sketch tools		• Vegetarian: Different types of vegetarian diets and reasons why some consumers make this choice, e.g., animal welfare issues or religious beliefs
Skills	• Tools and equipment techniques and skills • Manufacturing processes - Using vacuum former - Strip heater - Introduction to card modelling - Cutting/smoothing wood and plastic – to change shape scroll saw and pillar drill, examples provided) - Marking out / accuracy - Bending acrylic on the line bender - Safe use of the pillar drill, buffer, scroll saw, sander and solder irons - Health and safety in the workshop / Machines	Students will: • **Polymer manufacture and technical understanding – phone holder project** - Properties of polymers - User needs - Introduction to 3D drawing skills • Develop a range of design ideas working on their sketching and rendering skills. • Develop models to test their ideas and overcome problems • Produce a diary of their making to show the key concepts covered and evidence the progress they have made • Learn to use a range of materials and manufacturing techniques to produce an attractive product • Present their work in a portfolio of evidence similar to how a designer would or similar to how	• Presentation skills – how to neatly present your work • Five rules when applying colour • 1 point perspective – cubes/cuboids Challenge - NAME • 2-point perspective – cube/cuboid Challenge – LETTERS • Isometric drawing – cube/cuboid - • Rendering • Thick/Thin lines •	• Students will have a competent understanding of textile technology; they will be able to identify health and safety rules and follow them correctly. They will have a grasp of the following points within a design project- design brief, task analysis, design criteria, product analysis step by step (diary of making), development and modifications; understanding the order and importance of each • The project requires students to be able to thread a sewing machine, (top and spool thread), competently and safely use a sewing machine, turn a hem, hand embroidery and sew on a button • They will have an understanding of quality control and checks when completing practical work.	<u>Practical skills:</u> • Weighing and measuring. • Bridge & Claw method – e.g., fruit, vegetables etc. • Peeling, slicing, julienne strips, chopping, grating, spreading, shaping, crushing, sieving. • Washing up! <u>Equipment:</u> • Grill, hob and oven. Kettle, electric can opener and food processor. Fridge 0-5°C. • Preparation / Cooking Methods • Melting method, rubbing in method, baking, batter mixture. • **Recipes:** • Dip & Dippers, Croque Monsieur, Flapjack, Kofta Kebabs, Rocky Road, Apple Crumble, Cheese & Onion Muffins, Vegetable Couscous Salad.

		they would in further education		• Other skills included- identification of fabric origin and construction.	
Assessment KMW	KMW – Timber knowledge testing KMW – final protype outcome – timber project	KMW – Polymers knowledge testing KMW – final prototype outcome – Polymer project	KMW 1 – Card and boards knowledge testing KMW 2 – Final outcome quality and accuracy	KMW 1 – Fibres and fabrics KMW 2 – Designs Juggling Toy KMW 3 – Make Juggling Toy	KMP1 – Food safety KMP2 – Practical making skills KMP3 – Health and safety standards and routines

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 the assessment banding, highlighting the 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 students have in total three hours across the two-week timetable and will rotate 5-time throughout the year to provide student with the opportunity to learn and develop a wide range of skills and knowledge in all the design and technology subject specialisms. Stude will have an opportunity to work with a wide range of different materials and ingredients and develop a wide range of different skills using different tools, equipment and machinery to produce high quality outcomes.