Wolfreton
SCHOOL AND SIXTH FORM COLLEGE

YEAR 8 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 8 Expanding Horizons Curriculum.

Year 8 Curriculum Map 2023-24

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

Music	Guitar Hero	Club Dance	Rock Band - Getting the Band Together	Reggae – Protest Songs	Feeling the Blues	Music at the Movies
Drama	Actor Performance Skill	Mask and Mime	Monologue	Duologue	Thematic Exploration	Theatre in Education
Computing	E-Safety / Binary Logic	Python EduBlocks	Understanding Computers		Mobile App Development	E-Safety
Design Technology rotation	Resistant Materials Rotation 1 Wooden CAM toy	Graphics – Rotation 2 - Packaging nets – isometric drawing – 3rd angle orthographic drawing	Textiles - Rotation 3 Draw string bag, fabric origin, smart fabrics and ethical manufacturing techniques	Food and Nutrition - Rotation 4 Cooking & Nutrition: Health & safety/nutrients/allergies/food practical skills/organic foods.		
Religious Studies	How do religious traditions influence life today?		How valuable is human life?		Where do we come from + where are we going?	
PSHE	Sex & Relationships	Identity and Choice	Mental Health and Wellbeing	Resilience	Money Management	Healthy Futures
PE Girls Games	Hockey	Netball	Football	Netball	Fielding and Striking	Tennis
	Netball	Hockey	Netball	Football	Tennis	Fielding and Striking
PE Girls PE	Dance	Badminton	Gymnastics	Team Games	Athletics	
	Badminton	Dance	Team Games	Gymnastics		
PE Boys Games	Rugby		Football		Fielding and Striking	Tennis
	Football		Rugby		Tennis	Fielding and Striking
PE Boys PE	Gymnastics	OAA/Team Games	Badminton	Basketball	Athletics	
	OAA/Team Games	Gymnastics	Basketball	Badminton		

ENGLISH

So much more than just a story

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

SoL	Crime	Freedom	Injustice	Power
Knowledge	• Literature in context of 19th and 20th century. • Genre: crime and gothic • Coverage of duality • Exploration of morals and justice • Insight into the legal system	• Decoding language within 'The Tempest' • Jacobean context • Conventions of stagecraft • Conventions of comedy • Character analysis • Structural analysis • Performance skills • Historical and modern day facts about repression, slavery and racism • Writers' differing perspectives	• Social world issues such as poverty, inequality, cultural differences, environmental issues. • What is an opinion. • Persuasive devices used to write an opinion. • Responding to an opinion	• Context of Marxism in 'Animal Farm' • Audience & purpose. • Annotation • Text comparison • Planning techniques • Propaganda • Exploration of leadership and tyranny
Skills	Adaptation of forms. • Stylistic devices • Vocabulary use • Sentence structures	Response to task and whole text (The Tempest) • Precise references • Analysis of writer's methods with subject terminology. • Exploration of effects of writer's methods to create meanings. • Exploration of ideas / perspectives / contextual factors shown by specific, detailed links between context / text / task	Exploration of tone. • In depth and explicit vocabulary practice • Exploring structure	Showing clear critical opinion with imaginative insights. • Selecting the most appropriate quotations • Analysis of language

Assessment KMW	Crime Knowledge MCQs and reading assessment. Write the opening to a crime story	Writing a Speech - Focus on rhetoric 'What does freedom mean to you?' Reading: How does Shakespeare present Caliban's feelings about being trapped on the island?	Reading: How is injustice presented in the novel? Writing: Descriptive writing	Writing/Reading: Write a speech from either the perspective of Snowball or Napoleon persuading the other animals to vote for you.

English Assessment and Feedback

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

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

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

We use coloured pens as outlined below:

Green pens – teacher marking and feedback
Red pens – student response to TIFs or MRI work following on from a key marked piece.

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

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

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

Key Marked Work: Key Stage 3

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

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

SoL	P1 Averages	N1 Directed Numbers	A1 Linear Equations	N2 FDP 1	G1 Volume
Knowledge	• What an 'average' is aiming to show us about a data set, and what the 'range' is showing us. • When each average is most appropriate (although note this will be covered in depth in a later unit). • A basic understanding of the uses of the summary measures, including simple comparisons between data sets (although this also will be covered in depth in a later unit). • Understanding of when and how to round the answer to a calculation of the mean; for example from a list of integers the mode and median will be integers, but the mean may be a decimal. Is this ok? • Why the method for calculating mean from a frequency table works. • Sense-checking answers, and considering them	• Understanding of moving up and down the number line Which 2 numbers would move identically? (ie. +2 or – (-2)). • Ordering integers; Which is bigger; +2 or -2 ? If we add on a negative number, is the result smaller or larger than where we started? • Language of 'more than' and 'less than'. • Understanding of negative numbers in context. Which quantities allow negative values and why? What do the negative values represent? (temperature, money….) • Which quantities exclude negative values and why? (time, distance…)	• Understanding the balance method by identifying the operations on the x, and reversing these. • Understanding of the order of operations; what's the difference between ax + b and a(x + b)? • Understanding of algebraic terminology; here we are 'solving', ie. finding the value of the variable (as opposed to factorising, simplifying…..) • When dealing with equations in context, knowledge of how to change words into symbols; for example 'more than…' indicating +, 'less than…' indicating -, 'lots of…' indicating x etc. • Understanding of the term 'expand' in reference to a bracket. • Understand how to isolate a given unknown in a formula by reversing the operations using the balance method.	• Deepen understanding of place value, equivalent fractions, and of F, D, P as all representing proportional parts of a whole. • Equivalence of 0.6 x 30, 6/10 of 30 etc. Students • Build understanding of fraction of an amount, decimal x integer, and percentage of an amount all being essentially the same. • To find fractions of amounts we first of all find the unit fraction amount. • Conceptual understanding enhanced with appropriate diagrams showing portions of the whole. • Understanding of the effect of multiplying a fraction, decimal or percentage by an integer – 'jump' along the number line in steps of the fraction or decimal.	• Volume is a measure of the 'space' in a 3D solid, and its relationship to capacity. • Understand the definition of a prism and know that the formula for the volume of a prism is the area of the cross-section x length. • Understand the units of volume in the context of 3 dimensions, and multiplying 3 lengths together.

	within the context of the given question.		• Understand that solving an equation and rearranging a formula are essentially the same.	• Understand the effect of multiplying by a number < 1.	
Skills	• Confidently calculate the 3 averages and the range from any list of data including decimals, negatives and longer lists. • Cope with different situations for the median; odd and even amounts of data, lists with a repeated number in the middle, lists with a pair of different numbers in the middle. • Cope with different situations for the mode; no mode, bi-modal. • Listing data out from a frequency table. • Confidently calculate the mean from an ungrouped frequency table in a variety of contexts.	• Add or subtract 2 or more directed numbers, both directly and in context. • Multiply or divide 2 or more directed numbers, both directly and in context. • Give equivalent calculations; for example 7 + (-2) = 7 – (+2) 3 x (-4) = (-3) x 4 • Fill in blanks in directed number calculations.	• Solve 1-step equations (all 4 operations) using the balance method. • Solve 2-step equations (*all possible* sequences of operations) using the balance method. • Deal with answers that are positive and negative integers, decimals and fractions. • Solve equations involving brackets (on one side of the = only). • Form and solve all the above types of equations in context; 'I think of a number….', other worded problems, and geometry-based problems including area, perimeter and angles. • Change the subject of a formula where the change takes 1 or 2 steps (+, -, x, div) • Change the subject of a formula which requires a 1-step square / square-root change. • Change the subject of a formula where the change takes 2 or 3 steps (any operations, including	• Emphasis on non-calculator work in all of the following; • Recall common equivalents for fractions, decimals and percentages. • Convert F with denominators of factors of 100 to P & D by changing the denominator first. • Simplify fractional answers when converting D / P to F. • Confidently convert between F (denominator factor of 100), D and P, simplifying answers where necessary. • Apply these skills in the contexts of i) ordering a mix of F, D, P; and ii) solving simple worded problems which involve comparing / converting a mix of F, D, P. • Find a non-unit fraction of an amount. • Find a percentage of a quantity (multiples of 5%) • Multiply a 2 or 3 digit decimal by an integer.	• Find the volume of a cuboid, given l, w and h, both directly and in context. • Find missing lengths of a cuboid given the volume. • Divide cuboid volumes to find the number of smaller items in a box. • Find the volumes of compound cuboid prisms. • Calculate the volumes of triangular, parallelogram and trapezoid prisms both directly and in context. • All of the above also when given the area of the cross-section directly. • Find missing lengths given the volumes of the above prisms, and the area of the cross-section given the volume.

			squaring / square-rooting)	• Attempt some reverse questions: If 2/3 of a number is 18, what was the original number? If 15% of a number is 30, what was the original number?	
Assessment KMW	• Half term 1 – 6 assessments	• Half term 1 – 6 assessments	• Half term 1 – 6 assessments	• Half term 2 – 6 assessments	• Half term 2 – 6 assessments

SoL	R1 Ratio Sharing	N3 Prime Numbers	A2 Sequences	G2 Angles	N4 Decimals
Knowledge	• Link between ratio and proportion. • Ratio comparing the sizes of parts of quantities to one another, proportion (written as fractions) comparing the size of 1 part to the whole. • Understanding of link to unit pricing (yr 7) through idea of proportion.	• Know the definition of a prime. • Understand how multiples and factors relate to primes • Understand what a factor tree represents; what does it mean to 'write a number as a product of its prime factors'? How is this different from listing the pairs of factors of a number? Why is it a useful thing to be able to do? • Understand the definitions of HCF and LCM *in terms of the 2 numbers in question*. • Understand the link between finding HCF and LCM by listing (yr 7) and by factor trees.	• Understanding of the terminology 'term-to-term' rule. • Meaning of the word term. • Appreciation of the different kinds of term-to-term rules that exist, and the sequences they generate. • Understanding of the terminology 'position-to-term' rule. • Understanding of the link between the term-to-term rule and the position-to-term rule when generating the nth term.	• Name any size of angle. • Understand the difference between questions asking them to *measure* angles and those asking them to *calculate* angles • Understand how & when to apply each angle rule as described below. • Angles on a straight line add to 180^0. • Angles round a point add to 360^0. • Angles in a triangle add to 180^0. • Angles in a quadrilateral add to 360^0. • Understand the definition of a regular polygon. • Understand the difference between a regular polygon and an irregular one.	• Understanding of what division means; the opposite of multiplication; also the idea of sharing and cost per item. • Deep understanding of place-value. • Why we can use division to convert a fraction; ie. that 3/8 represents 3 divided into 8 parts • Knowledge of rounding and giving sensible degrees of accuracy when dealing with longer decimal answers. • Secure understanding of the effect of multiplying by a number less than 1. For example a common misconception is 0.3 x 0.4 = 1.2. • Secure understanding of the effect of dividing by a number less than 1.

Skills	• Convert a ratio to a fraction. • Convert a fraction to a ratio. • Share in a given ratio by adding the parts of the ratio together. To include; simple monetary examples; more sophisticated examples in context; examples with 3-part ratios. • (Note ratio given 1 part, and sharing when told the difference are covered in the next unit so do not need to be covered here). • Share in a given ratio by using fractions of amounts. To include; simple monetary examples; more sophisticated examples in context; examples with 3-part ratios.	• Find all the primes under 100 by crossing out successive sets of multiples in the sieve of Eratosthenes. • Write a number as a product of its prime factors by constructing a factor tree. • Organise prime factors from a tree into a Venn diagram. • Find the HCF and LCM from the Venn diagram. • Use the HCF & LCM to solve worded questions. • Deal with 'non-standard' questions such as; 'A = 2^3 x 3^2 x 5, B = 2^2 x 3^3 x 7, find HCF & LCM'; 'Find the LCM of 210 and 350' (ie where it doesn't explicitly tell students to construct factor trees and a Venn diagram); questions where the Venn diagram is given with the factors in it, but the original 2 numbers are not explicitly stated etc.	• Describe in words the term-to-term rule for an arithmetic sequence. • Describe in words the term-to-term rule for an geometric sequence. • Describe in words the term-to-term rule for other simple sequences (eg. Fibonacci). • Find the nth rule for a numerical arithmetic sequence. • Find the nth term rule for a simple geometric sequence (r^n). • Find the nth term rule for an arithmetic sequence generated from a pattern. • Questions should include a range of integers and decimals to link back to work done previously. • Deal with a range of examples when finding the nth term; decreasing and increasing sequences, sequences with negative terms, sequences generated by patterns.	• Use a protractor confidently. • Accurately measure any size of angle. • Accurately draw any size of angle. • Draw and measure angles from a base line in *any* position (ie not just horizontal). • Name any size of angle. • Calculate the size of missing angles on a straight line, round a point, in a triangle, and in an irregular quadrilateral to include examples where 2 or more angles are marked, and simple algebraic examples in each case. • Calculate angles in special cases of 2D shapes; isosceles & equilateral triangles, quadrilaterals with various symmetries (trapezia, kites, parallelograms, rhombi). • Calculate missing angles in diagrams which require the application of more than 1 rule, in simple cases. • Calculate the interior angle sum of any polygon by using the number of sides	• Confidently perform short division (a 'bus-stop' method) resulting in an integer answer. • Confidently perform short division resulting in a decimal answer. • Confidently perform long division resulting in an integer answer. • Convert a fraction to a terminating decimal by short division. • Convert a fraction to a recurring decimal by short division. • Multiply 2 single-digit decimals together or a single digit by a double digit (0.3 x 0.4, 0.07 x 0.008) • Multiply 2 double or triple digit decimals together (1.2 x 0.034, 0.23 x 0.41) • Divide a decimal by an integer using short division. • Divide a decimal by another decimal using short division.

				• Use the interior angle sum to find a missing interior angle. • Use the interior angle sum to find the number of sides of a polygon and to find the size of one interior angle when the polygon is regular.	
Assessment KMW	• Half term 2 – 6 assessments	• Half term 3 – 6 assessments	• Half term 3 – 6 assessments	• Half term 3 – 6 assessments	• Half term 4 – 6 assessments

SoL	P2 Averages from Frequency tables	G3 Constructions	A3 Coordinates & Graphs	A4 Rearranging formulae	G3 Constructions
Knowledge	• Know the advantages and disadvantages of each average • Understand how the same data set summarised using different averages can give very different perspectives. • Understand how averages and the range are used to explain summary information about a set of data. • Understand how averages and the range are used compare 2 or more sets of data. • Deep understanding of how a frequency table is constructed, and what it	• Understand the concept of a scale drawing. • Understand the difference between a construction / scale drawing and a locus. • Understand the meanings of the words 'bisect', 'perpendicular' and 'locus'. • Learn the steps in each of the following constructions; perpendicular bisector, angle bisector, SSS triangle, SAS triangle. • Understand how to interpret a locus question in terms of which construction(s) it asks for.	• Understanding of the set-up of x- & y-axes. • Understand that the equation is specifying a relationship between the x and y coordinates of all the points on the particular line. • Appreciate how the values of the coordinates affect the gradient and position of the line. • Understand that there are many (infinite!) possible lines with any given gradient and / or any given intercept.	• Understand the difference between a formula and an expression. • Understand that equations must stay balanced. • Understand how the order of operations works for algebra.	• Understand the concept of a scale drawing. • Understand the difference between a construction / scale drawing and a locus. • Understand the meanings of the words 'bisect', 'perpendicular' and 'locus'. • Learn the steps in each of the following constructions; perpendicular bisector, angle bisector, SSS triangle, SAS triangle. • Understand how to interpret a locus question in terms of which construction(s) it asks for. • Understand what congruence means; exactly the same, although 1 shape may be

	shows; which column shows the actual data values.	• Understand what congruence means; exactly the same, although 1 shape may be a translation, rotation or reflection of the other. • Know and understand that SSS, SAS, AAS and ASA are sufficient for congruency, but ASS is NOT. • Know and understand how to form a logical sequence of steps to show congruency.			a translation, rotation or reflection of the other. • Know and understand that SSS, SAS, AAS and ASA are sufficient for congruency, but ASS is NOT. • Know and understand how to form a logical sequence of steps to show congruency.
Skills	• State the main advantages and disadvantages of each average. • Given a list of data, select the most appropriate of the 3 averages to use, and explain why this is the case. • Summarise a set of data by using the 3 averages and range, explaining clearly what each summary measure shows about the data. • Compare 2 sets of data by calculating all 3 averages for each data set, and	• Draw full circles and arcs of any given radius in a variety of contexts. • Calculate the real values of scaled lengths, given the scale of the drawing. • Draw lines and simple polygons to given scales. • Construct the perpendicular bisector of a given line. • Apply the perpendicular bisector in a simple loci situation (ie. find the locus of the point equidistant from 2 fixed points). • Bisect a given angle.	• Plot and read coordinates in all 4 quadrants, and find missing coordinates (eg. 4th corner of a square. • Join coordinates that lie on a line, and describe the relationship between their x and y values in words. • Generate coordinates and plot a graph for a simple equation with positive coefficients. (eg. y = x + 1) • Generate coordinates and plot a graph for an equation with positive gradient but negative intercept. (eg. y = 2x - 5)	• Become confident solving one and two step equations • Be able to change the subject of a formula using one or two steps.	• Draw full circles and arcs of any given radius in a variety of contexts. • Calculate the real values of scaled lengths, given the scale of the drawing. • Draw lines and simple polygons to given scales. • Construct the perpendicular bisector of a given line. • Apply the perpendicular bisector in a simple loci situation (ie. find the locus of the point equidistant from 2 fixed points). • Bisect a given angle. • Apply the angle bisector in a simple loci situation

	explain clearly what distinctions between the 2 data sets the averages and range show. • Find the median, mode & range from ungrouped frequency tables. • Find the median, mode & range from grouped frequency tables.	• Apply the angle bisector in a simple loci situation (ie. find the locus of the point equidistant from 2 lines from a fixed point). • Construct a SSS triangle. • Construct a SAS triangle. • Decide whether 2 shapes are congruent. • Explain why 2 shapes are congruent. • Show why 2 triangles are congruent by demonstrating each step in 1 of the 4 rules.	• All the above where the x-values are explicitly given, and where they are not explicitly given.		(ie. find the locus of the point equidistant from 2 lines from a fixed point). • Construct a SSS triangle. • Construct a SAS triangle. • Decide whether 2 shapes are congruent. • Explain why 2 shapes are congruent. • Show why 2 triangles are congruent by demonstrating each step in 1 of the 4 rules.
Assessment KMW	• Half term 4 – 6 assessments	• Half term 4 – 6 assessments	• Half term 5 – 6 assessments	• Half term 5 – 6 assessments	• Half term 5 – 6 assessments

SoL	N5 Using a calculator	A4 Equations of lines	N6 FDP 2
Knowledge	• Know that if performing a calculation in several steps, they mustn't round their answers half way. • Understand that 'modes' on the calculator affect the format of inputs & outputs. • Know how to use the memory function. • Know how to access the first and second functions. • Understand the difference in function between the 'minus' and 'neg' buttons if appropriate to the calculator. • Understand that a calculator AUTOMATICALLY operates to BIDMAS unless told otherwise.	• Know that coordinates (2, -3), (2, -1), (2, 0), (2, 1) etc all lie on the line x = 2 and similar. • Know that lines x = a are vertical, through a on the x-axis. • Know that lines y = b are horizontal, through b on the y-axis. • Understand that the gradient of a line is a measure of its slope. • Know that lines with positive gradients slope uphill left to right. • Know that lines with negative gradients slope downhill left to right. • Know that lines with the same gradient are parallel. • Know how to take account of the scales on the x and y axes when calculating the gradient.	• Understanding of the equivalence of quantities such as 2.35 = 235%, with emphasis on the knowledge of quantities > 100% being bigger than 1. • Understand the effect of multiplying by a D or P less than 1 • Understand why the 1 appears in the units column of the multiplier for an increase. • Understand why the multiplier is found by subtracting the percentage from 100 for a decrease. • Understand the difference between simple and compound interest. • Know the compound interest formula. • Know and understand the meaning of the words 'appreciation' and 'depreciation'.

		• Understand how to think of the gradient as incremental steps – how many steps up for each one along? • Know that the value of 'c' in the equation y = mx + c determines where the line crosses the y-axis. • Visual understanding of what a line with particular values of m and c ought to look like.	
Skills	• Check calculator is in the correct basic mode, and how to reset this if not. • Use the memory function for storing intermediate answers. • Find roots and powers of any degree. • Input and calculate with negative numbers correctly. • Input and calculate with brackets correctly, getting the order of operations right. • Input and calculate with fractions correctly, including fractions which include multiple operations and / or brackets in the numerator and / or denominator. • Correctly answer questions such as $\frac{(42.6 + 9.3)^2}{\sqrt{72^2 + 96}}$ $\frac{\sqrt{43} + 6.2^2}{38.4 - 13.6}$	• Draw any line of the form x = a without plotting coordinates. • Plot any line of the form y = b without plotting coordinates. • Plot the line y = x without plotting coordinates. • Solve questions about geometrical shapes involving horizontal and vertical lines, or the line y = x. • Find the gradient of line segments on grids (both positive and negative gradients). • Find the gradient of lines on coordinate axes (both positive and negative gradients). • Draw a line on coordinate axes given its gradient. • Write down the equation of any line on coordinate axes by using the gradient and intercept. • Draw a line onto coordinate axes directly from its equation, by using the gradient and intercept.	• Convert between single- and double-digit decimals and percentages less than 1 (9%, 83%). • Convert between decimals and percentages of any length including those greater than 1 and percentages with constituent decimals (215%, 2.5%, 17.5%) • Find a given percentage of a quantity, including where the percentage contains a constituent decimal (eg. 2.5%). eg. Find 11% of 231, by typing 0.11 x 231 into calculator. • Increase a quantity by a given percentage, including where the percentage contains a constituent decimal (eg. 2.5%). eg. Increase 231 by 11%, by typing 1.11 x 231 into calculator. • Decrease a quantity by a given percentage, including where the percentage contains a constituent decimal (eg. 2.5%). eg. Decrease 231 by 11%, by typing 0.89 x 231 into calculator. • Solve a simple interest question both with and without a calculator. • Solve a compound interest question by using repeated multipliers on a calculator. • Solve other repeated percentage change questions (both appreciation and depreciation) by using repeated multipliers on a calculator. • Solve questions which involve comparing interest earned from simple and compound accounts.

Assessment KMW	• Half term 6 assessment	• 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	The Body	Waves	Chemical Formulae	Healthy Living	Development of Periodic Table
Knowledge	• Structure of the heart • Blood flow through the heart • Structure of the lungs • Air flow through the lungs • Lung adaptations • Structure and function of the digestive system • Lock and key theory on enzyme action 1. Food test positive results	• Waves Intro • Light Waves • Refraction • Colour • Sound: formation, detection and use • Wave Speed	• Chemical symbols and formulae • Naming compounds • Writing word and symbol equations • Basic Mr calculations	• Difference between physical and mental health • Factors that affect mental and physical health • Healthy lifestyle • Balanced diet • Drugs, smoking and alcohol • Malnutrition and obesity	• What is an atom • Periodic table development • Properties and examples of metals and non-metals • Allotropes of carbon and their use • Alkali metals- reactivity and properties • Group 7 properties and how they react
Skills	Literacy: (i) development of vocab – see key word list; Numeracy: (i) Working scientifically: (i) make and record accurate observations; (ii) identifying independent, dependent and control variables as part of planning; (iii) identify risks in a planned activity.	Literacy: (i) development of vocab – see key word list; (ii) write up of KMP investigation (iii) Numeracy: (i) calculating wave speed, measuring angles. Working scientifically: (i) make and record accurate observations; (ii) identifying independent, dependent and	Literacy: (i) development of vocab – see key word list; (ii) writing word equations for chemical reactions. Numeracy: (i) calculation of formula masses, Mr. Working scientifically: (i) make and record accurate observations (ii) use observations to write word equations	Literacy: (i) development of vocab – see key word list; (ii) write up of KMP investigation Numeracy: (i) calculation of calorie intake (ii)average HR and breathing rates Working scientifically: (i) make and record accurate observations	Literacy: (i) development of vocab – see key word list; (ii) Identifying and explaining of a trend, reading specific history articles and research about the developing periodic table and being able to draw conclusions based on evidence provided. Numeracy: Drawing graphs, ability to identify a trend, calculate outliers

	Practical skills: (ii) carry out practical procedures using instructions without guidance; (iii) observe and investigate reactions; (iv) use a measuring cylinder and thermometer correctly; (v) use indicators correctly to identify biol mols	control variables as part of planning KMP; (iii) identify risks in a planned activity (KMP), interpreting wave properties, angles of incidence and reflection. Practical skills: (i) carry out practical procedures using instructions without guidance; (ii) record observations from microscopic images; iii) interpret observations and data to draw conclusions; iv) evaluate risks.	Practical skills: (i) use a Bunsen burner safely; (ii) carry out practical procedures using instructions without guidance; (iii) observe and investigate chemical reactions;	Practical skills: (i) use of stopwatch; (ii) taking pulse rate	Working scientifically: (i) looking at how ideas/ theories develop over time with scientists working and learning from each other. Practical skills: (i) carry out practical procedures using instructions without guidance; (ii) observe and investigate chemical reactions;
Assessment KMW	The Body KMP	Waves KMP	Chemical Formulae KMP	Healthy Living KMP	Development of the Periodic Table KMP

SoL	Bioenergetics	Electricity	Magnetism	Materials/Rock Cycle	How Science Works
Knowledge	• Fermentation • Aerobic respiration • Anaerobic respiration • Photosynthesis • Limiting factors	• Current • Insulators and conductors • Voltage- calculating voltage • Series and parallel circuits • Potential difference • Static electricity	• Magnets and magnetic materials • How a magnet is made • Magnetic field patterns • Electromagnets	• Climate change • Different types of rocks and their properties	No new content. A module designed to promote scientific skills and application of prior knowledge.
Skills	Literacy: (i) development of vocab – see key word list; Numeracy: (i) Working scientifically: (i) make and record accurate	Literacy: (i) development of vocab – see key word list; (ii) write up of KMP investigation. Read newspaper articles about electricity and alternative power. Using literacy skills to conclude	Literacy: describe the Earth's magnetic field pattern Numeracy: to be able to use a compass and link it to direction and measurements	Literacy: (i) development of vocab – see key word list; (ii) write up of research from computers Numeracy: (i) calculation of how long the project is going	Mean calculation 2. Use of keywords (see key word definition sheet), e.g. accuracy, reliability, validity. 3. Identify variables 4. Graph and results table plotting

	observations; (ii) identifying independent, dependent and control variables as part of planning; (iii) identify risks in a planned activity. Practical skills: (ii) carry out practical procedures using instructions without guidance; (iii) observe and investigate reactions; (iv) use a microscope & slide correctly;	which electricity source would be more efficient etc. Numeracy: (i) calculation of current and voltage across parallel and series circuit (basic maths) Collect data and input to a table, identify any outliers, calculate a mean 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 practical activity. Make predictions using scientific knowledge and understanding Practical skills: Using electricity equipment safely understanding risks and hazards associated with it, minimise risk throughout practical, identifying variables, record observations and measurements.	Working scientifically: (i) make and record accurate observations; (ii) identifying independent, dependent and control variables as part of planning KMP; Practical skills: to be able to use a compass, to be able to plot magnetic field diagrams, to be able to make an electromagnet.	to take them. Managing time efficiently. Working scientifically: (i) make and record accurate observations of different rocks; (ii) be able to identify rocks and categorise them according to their correct type Practical skills: (i) Working as a team, developing a project where all in group participates. Produce a project and presenting confidently to the class.	5. Describing, explaining and evaluating data 6. Writing a scientific method 7. Writing hypotheses 8. Making conclusions on data and referring back to hypotheses. 9. Improving the accuracy, reliability and validity of data. 10. Planning investigations
Assessment KMW	Bioenergetics KMP	Electricity KMP	Magnetism KMP	Materials 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 10 in Year 8). This is marked as stated in the whole school policy with a Wolfreton step assigned. This will be evident in students' exercise books. A key marked piece in the form of exam-type questions is also completed three times a year to assess that term's learning. A Wolfreton band is assigned to this cumulative assessment and it is followed by detailed MRI work.

ART

The home of creativity and imagination

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

SoL	Otherworldly - Surrealism	Otherworldly – Graffiti and Street Art
Knowledge	Students will know about the history and context of the Surrealist art movement. Students will learn how and why the Surrealists made art. Students will understand the conscience and subconscious mind and the importance of chance, automation and randomness within the surrealist genre. Students will be encouraged to employ specialist art vocabulary and key Surrealist language such as juxtaposition, transformation, dislocation and collaboration in creative and imaginative personal responses. Students will build upon an increasing knowledge of a range of materials, formal elements, techniques and processes appropriate to support the development of curious, confident and expressive artists. Examples of this include how collage, photomontage, digital collage, image manipulation and assemblage has been used by both surrealists of old and new. Students will explore the work of iconic artists such as Salvador Dali, Man Ray, Andre Breton, Rene Magritte and contemporary refences such as Eugenia Loli and Otto (Ottorino) D'Ambra knowing how to understand, interpret, and apply knowledge to generate ideas which develop to personal responses. Students will also know about how year 7 focus artist Frida Kahlo was seen by many as a Surrealist painter and how Japanese artist Yayoi Kusama's work was used to illustrate the surrealist work of Lewis Carroll.	Students will know about the history and context of the graffiti movement and its evolution to Street Art in the key geographical centres. Students will know about the illegal and legal consideration commonplace within this art form and how this art form can generate power, commercial audience and opportunities and debate. Students will be encouraged to employ specialist art vocabulary and key Street Art vocabulary in imaginative personal responses. Students will build upon an increasing knowledge of a range of materials, formal elements, techniques and processes appropriate to support the development of curious, confident and expressive artists. Examples of this include how to de collage, use and apply appropriate typographical rules for graphics and employ greater watercolour techniques with discretion. Students will also know about different types of drawing such as 'doodling', its purpose and when to apply these. Students will explore the work of iconic artists such as Keith Haring, Banksy, King Robbo, Blek Le Rat and Jacques de La Villeglé and contemporary refences such as Ben Eine, Invader, Elian and Jon Burgerman knowing how to understand, interpret, and apply knowledge to generate ideas which develop to personal responses.

Skills	Students continue to develop looking skills, recording (drawing) from observation Development of basic pencil skills and motor control Development of the key formal art elements and appropriate selection and application skills Introduction and application of pencil crayon skills and techniques Introduction and application of composition theory skills Development of more sophisticated artisan craft knife skills Collage, montage and photomontage selection, arrangement and application Design skills and concepts understanding, development and application Development of more sophisticated pen skills and techniques such as the addition of water to pen Print making focusing on planographic techniques such as mono printing Safe working in a practical space Searching for and applying artist contextual knowledge supporting appropriate literacy development Supporting the development of self and others in a heathy, supportive environment	Development of basic pencil skills and motor control Development of the key formal art elements and appropriate selection and application skills Development of graphical drawing skills using typographical rules and routines Application of pencil, pencil crayon and pen skills De collage creation through selection, arrangement, application and destruction Design skills and concepts understanding, development and application Application of commercial refined painting skills and techniques with a selected colour palette Print making focusing on poly printing Evolution of 2D graphics artwork to 3D standing card display Safe working in a practical space Searching for and applying artist contextual knowledge supporting appropriate literacy development Supporting the development of self and others in a heathy, supportive environment
Assessment KMW	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	Binary Logic	Python EduBlocks	Understanding Computers	Mobile App Development
Knowledge	Students will re-visit the core online safety issues and ensure a solid knowledge of the consequences of their online actions, both in terms of themselves and others. Students will consider the need to protect their privacy and security settings. Students will review the reliability of information and know the difference between biased information, issues with spin and fake news. They will know not to trust information on face value. Students will recognise key signs that information is not necessarily reliable, such as: Lack of source Emotive language Persuasions Radical ideas Students will be made aware of the issues surrounding trust and that who they are communicating with / content consuming may be for the purposes of radicalisation or	Students will learn to apply the logic gates to given scenarios to consider the kind of circuits used to create everyday solutions, for example alarms. It is important that the essential logic gates can be written as Truth Tables. Students will then learn about combined circuits, working out the results from a given input. The truth tables will reflect. These circuits will also be applied to a given context – e.g., an alarm with sensors and on / off switch. They will learn how logic is represented in a structured table.	Students will learn about the key programming concepts used in an industry standard language. They will build on their knowledge of programming from Y7 and develop their understanding of: Input and output Use numbers & mathematical operators in Python. Random numbers Selection Iteration Boolean operators Student will learn how to use the IDE to create code, debug programs and use appropriate built-in functions.	Students will learn about the principles behind computer systems and how the work. Students can distinguish between hardware and software and give examples of each. Students understand how the CPU works and how it relies on input, output and storage devices. They can differentiate between types of permanent storage devices. Students understand what RAM and ROM is used for. They know that numbers and text can be represented in binary.	Students will learn about the core issues required in basic mobile application development. They will know the key areas required when creating an app: Event handling Sequencing Variables Selection Operators Students will learn what they do and how to set up different constructions to create a simple app in a simulator.

	similar issues. Dangers when gaming will be recognised.				
Skills	Students are able to suggest ways to stay safe online. They become more confident digital citizens with the ability to identify dangers and try to keep safe when using online sites and social media. Students can identify potentially unreliable sources of information and question the validity. They can find or know to look for suitable sources to back up information that is questionable. Students can suggest ways to identify dangerous content and what they should do if they find it. Students should have the confidence to speak out if they feel they are or know someone who may be involved with criminal gangs or exploitative groups online (e.g. Extremism).	Students will explore and understand the concept of the following areas of Logic Gates: AND OR NOT They can identify the symbols, meaning and application in order to create and read Truth Tables and binary logic statements. Students can use a simulator to create logic circuits.	Students can apply the fundamental principles and concepts of computer programming independently to create working problems. They can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems. They can solve a variety of computational problems and understand how instructions are executed within a computer system. Students can use the Python IDLE to set up code, save and load programs into the Shell. They can use the IDEL to find errors and correct them with limited help. Students can recognise what simple snippets of code do.	During the unit students will learn a range of skills that allow them to understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems. They understand how instructions are stored and executed within a computer system and describe how this works. Students can suggest appropriate input and output devices for a simple scenario. Students can convert between binary and decimal and perform simple binary arithmetic. They can describe how ASCII works and how data can be stored on a CD.	This unit progresses knowledge and understanding skills in programming constructs in a block-based programming environment. This will give the ability to explore app-based solutions within a higher-level development environment. Students will also develop their computational thinking and project planning skills, by going from decomposing a larger project into smaller parts and creating success criteria for the project to getting user feedback and evaluating their projects.
Assessment KMW	On screen multiple choice.	End of unit test.	Interim test & End of topic coding assessment.	Interim test & End of topic exam.	Assessment of the Tappy Tap App project.

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	Mime and Movement 2	Devising skills	Role Development	Physical Theatre	The Boy in the Striped Pyjamas - script
Knowledge	By the end of the unit pupils will: Know what the key words of 'Mime' and understand how movement is related to character work. Know why Mime and Movement skills are crucial in performing. Know how to use Mime and Movement skills with differing levels of success Know what skills to select when working individually and in groups to create a performance that incorporates Mime end Movement skills.	By the end of this unit pupils will: Know the meaning of key skills required to create a devised performance, such as Imagination, Empathy, Research, Feedback, and Stimulus. Know that Stimulus material can be wide and varied; such as Photographs, Films, Books, Stories, Artifacts, Plays, Song, Song lyrics and Poems. Know how to research and select material for their performance. Know the difference between a devised play and a scripted play. Know the difference between Improvising and Devising.	By the end of the unit students will: Know what the key words or phrases; 'Thinking on your Feet, Accepting the Fiction, Status, Attitude' and intonation mean. Know why these skills are crucial in performing any play. Know how to use the Role Development skills with differing levels of success Work individually and in groups to create a performance that incorporates role development skills	By the end of the unit students will: Know the meaning of the key words; Body language, Ensemble Work, Audience Awareness Exaggeration, Action-reaction and understand the genre of Physical theatre. Know how to use physical theatre techniques with differing levels of success Work individually and in groups to create a performance that incorporates physical theatre Know the form and style elements of Physical theatre Know the health and safety requirements for physical theatre	By the end of the unit the students will; Know a basic historical knowledge of the Holocaust, Nazi concentration camps and deportation of Jews during the second World War. Know some of the issues and feelings of the main characters Know how to use sill image and narration to create meaning Know how to apply Role-development skills; Accepting the fiction
Skills	Know when to use key words/drama language of Mime and Movement Know how to respond creatively to a Mime script and select the	Have knowledge on how to use words/drama language of thinking on your feet, accepting the fiction, status, attitude, intonation in verbal and written work	Have knowledge on how to use words/drama language of thinking on your feet, accepting the fiction, status, attitude, intonation in verbal and written work	Have knowledge on how to use key words: Body language, Ensemble Work, Audience Awareness, Exaggeration, Action-reaction Apply and create ideas with others to create a	Know how to explore themes and characters from the script. Know how to learn lines. Know which performance skills to select in order to

	correct skills in their rehearsal of the script. Apply ideas with others to create a performance using mime skills Start to develop the ability to use mime skills in rehearsal and in front of others	Know the importance of applying 'accepting the fiction' in spontaneous work. Know how to apply the 'think on your feet' technique in improvisations Know how to share ideas with others to create a performance using role development skills. Select the correct techniques and performance skills when creating different role	Know the importance of applying 'accepting the fiction' in spontaneous work. Know how to apply the 'think on your feet' technique in improvisations Know how to share ideas with others to create a performance using role development skills. Select the correct techniques and performance skills when creating different role	performance using physical theatre skills Start to develop the ability to use physical theatre skills in rehearsal and in front of others Know how to select different movements for story telling	create characters from the play. Apply voice skills suitable for the character. Use hot seating skills with creative understanding of character and scene. Use performance skills when performing work back to the class
Assessment KMW	*Devised Performance *Knowledges tests 1+2	*Devised Performance *Knowledges tests 1+2	*Devised Performance *Knowledges tests 1+2	*Physical 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	Russia	Geography of the Environment	The Middle East	Glaciation	Global Development	Plastic Pollution
Knowledge + Skills	Students will investigate human, physical and environmental aspects of Russa. • Introduction to Russia • Russia with Simon Reeve • Climate in Russia • Animal adaptations • Population decrease • Yakutia migration • Russia World Cup • Chernobyl • The Nenets • Threats to the Taiga Forest • Russia and conflict • Russia's natural resources • Tourism in Russia • The Space Race	Students will focus environmental geography at a variety of scales; local, national and global. • Introduction to environmental geography • Climate change • Australia bushfires • Carbon future • Wind farms • Oceans and plastic pollution • Sustainable tourism • Wilderness areas under threat • Landmines • The Mariana Trench • Climate change in Bangladesh • Dharavi slums (waste pollution) • Pollution in China	Students will investigate the importance of the Middle East. • Location of the Middle East • Perceptions of the Middle East • The Syrian Refugee crisis • Oil in the Middle East • Wealth in the Middle East • Poverty in Dubai • Qatar World Cup • Afghanistan • Afghanistan. Then and now • Israel and Palestine conflict • Is Dubai a sustainable city? • Population distribution in the Middle East	Students will investigate how ice changes the world in the past, present and future. • What are glaciers? • Glacial erosion • Glacial deposition • Living in a glacial environment • People and glacial landforms • Lake District tourism • Norwegian fjords • Glaciers and climate change • Tundra (adaptations) • Alaska • GIS – glaciation past and present	Students will investigate why some parts of the world are more developed than others. • Introduction to development • World development • Population • Causes of poverty in Sierra Leone • Squatter settlements • Mexico migration • Poverty in a HIC (Las Vegas) • Reducing the development gap • Windrush migration • Colonialism in Haiti and India • Globalisation • Tesco as a TNC • Globalisation and Nike • Fast fashion	Students will investigate the benefits and problems caused by plastic. • The Great Pacific Garbage Patch • Plastic pollution • Kenya tourism and plastic • Dealing with plastic waste • UK plastic waste management • Planning plastics fieldwork • Plastics fieldwork in school • Plastics fieldwork – fieldtrip • Plastics DME • Drowning in plastic • Plastic pollution in Vietnam • Henderson Island

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 assessment and the structure of GCSE exam criteria, being able to use and interpret a range of resources and apply their knowledge to a range of commands.
Assessment KMW	Autumn Term 1 –Russia exam, Autumn Term 2 – Geography of the environment exam, Spring Term 1 – The Middle East exam, Spring Term 2 – Glaciation exam, Summer Term 1 – Global development exam, Summer Term 2 – End of year Geography exam.

Geography Assessment and Feedback

Year 8 Students will complete six units (Russia, geography of the environment, The Middle East, Glaciation, Global development and).

Each unit has a formal end-of-unit exam (completed in exam conditions). This will be teacher-marked and feed-forward MRI will take place after the assessment.

Students will also complete a Y7 End-Of-Year Exam.

Teachers in the Geography Department provide **responsive teaching**, with regular, high-quality feedback in a range of different formats. All pupils will receive **diagnostic feedback** after key marked work across key stages Written feedback is just one method of communicating feedback to students and is not valued above other types of feedback. Other effective methods used in the geography department may include:

Whole -class feedback (DIRT) or WWW/TIF marking	Peer/self assessment	Live marking
Coded marking	Group marking	'Front-end' feedback (share/discuss potential errors and misunderstandings to try to avoid)

Homework is topic-based, and students can choose from a range of options. Students will also be set a multiple-choice quiz.

HISTORY

Bringing the past to life.

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

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

SoL	Slavery	British Empire	Suffragettes	Titanic
Knowledge	Slave trade including the slave triangle Middle Passage Slave auction Conditions on plantation Different types of slaves Runaways and punishments Abolition of slavery	What/where was the British Empire Why did Britain want an Empire? How did the Empire Develop? India – East India Trading Company, Indian Mutiny, Gandhi and Salt March American War of Independence Invasion of Australia Empire legacy Was the British Empire a force for good or evil?	The role and expectations of women in the Victorian era. Campaigns of the suffragettes. The death of Emily Davison. Imprisonment including hunger strikes and force feeding.	Early 20th century society. Class system on board Titanic. Reasons why the Titanic sank with such a great loss of life.

Skills	1: Empathy 2: Explanation/analysis/evaluation	1: Description 2: Explanation 3: Analysis 4: Evaluation 5: Chronology 6: Causation 7: Change & Continuity 8: Significance	1: Causation 2: Significance 3: Explanation/analysis/evaluation 4: Historical Interpretations 5: Narrative account	1: Explanation/analysis/evaluation 2: Cause and consequence 3: Write a narrative account
Assessment KMW	• LST	• Impact of Empire	• LST	• End of Year examination 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.

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

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

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

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

FRENCH

Learn a language. Stand out!

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

SoL	Module 1 T'es branché	Module 2 Paris je t'adore	Module 3 Mon identité	Module 4 Chez moi chez toi	Module 5 Quel talent
Knowledge	• Talking about television programmes. • Talking about films. • Giving opinions about reading. • Talking about the internet • Talking about what you do in different weather • Talking about your favourite television programmes, films and books	• *Saying what you can do in Paris* • *Saying what you like doing* • *Asking for tourist Information* • *Saying what you visited and what it was like* • *Saying what you did*	• Talking about personality • Talking about friendships • Talking about music • Talking about clothes • Talking about last weekend	• *Saying where you would like to live* • *Describing your home* • *Talking about meals* • *Discussing what food to buy* • *Talking about a forthcoming event*	• Talking about talent and ambition • Saying what you must and can do • Telling someone what to do • Describing people's personalities • Showing how much you can do with the French language
Skills	• Using subject pronouns: je, tu, il, elle • Using j'aime, j'adore and je déteste • Using un, une and le, la, les • Using the verb faire • –er verbs (singular)	• 'on peut' • 'j'aime' + infinitive • Question words • The perfect tense • Past participles • Listening for gist • Listening for detail • Reading texts of varying length and style	• Adjectival agreement • More practice with the pronoun *on* • Giving opinions • Using the near future tense • Using the perfect tense	• Using j'habite and je voudrais habiter • Using prepositions • Using du, de la, de l', des • Using il faut + infinitive • More practice with the near future	• Using the infinitive • Using devoir and pouvoir + infinitive • Using the imperative • Using more adjectives • Using a variety of structures • developing reading skills

	• ne … pas • questions with Qu'est-ce que and Est-ce que • adjective agreement • present tense of être (singular) pronunciation: stressing all syllables equally – including intensifiers, connectives and opinions to improve writing • moment? • the definite article • the indefinite article • adjective agreement • present tense of avoir (singular) • the present tense: aller and faire • on verb forms • present tense of aller (singular) – getting details right	• Reading for gist • Reading for detail • Writing creatively	• developing reading strategies: using questions • presentation skills • checking your work	• developing listening skills: predicting • developing writing skills: creating and using a checklist	• developing writing skills
Assessment KMW	Reading assessment to check understanding of the above knowledge.	Writing assessment describing your local area.	Listening assessment to check understanding of the above knowledge.	Reading comprehension activities on the topic of house and home.	End of Year Exam – Listening, Reading and Writing assessment to check understanding of all Year 8 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	Modulo 1 Mis vacaciones	Modulo 2 Todo sobre mi vida	Modulo 3 A Comer	Modulo 4 Que hacemos	Modulo 5
Knowledge	• Talking about a past holiday • Saying what you did on holiday • Describing the last day on holiday • Saying what your holiday was like • Giving a presentation about your holiday • Describing an amazing holiday	• Saying what you use your phone for • Saying what type of music you like • Talking about TV • Saying what you did yesterday • Understanding a TV guide • Tackling an authentic text • Learning about young peoples' lives	• Saying what food you like • Describing mealtimes • Ordering a meal • Discussing what to buy for a party • Giving an account of a party	• Arranging to go out • Making excuses • Saying what other people look like • Talking about clothes • Talking about sporting events	• Describing a holiday home • Describing holiday activities • Asking for directions • Talking about summer camps • Describing a world trip
Skills	• Using the preterite tense of regular and irregular verbs. • Making verbs negative • Looking up new words in a dictionary • Working out if a sentence is about the present or the past • Looking for cognates and near cognates	• Giving opinions • recognising gender of nouns • Using the article after 'me gusta' • making comparisons • Using the present tense • Identifying the context • Looking for cognates • Getting the gist	• Looking for cognates and near cognates • Using the article after 'me gusta' • Pronunciation of 'ñ' • Making a sentence negative • Using 'tú' and 'usted' • Using the present and preterite tenses • Pronunciation of 'd' between vowels	• a + el = al / de + el = del • conditional: me/te gustaría + infinitive • Stem-changing verbs querer, poder (present tense) • reflexive verbs (present tense) • adjective agreement (colour adjectives)	• - comparatives and superlatives • - se puede + infinitive • - using the « tú » form of the imperative • - voy a + infinitive to talk about the near future • - identifying and using tense markers

	• Pronouncing the Spanish 'rr' • Using sequencers • Using adjectives in exclamations		• Pronouncing the letter 'j' • Using the near future tense • Using fillers to buy time when speaking	• demonstrative adjective este / esta /estos / estas using three tenses (present, preterite, near future) together	
Assessment KMW	• Reading comprehension activities to check understanding of above knowledge.	• Writing task about free time activities.	• Listening comprehension tasks on the topic of food and drink.	• Reading comprehension activities to check understanding of above knowledge.	• End of Year Exam – Listening, Reading and Writing assessment to check understanding of all Year 8 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 depending on rooming/equipment	Guitar Hero	Club Dance Music	Rock Band – Getting the band together	Reggae – Protest Songs	Feeling the Blues	Music and the Movies
Knowledge	An understanding of the elements of music An understanding of music notation (chord diagrams and lead sheets) An understanding of correct guitar technique Knowledge of chord names and guitar parts	To develop a knowledge of how to improve keyboard skills To develop an awareness of the components of Club Dance To understand the key terms of: Club Dance, Four to the floor, Synthesiser, Tempo, Rhythm, Melody, Bass, To have an awareness of Rave, Disco, Eurodance, the modern super-club. To know how to create a pastiche club dance music piece – with simple riff.	An awareness of the basic performance techniques required on the core instruments in a rock band (Guitar, Drum Kit, Bass Guitar and Keyboard/Piano) and an understanding of the essential skills required to play successfully in a band. All students will learn the different instrumental parts to *Songbird* by Oasis before specialising on one instrument and performing together in small bands. Pupils will know the expectations of working in a successful ensemble. To know how to improve a performance in 'practice'.	The 'fingerprints of the Reggae style, including: Skank/off -beat Rhythm Melody Chords Bob Marley/Rastafarianism What a protest song is and its purpose. How to perform a reggae piece and write protest song lyrics.	You will gain an understanding of the key features of Blues and recognise the impact that it had on popular music. You will be able to describe the origins of the genre and explain how they evolved throughout the 20th century. You will explore the unique characteristics of the Blues, including melody (scales) and harmony (major/minor), and creatively apply this knowledge to your own performances.	An understanding of the role that music can play when used in conjunction with onscreen action, be that in a film, a TV programme or for a video game. Students will build on their prior knowledge of using a DAW by learning how to use a keyboard to record original ideas. Students will do this in conjunction with learning new key terminology and subject-specific techniques, such as hit point and pedal note.

	Correct Guitar technique – finger placement & strumming How to perform solo How to perform with expression How to perform a variety of open guitar chords	How to aurally recognise the 'fingerprints' of the club dance music. To play a keyboard melody. To play as a duo/ensemble. To play a second part. To put both hands together – with good hand position/technique. To play with two independent parts fluently. To compose a pastiche club dance /riff-based piece.	To be able to play band instruments in a basic manner, using basic chord progressions and rhythms. To work together as part of a successful ensemble. To be able to listen to the original song and create a 'groups own' version. To be able to work on key components of a performance, which need improving.	The 'fingerprints of the Reggae style, including: Skank/off -beat Rhythm Melody Chords Bob Marley/Rastafarianism What a protest song is and its purpose. How to perform a reggae piece and write protest song lyrics.	Performing Composing/Improvising and Listening focusing on the elements of 'The Blues'. Keyboard Skills. One hand, group performance and then two hands independently. Improving keyboard fluency. Working in groups combining different rhythms. Improvisation of a melody line Listening/analysing skills.	To be able to use a DAW To be able to use the keyboard/loop/ onboard DAW timbres to create music to a given stimulus. Music composed will be contextually appropriate and skilfully created, following lesson guidance.
Assessment KMW	Listening and Performing Assessment	Listening Performing and Composing Assessment	Performing and listening Assessment	Listening Composing and Performing Assessment	Listening, Performing and Composing Assessment	Listening, composing and Performing 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:

- 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	Hockey	Rugby	Netball	Field Striking	Tennis	Badminton	Gymnastics	Athletics	Basketball
Knowledge	Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Students will learn the various tactical approaches such as: How can you create more space (=time) with or without the ball? Offensive tactics such	Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Students will learn the various tactical approaches such as: How you can create more space thus = time with or without the ball. Offensive tactics such	Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more advanced skills: Flat	Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more advanced skills:	Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more advanced skills: Long &	Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more advanced skills:	Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Once students have become proficient in the core skills they will learn how to perform and be given time to practice some of the more	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/	Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more advanced skills:	Students will revisit how to perform and be given time to practice the core skills, students will not move on to advanced skills until these are performed consistently: Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more advanced skills:

	as direct, long ball, possession, wing play etc Defensive tactics such as high press, offside trap, zonal and man to man marking. Decision making when to pass, dribble or shoot etc When to tackle and when to 'jockey' Students will continue to perform the 5 part warm up and will learn how the different components of fitness can affect performance. Many students may move to Year 9 work	as pass and move or long high ball. Defensive tactics such as high press, zonal and man to man marking Assessment - Did you succeed in one area but were unsuccessful in another i.e. fail to achieve your aim due to technical or tactical deficiencies? Decision making when to pass, dribble or shoot or when to jockey or tackle or who to pass to. Students will continue to perform the 5 part warm up and will	pass off weaker hand Spin pass off dominant hand One handed carry & hand off Different types of kick = attacking/grubber/dropkick etc Contest skills – maul & counter ruck Students will learn the various tactical approaches such as: How can you create more space with or without the ball? depth in attack/spacings. Offensive tactics such as go forward, support, continuity & pressure to score Defensive	Advanced Passing – Chest, bounce, shoulder & javelin Advanced Footwork Advanced shooting Students will learn the various tactical approaches such as: Different positions and set play (back line / side line re-start and pressing in the 'D') Developing attacking and defending tactics Assessment - Did you succeed in one area but were unsuccessful in another i.e. fail to achieve your	short barriers Overarm & sidearm throw Wicket Keeping Front Foot drive Attacking shots Seam Bowling action with more pace Spin Bowling action Students will learn the various tactical approaches such as: Fielding positions. Backing up/support in the field Bowling with line and length. Basic shot selection whilst batting, hitting to space. Students will continue to	Overarm serve (First serve and Second serve) Top spin Backspin/slice Smash. Students will learn the various tactical approaches such as: Offensive tactics such as top spin, hitting deep, serve and volley etc Defensive tactics such as high deep recovery shots, slice/backspin. Decision Making: Which shot to play and when. Students will continue to perform the 5 part warm up and will learn how the different	advanced skills: Backhand clear, drop & smash Flick serve Tap shot Drive Block Around the head clear, drop & smash Sliced drop Jump smash Students will revisit the various tactical approaches such as: Basic rules & regulations Tactical: Positions e.g. where to stand and when during a game. Offensive tactics such as smash to backhand, hitting into a space, etc	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 a spring board) before learning to use the vault box. Focus on the isolated areas of the vault: run up, vault, landing. · Learn more difficult vaults once the basic vaults are mastered. Technical: How each skill should	Advanced sprinting and middle-distance running Advanced throwing (Shot, Discus & Javelin) Advanced jumping (Long, Triple & High) Students will learn the various approaches such as: Assessment - Did you succeed in one area but were unsuccessful in another i.e. fail to achieve your aim due to technical and tactical deficiencies? Decision making during a race (pacing etc) Students will continue to perform the	Advanced Passing – Chest, bounce, shoulder & javelin Advanced Footwork and dribbling Advanced Shooting Students will learn the various tactical approaches such as: Different positions and set play (back line / side line re-start and pressing in the key') Developing attacking and defending tactics Assessment - Did you succeed in one area but were unsuccessful in another i.e. fail to

	if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.	learn how the different components of fitness can affect performance. Many students may move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.	tactics such as line speed (blitz or cover), inside or outside shoulder Decision making when to pass, kick, carry (dummy & go) etc Students will continue to perform the 5 part warm up and will learn how the different components of fitness can affect performance. Many students may move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.	aim due to technical or tactical deficiencies? Decision making on and off the ball, to maintain team possession. Students will continue to perform the 5 part warm up and will learn how the different components of fitness can affect performance. Many students may move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.	perform the 5 part warm up and will learn how the different components of fitness can affect performance. Many students may move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.	components of fitness can affect performance. Many students may move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.	Defensive tactics such as high deep recovery shots. Decision Making: Which shot to play and when. Students will continue to perform the 5 part warm up and will learn how the different components of fitness can affect performance. Many students may move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.	be performed, to look aesthetically pleasing and to avoid injury. Decision Making: During the performance elements of the lesson. BASIC - SPRING BOARD JUMPS DEVELOPING - VAULTS CONSOLIDATING - CONSOLIDATING THE 3 SKILLS: RUN UP, VAULT AND LANDING. Students will learn about the 5 part warm up and the different components of fitness. Each week students will be selected to lead the	5 part warm up and will learn how the different components of fitness can affect performance. Many students may move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.	achieve your aim due to technical or tactical deficiencies? Decision making on and off the ball, to maintain team possession. Students will continue to perform the 5 part warm up and will learn how the different components of fitness can affect performance. Many students may move to Year 9 work if they have been able to demonstrate proficiency in the Year 7 & 8 areas. The SoL is focussed on ability rather than age.

								warm up's for the differentiated groups (warm up, stretches, skill based gymnastic warm-up).		
Skills	Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more advanced skills: Turns – Cruyff, Drag back, Maradona etc Complex dribbles – Ronaldo chop, flip flap Using weaker foot	Once students have become proficient in the core skills they will learn how to perform and be given time to practice the more advanced skills: Dribbling – Stick side at speed, reverse stick, Indian dribble Passing – Push, slap and hit and aerial all with pace and accuracy developing	<u>Core:</u> Passing, running with the ball, tackling, kicking. <u>Advanced:</u> Tackling, dummy pass set plays.	Advanced Passing – Chest, bounce, shoulder & javelin Advanced Footwork Advanced shooting						

	Different types of pass e.g. Chip, outside of foot, Heading and Tackling	the reverse stick side Controlling the ball – From both sides of the stick and body with fluency moving to stick side Tackling Jab and block from non-stick side, jockeying Advanced shooting – Power accuracy and possible use of flick Penalty corners								
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	What Influence Do Religious Traditions Have on Life Today?	How Valuable is Human Life?	Where do we Come From? Where are we Going?
Knowledge	• To know how religious life in Britain has changed over the years. • To explain the nature of worship and know whether places of worship have significance today. • To learn how digital technology has affected religious practice. • To know key Bible teachings and how digital technology has affected its use. • To outline what happens in a Christian marriage ceremony and explain its symbolism. • To outline what happens at a Humanist wedding ceremony and outline the similarities/ differences between religious ones. • To understand the meaning behind religious iconography in Hinduism and Christianity. • To recall the events in the life of Martin Luther King + state the significance of his work. • To recall the events in the life of Mohandas Gandhi + state the significance of his work. • Students can explain the impact King + Gandhi have on life today. • Students know about the concept of service in faith.	• To know what human rights are and why they are important. • Understand the events surrounding the Holocaust and the human rights which were taken away. • To recall the life of Elie Weisel and state how he responded to his loss of human rights. • To outline the various ways in which people responded to the lessons of the Holocaust. • To explain the reasons why it is important to remember the Holocaust. • To outline some human rights violations since the Holocaust. • To outline the ways in which people stood up for human rights in Rwanda. • To explain how religious ideas respond to the idea of human rights. • To outline the work of organisations such as Amnesty Internation. • To explain the various ways in which the media responds to the plight of refugees today. • To outline and describe the various ways religious organisations respond to the plight of refugees.	• To describe both the religious and scientific accounts of creation. • To describe different interpretations of what the soul could be. • To outline both religious and non-religious ideas about when life begins. • To describe the different rites of passages as marked by some of the world's religions. • To describe how the start to life is marked in Christianity and Islam. • To explain what abortion is and outline different religious and non-religious responses to this. • To explain what capital punishment is and outline different religious and non-religious responses to the issue. • To describe the various beliefs about the afterlife, both from religious and secular perspectives. • To outline the different ways in which the end of life is marked in Christianity. • To describe the ways in which a Humanist may mark the end of life

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 – Digital Worship	KMP – Human Rights	KMP – Importance of Rites of Passage

Religious Studies Assessment and Feedback

In Year 8 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	Sex and Relationships	Identity and Choice	Mental Health and Well Being	Money Management
Knowledge	Is Sex and Relationship Education importance? What and why should RSE be taught? How can we manage break ups? How can we keep good sexual health? What are STIs? What is contraception? Why is contraception necessary?	What is consent and why is it important? What are the challenges of gender and sexuality? What are drugs? What are the pressures and dangers of drug abuse?	Why is understanding the mind important? What is a mind-set? What does good mental health and wellbeing look like? How do we accept situations and rise to challenge? How can we develop resilience? Can we train our minds?	What is money management? What is a budget? How to develop a budget? How much does daily life cost? What are pay day loans? What is credit, debt and store cards? What is ethical spending? What are the costs of moving out?
Skills	Develop healthy relationships Management of emotions/situations relationships can create Maintain good sexual health and understand the dangers associated with sex STI/Pregnancy prevention strategies	Develop understanding of consent Develop an understanding of the different genders/sexualities Develop a clear understanding of the dangers of substance abuse	Develop a clear understanding of what good mental health and wellbeing is Maintain a healthy mind Safeguard against the pressures and challenges of everyday life	Develop skills in managing money Understanding the dangers/challenges of managing money Financial planning for the future

PSHE Assessment and Feedback

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

Verbal Feedback

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

Written Feedback

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

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

DESIGN AND TECHNOLOGY
Real problems solved!

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

SoL	Resistant Materials - Wooden toy	Graphics - Drawing Skills 2	Textiles	Cooking and Nutrition
Knowledge	**Wooden Toy – mechanisms and cams** Students will need to identify a client they will design and make their wooden toy for. They need to consider the clients' wants and needs and what is required for a wooden toy including safety considerations. Students will construct a cam toy from timber, and MDF using jigs and templates. I will contain a cam and follower. The wheels will be manufactured on the CNC router (pre-manufactured components) Students will use previous design skills to their cam toy. Finally, an evaluation of both peer and self-assessment will take place to identify of any improvements that are needed and what has worked well. **Metal manufacture and technical understanding**	As part of this project students will learn about the basics of paper/ card and packaging materials. They will also learn the basics of analysis and will analyse existing packaging. Students will begin to understand what makes a good logo and will design their own using basic colour theory and moods and typography. Practical will consist of students learning how to work safely with basic graphics cutting tools and will learn basic cutting skills – scissors – craft knife – safety rules. Students will be able to explain why drawings are done to scale, and be able to define the difference between enlarging and reducing. They will create their own enlarged image.	Students will understand the running order of a design and make a project. They will understand how the sewing machine works (top and bobbin), Application and use of a range of decorations. They will be able to identify design criteria, linking back to access FM and the work of others, create a design from previous research and knowledge, create working patterns, work out key measurements and area, have knowledge of the workings, threading and safety of the sewing machine. Students will understand fabric origins, properties and end uses. Mathematical skills – area, data, measuring etc.	**Health & safety:** learn about hazards in the kitchen and how they can be prevented. Food safety when handling and cooking raw meat. **Eatwell Guide:** secure knowledge of each food group and begin to understand about nutrients provided from a wide range of foods. **Organic Food**: understand definition and what influences consumer choices. **Functions of ingredients:** Understand what changes happen to food during preparation and cooking e.g., sauce making. **Allergens:** learn about the importance of food labelling. **Food Waste**: consideration given on how to avoid food waste.

	• Properties of metals • Pewter casting process • Health and safety • Introduction to CAD/CAM			
Skills	**Practical skills** • Cutting/smoothing timber • Marking out/Accuracy/use of jigs and templates • Safe use of the pillar drill, sander and Hegner saw • Health and safety in the workshop/Machines **Design/Theory** • Design and development of ideas of cam toy with annotation- in oblique, isometric and exploded sketches • Theory/knowledge of timber (HW) and the effects on the environment • Theory knowledge Types of movement, cams and followers	**Practical skills** Cutting and creasing net **Design/Theory** • Logo Design/packaging designs • Why do we package? • Analysis of packaging • Materials used for packaging and their properties • Isometric, Orthographic, Scale drawing	Students will have a skilled understanding of textile technology, they will be able to identify and follow health and safety rules, identifying faults and providing knowledge of how to put them right. They will have a firm understanding of the 'running order' regarding a design project- design brief, task analysis, design criteria, product analysis (including access FM), modelling, step by step, development and modifications; understanding the order and importance of each. The project requires students to be able to thread a sewing machine, (top and spool thread), competently and safely use a sewing machine, create a product, and attach a pocket, and embroider a product. They will have an understanding of quality control assurance and checks when completing practical work.	**Practical Skills** Weighing and measuring. Bridge and claw method – fruit and vegetable preparation. Peeling, chopping, slicing, dicing, crushing, spreading, rolling, melting chocolate, piping, whisking & all-in-one sauce. **Equipment** Oven, hob, grill, kettle, electric can opener, fridge, food processor, temperature probe. Preparation /Cooking Methods Boiling, simmering, baking, dry frying, stir-frying. **Recipes** Pasta Salad, Chilli Con Carne, Chocolate Muffins, Sticky Chilli Stir fry, Quick Base Pizza, Macaroni Cheese, and Lime & Ginger Cheesecake.

			Other skills included- identification of fabric origin, properties and end use.	
Assessment KMW	KMW – core knowledge and understanding for mechanisms test KMW – core knowledge and understanding for metals and manufacture KMW – success of outcome practical 1 KMW – success and finish of outcome practical 2	KMW 1 – Packaging Design KMW 2 – Isometric/Orthographic drawing	KMW 1 - Applique KMW 2 – Making the product	KMW 1- Food Safety KMW 2 – Chocolate shapes

Design Technology Assessment and Feedback

Rationale

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

The purpose of our marking and feedback approach

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

Verbal feedback

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

Written feedback – Key Marked Work

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

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

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