

Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	Core skills, drawing, shading, and 3D forms.	Core skills continued, colour theory & proportioning.	Colour theory, colour mixing and water colour skills.	Water colour painting and artists research / critical links Becky Bettsworth.	Line and pen work exploring mark making.	Mark making continued. Exploring the work of the artist Giorgio Morandi and Vincent van Gogh Mexican Day of the Dead, exploring print making and pattern.
Independent Tasks	Related drawing tasks. Independent drawing and painting, this will further develop core skills. Critical understanding developed through research tasks.	Related drawing tasks. Independent drawing and painting, this will further develop core skills. Critical understanding developed through research tasks.	Related drawing tasks. Independent drawing and painting, this will further develop core skills. Critical understanding developed through research tasks.	Research/Investigation tasks. Independent drawing and painting, this will further develop core skills. Critical understanding developed through research tasks.	Personal Exploration. Independent drawing and painting, this will further develop core skills. Critical understanding developed through research tasks.	Personal Exploration. Independent drawing and painting, this will further develop core skills. Critical understanding developed through research tasks.
Assessment	On-going assessment and feedback of sketchbook work. Peer and self-assessment throughout. Progress to be determined by assessment of on-going sketchbook work to include some standalone assessment pieces and skills and knowledge-based tests. Progress assessed in line with assessment calendar					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8 Curriculum	Core skills, observational work, drawing & painting Artist research Ben Frost	Oil pastel transfer and watercolour portrait.	Media exploration, oil pastel transfer and block printing. Artist reference Andy Warhol.	Tonal drawings and mono printing. Artist reference Georgia O'Keefe.	Watercolour painting. Artist reference Abby Diamond.	Further media and subject exploration and experimentation. Natural forms multimedia artwork.
Independent Tasks	Drawing / Investigation task. Independent drawing and painting will further develop skills.	Painting Tasks. Drawing Tasks. Independent drawing and painting will further develop skills.	Printing tasks. Research / Investigation Tasks. Independent drawing and painting will further develop skills	Drawing / Printing tasks. Research / Investigation Tasks. Independent drawing and painting will further develop skills	Painting Task. Pen drawing task. Research / Investigation Task. Independent drawing and painting will further develop skills	Drawing / Painting / Personal Exploration/Collage. Independent drawing and painting will further develop skills
Assessment	Peer and self-assessment throughout. Progress to be determined by assessment of on-going sketchbook work to include some standalone assessment pieces (no revision required). Progress assessed in line with reporting calendar.					

Dance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	Students are introduced to fundamental dance skills including posture, balance, control, coordination and spatial awareness. They learn safe dance practice and performance skills.	Students explore Dance Through the Decades, learning how dance styles have evolved whilst developing technical and expressive performance skills. Students will learn dance styles like the hand jive, the twist, night fever, thriller and hip hop.	Students learn and perform a Set Dance, focusing on technique, musicality, dynamics and coordination. The choreography is teacher taught, and students recreate testing their physical skill each week building up to a performance.	Students study the civil rights movement and how that affected countries around the world and choreograph a dance to the song Glory by John Legend. Learning set movement from the dance group Diversity and then developing choreographic skills through motifs, transitions and stimulus-based work.	Students explore South Asian Dance including Bollywood, Bhangra and Kathak, developing cultural understanding and teamwork. Students will create a class dance working collaboratively together, focusing on dance skills such as unison, canon, formations, timing, accuracy and control.	Students complete a Stimulus Project, creating and performing original choreography that showcases the skills developed throughout the year. Using a choice of music as a Stimulus, students then choreograph actions, dynamics, spacing and relationship based around their prior knowledge developed in dance topics throughout the year.
Assessment	Performance, Choreography and Dance Appreciation vocab test assessments.	Performance, Choreography and Dance Appreciation vocab test assessments.	Performance, Choreography and Dance Appreciation vocab test assessments.	Performance, Choreography and Dance Appreciation vocab test assessments.	Performance, Choreography and Dance Appreciation vocab test assessments.	Performance, Choreography and Dance Appreciation vocab test assessments.
Year 8 Curriculum	Students study Street Dance, exploring key styles, techniques, creativity and confidence in performance. The styles covered in the Street Dance topic are hip hop, break dance, popping, waving and tutting.	Students explore Dance Sport, developing partner work, timing, communication and teamwork. With Dance being introduced in the Olympic games, we use the choreographic approach to use the skills seen in Dance and how fitness and sport make an impact.	Students perform a more advanced Set Dance, refining technique, musicality and expressive skills. The Set Dance has been taken and adapted from the GCSE Dance criteria to prepare students for choosing their options for Key Stage 4 GCSE Dance.	Students investigate Dancing with a Prop, using props to enhance choreography and storytelling. The use of a prop in choreography can help enhance the movement and challenge the performer.	Students study Musical Theatre Dance, developing characterisation, expression and performance confidence. The musical we study is Hamilton. During this topic, students will learn Set repertoire from the musical, and then choreograph based on the theme, stimulus and	Students complete an extended Stimulus Project, creating original choreography to communicate ideas effectively. Using a choice of music as a Stimulus, students then choreograph actions, dynamics, spacing and relationship based around their prior knowledge

					history of Alexander Hamilton.	developed in dance topics throughout the year.
Assessment	Performance, Choreography and Dance Appreciation vocab test assessments.	Performance, Choreography and Dance Appreciation vocab test assessments.	Performance, Choreography and Dance Appreciation vocab test assessments.	Performance, Choreography and Dance Appreciation vocab test assessments.	Performance, Choreography and Dance Appreciation vocab test assessments.	Performance, Choreography and Dance Appreciation vocab test assessments.

Drama

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	Students will be introduced to key vocal and physical skills in drama, how to use them and how to start to become characters through the play <i>Matilda</i> . They will have their first experience on the drama stage, performing a scripted extract from the play. Their assessment will be small snippets of a larger class scene, to build confidence in drama skills. Focus is on starting to use physical and vocal skills and building confidence in collaboration.	Students will be introduced to non-naturalism in drama and have creative freedom using non-naturalistic drama techniques. They will learn about symbolism and how to use it, abstract physical theatre and soundscapes. They will create a non-naturalistic performance based on a stimulus. Focus is on creating comfort in experimenting outside of traditional, naturalistic drama.	Students will be introduced dramatically to the works of Shakespeare as we explore the classic, <i>Macbeth</i> . We will start by getting to grips with the language through humour, to build confidence and mitigate any fear. A scripted performance in larger groups to allow for choral speech for performers still building their confidence and main character roles to stretch and challenge. Focus is on comfort with Shakespearean theatre, scripted performances and using physical and vocal skills.	Students will explore the roots of theatre through Greek Theatre and Greek Myths. We will explore popular Greek Myths whilst experimenting with important basic drama techniques like narration, thought-tracking, hot-seating, breaking the 4 th wall and audience participation. Focus is on experimenting with drama techniques that they may not have encountered before and building confidence to use them.	Students will then get a taste of Italy and Italian theatre, Commedia Del'Arte. We will be looking at the style of theatre and its conventions, the stock characters and their character tropes, mask work and exaggerated physical skills. Students will devise a piece of drama based on examples of traditional Commedia Del'Arte stories, using the stock characters they have learnt about. Focus is on physical drama skills and exaggeration.	Finally, students will get the opportunity to put all the skills they have learnt over the year, culminating in a final original devised performance based on a stimulus. This is their opportunity to showcase their skills and creativity in a group performance. Using a choice of a picture, a quote, a song and an object as a stimulus, students then independently devise a piece of drama. This project directly links to what they will be doing in GCSE Drama should they choose to pursue it, allowing them to practice GCSE skills right from year 7.
Assessment	Group rehearsals, group scripted performances	Group rehearsals, group devised performances	Group rehearsals, group scripted performances	Group rehearsals, group devised performances based on Greek Myths	Group rehearsals, group devised performances	Group rehearsals, group devised performances
Homework						
Year 8 Curriculum	Students will be looking at the play <i>Blood Brothers</i> . We will be developing confidence in use of physical and vocal skills to create convincing and believable characters. We will use theatre to discuss socio-economic issues that influence <i>Blood Brothers</i> . Students will learn about the plot of <i>Blood Brothers</i> ,	Students will be taking a deeper dive into Greek Theatre and the techniques of such an influential theatre period. We will be looking at the historical context of Ancient Greece, amphitheatres, staging conventions, actors, and understanding what performing was like back then vs modern day and how	Students will work on smaller group performances and drama piece development. They will be creating duologues. We will first look at duologue scripts to show how a piece with 2 actors works. They will then create their own original characters and be expected to be able to perform these characters physically and	Students will be learning about theatre group, Frantic Assembly. This is a physical theatre unit. We will be looking at safety of physical theatre, how to warm-up effectively, how to lift and move safely and how to work together to create physical theatre. Techniques will include picking fluff,	Students will be introduced to the Father of Naturalism, Stanislavski. We will be looking at understanding what it takes to perform in a naturalistic way, and students will be creating performances that are realistic and believable. We will also be looking at societal issues and the case of Derek Bentley in the film	Finally, students will get the opportunity to put all the skills they have learnt over the last 2 years, culminating in a final original devised performance based on a stimulus. This is their opportunity to showcase their skills and creativity in a group performance. Using a choice of a picture, a quote, a song and an object

	characters and character development, and will get the opportunity to create their own interpretation of the play using their knowledge. Focus will be physical and vocal skills development and socio-economic issues.	we can still see similarities today. Students will continue to hone their use of physical and vocal skills, stretching and challenging as they become new characters. We will also explore chorus work and mask work. Focus will be to use more challenging theatre techniques.	vocally. Students in their pairs will then devise their duologue script and performance. Focus will be independence as pairs, developing their devising ability.	round-by-through, chair duets, lifts, flying. Students will then be combining the physical theatre skills learnt with narrative to produce a physical theatre performance. Focus will be physical theatre and narrative.	adaptation of a true story, <i>Let Him Have It</i> , and how our words can have great impact and great consequences. Focus will be becoming a character in a realistic and believable way using physical and vocal skills, not breaking character, and using our own experiences to make naturalistic performances.	as a stimulus, students then independently devise a piece of drama. This project directly links to what they will be doing in GCSE Drama should they choose to pursue it, allowing them to practice GCSE skills from year 7 and 8.
Assessment	Group rehearsals, group devised and or scripted performances	Group rehearsals, group devised and or scripted performances	Paired rehearsals and paired devised performances	Group rehearsals, group devised performances using physical theatre and narrative.	Group rehearsals, group devised performances and group scripted performances	Group rehearsals, group devised performances
Homework						

English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	Whole-Novel Study: Tyger <i>Key Knowledge:</i> Plot, characters and themes; understanding key moments/extracts; using inference to comment on plot and character development; using inference to make prediction; understanding narrative hooks; understanding narrative style; identifying genre conventions; consideration of possible intended message / purpose.		Global Myths & Legends <i>Key Knowledge:</i> Understanding and exploring how plot, characters and themes are developed; introduce the idea of subplot and intertextuality; symbolism; allusion to established global myths, including biblical allusions; challenging gender stereotypes and norms; exploring voice and perspective.	Childhood Poetry <i>Key Knowledge:</i> Why poetry is used to express ideas, poetic technique, terms and forms; exploring poetic structure; exploring issues raised within the poems and why poets write poetry.	Shakespeare: A Midsummer Night’s Dream <i>Key Knowledge:</i> Structure of a Shakespeare play; Shakespeare craft with language; Elizabethan England and English; quoting Shakespeare; Shakespeare's influence; stage directions; stagecraft; exploring and beginning to analyse different interpretations; Shakespeare's message.	
Assessment	RAP; NMM; Diary entry from character’s perspective.		Creation of own piece of writing in the style of a myth/legend.	An analytical response to a named poem.	Create a script with director’s notes.	
Homework	SPARX Reader – 150 points each week.		SPARX Reader – 150 points each week.	SPARX Reader – 150 points each week.	SPARX Reader – 150 points each week.	SPARX Reader – 150 points each week.
N.B. We also follow a two-teacher pathway, whereby a second teacher will teach each class a different unit once per week. These units are as follows: Terms 1&2 – Faster Read (A Monster Calls and The Hunger Games) Terms 5&6 – Frankenstein The Play.						

Year 8 Curriculum	Whole-Novel Study: The Bone Sparrow <i>Key Knowledge:</i> Plot, characters and themes; understanding key moments/extracts; using inference to comment on plot and character development; using inference to make prediction; understanding narrative hooks; understanding narrative style; identifying genre conventions; consideration of possible intended message / purpose.	Gothic Short Stories From Around The World <i>Key Knowledge:</i> Gothic genre conventions; exploring the popularity of gothic; origins of gothic narrative structure and style, Victorian English and archaic language. Introduce comparison to identify similarities and differences between texts.	Non-Fiction Voices of Protest <i>Key Knowledge:</i> Exposure to non-fiction formats; spoken and written word; knowledge of language change & manipulation; purpose of rhetoric and impact on audience; impact of context on writers' purpose and audience reception. Media literacy focuses on social media and public reaction, understanding biased media and questioning social media.	Shakespeare: The Tempest <i>Key Knowledge:</i> Exploring gender presentation and roles; revisit Elizabethan English context - what inspired Shakespeare to write the play; colonisation and key context; complexity of Shakespeare's characters; develop a deeper appreciation of Shakespeare as a globally respected playwright.	
Assessment	Essay on how a theme is developed.	Opening of students' own piece of creative writing, in the gothic genre.	Delivery of a speech on a topic each student finds personally important.	A key thematic study with a focus on three key moments, tracking the development of it throughout the entirety of the play.	
Homework	SPARX Reader – 150 points each week.	SPARX Reader – 150 points each week.	SPARX Reader – 150 points each week.	SPARX Reader – 150 points each week.	SPARX Reader – 150 points each week.
N.B. We also follow a two-teacher pathway, whereby a second teacher will teach each class a different unit once per week. These units are as follows: Terms 1&2 – Faster Read (Terror Kid and Animal Farm) Terms 5&6 – Poetry – Nature Through The Ages.					

Food Technology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	Students learn about: • Food hygiene • Personal hygiene • Food safety • Equipment and washing up	Students learn about: • Eatwell Guide • Nutrients • Healthy eating • Healthy eating questionnaire	Students learn how to: • Use the oven safely • Use a range of food equipment • Weigh and measure ingredients accurately • Apply numeracy skills in food	Students learn how to: • Carry out sensory analysis • Use sensory vocabulary to describe food • Design and adapt recipes • Consider nutritional needs when designing recipes	Students learn how to: • Explore ways of saving money when buying and preparing food • Learn about seasonal foods • Design a seasonal menu • Explore the benefits and considerations of organic food	Students will: • Review key food safety and hygiene knowledge • Consolidate knowledge of nutrients and healthy eating • Review practical skills and recipe design • Complete an end of year test
Independent Tasks	Students can explore food-related tasks independently, including researching healthy eating, food hygiene and the Eatwell Guide, or use resources and worksheets provided by the school.	Students can explore food-related tasks independently, including researching nutrients and healthy eating, or use resources and worksheets provided by the school.	Students can practise weighing and measuring, numeracy skills and equipment identification independently using resources and worksheets provided by the school.	Students can explore recipe design and sensory analysis tasks independently, including designing and evaluating recipes.	Students can research seasonal and organic food and explore ways to save money when planning and preparing meals.	Students can revise key topics covered throughout the year in preparation for the end of year test.
Assessment	Peer and self-assessment throughout. Progress to be determined by assessment of on-going booklet work and practical outcomes. Progress assessed in line with reporting calendar. End of year test used to assess students' knowledge and understanding of key Food topics covered throughout the year.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8 Curriculum	• Mini assessment of prior knowledge • Food safety • Personal hygiene • Food hygiene and safety • Eatwell Guide	• Healthy eating • Nutrients • Different life stages • How nutritional requirements change throughout life	• Plan balanced meals for different life stages • Weigh and measure ingredients accurately • Apply numeracy skills in food • Use equipment safely and effectively	• Food provenance • Where food comes from • Food production and processing • Fair Trade and ethical food choices • The impact of food choices on people and the environment	• Carry out sensory analysis • Use sensory vocabulary to describe and evaluate food • Understand the science behind food preparation and cooking • Explore food science through practical activities	• Apply their knowledge and practical skills to an end of year project • Plan and develop a food product • Demonstrate safe and hygienic working practices • Evaluate their final product • End of year assessment
Independent Tasks	Students can explore food-related tasks independently, including revising prior knowledge, food safety, personal hygiene and the Eatwell Guide, or use resources and worksheets provided by the school.	Students can explore healthy eating, nutrients and different life stages independently, including researching the nutritional needs of different groups.	Students can practise weighing and measuring, numeracy skills and meal planning independently using resources and worksheets provided by the school.	Students can research food provenance and Fair Trade, exploring where food comes from and the ethical and environmental considerations of food production.	Students can explore sensory analysis and food science tasks independently, including researching the science behind different cooking methods and food preparation techniques.	Students can work independently on their end of year project, developing ideas, researching recipes and planning their final food product.
Assessment	Peer and self-assessment throughout. Progress to be determined by assessment of on-going booklet work and practical outcomes. Progress assessed in line with reporting calendar. Mini assessment of prior knowledge used to establish students' starting points. End of year project used to assess students' knowledge, understanding, practical skills and ability to apply their learning throughout the year.					

French

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	Foundations of Spanish. Students will be learning Spanish in Autumn term 1 until October half term. They will learn: personal introductions, greetings, age, and family structures. Cultural focus: The Day of the Dead (<i>Día de los Muertos</i>).	Foundations of French. Students will be learning French in Autumn term 2 until Christmas. Once they have taster both languages, they will opt for one to carry on the rest of KS3. They will learn: introductions, greetings, saying their age, family. Cultural focus: Christmas traditions in France.	Topic of Spring 1: Free time. Exploration of recreational activities, weather expressions, and core grammatical frameworks, focusing on key verb conjugations.	Topic of Spring 2: Sports. Discussion of sports using the present tense, extending to future intentions through the introduction of the future tense.	Topic of Summer 1: School. Overview of school subjects, daily schedules, telling the time, school facilities, and expressing personal opinions.	Topic of Summer 2: Family and describing yourself. Development of physical and personality descriptions to enable students to describe themselves and others in detail. Cultural focus: Film study: Le Petit Nicolás.
Assessment	Listening and Speaking test	Listening and Speaking test	Writing assessment	Reading and Listening	End of year test	Vocabulary test
Homework	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly
Year 8 Curriculum	Topic: Holidays. Discussion of holiday activities in the present tense, focusing on typical destinations, preferences, and justifying opinions.	Topic: Past holidays. Exploration of past travels using the past tense, enabling students to evaluate and detail specific past holiday experiences.	Topic: My house. Descriptive overview of the home, neighbourhood, and local infrastructure, outlining activities available in the community.	Topic: Ideal house and My routine. Describing ideal future living arrangements and ideal housing, alongside mastering descriptions of daily routines.	Topic: Sports. Discussion of sports using the present tense, giving preferences and justifications on sports.	Topic of Summer 2: Healthy life. We learn about food and what we do to stay in shape including future intentions. Learning the future tense.
Assessment	Autumn term 1 Reading and Listening	Autumn term 2: Speaking Photocard description	Spring term 1: Writing 50-word essay	Spring term 2: Listening and reading.	End of year test	Vocabulary tense
Homework	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly

Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	The Power of Geography Students will learn the key skills, knowledge and ways of thinking that geographers use to understand the world. Students will build on Knowledge learnt at primary school about places, maps and the environment, while developing new skills such as fieldwork, data analysis and GIS.	Is the development gap narrowing Students will learn what development is and the factors that affect it. Students will understand upcoming geographical concepts such as varying responses to flooding, population changes and settlement development/challenge	How do we cope with flooding? Students will explore why flooding happens, including physical and human causes, Students will investigate the impacts flooding has on people, places and the environment. Students will learn about different ways of managing flood risk, including hard and soft engineering, and assess the advantages and disadvantages of different strategies.	How are populations changing? Students find out how and why the world's population is changing. Students explore where people live, why some places are more densely populated than others, and how birth rates, death rates and migration affect population change. Students investigate why people move between countries and the impacts migration can have on both the places people leave and the places they move to	How are settlements adapting to the 21st century? Students will explore how settlements are changing to meet the needs of growing populations and changing lifestyles. Students will investigate issues such as urbanisation, sustainability, transport, housing and technology, and explore how cities are becoming more environmentally friendly and resilient.	What happens in our atmosphere? Students will explore the structure and composition of the atmosphere and investigate how it affects life on Earth. Students will learn about weather, the water cycle, air pressure and global atmospheric processes. Students examine how human activities are changing the atmosphere through pollution and climate change.
Assessment	How do we analyse fieldwork? Informal assessment	Is the global development gap narrowing? – Formal Assessment	Flood Management Decision Making exercise – Informal Assessment	How are populations changing? – Formal Assessment	Are the slums filled with hope or despair? – Informal assessment	What happens in our atmosphere? assessment
Homework	Independent learning is set on Seneca	Independent learning is set on Seneca	Independent learning is set on Seneca	Independent learning is set on Seneca	Independent learning is set on Seneca	Independent learning is set on Seneca

Year 8 Curriculum	How diverse is Africa?	What Is the Future for Our Last Great Wilderness?	Are 'natural' disasters natural?	Can we benefit from a globalised world?	Why is the Middle East an important world region?	What Happens When the Sea Meets the Land?
	Students will explore the physical and human diversity of Africa, including its landscapes, climates, cultures, populations and economies.	Students will explore the importance of wilderness areas, focusing on their physical environments, ecosystems and natural resources.	Students will explore why natural hazards happen and investigate whether disasters are truly 'natural'.	Students will explore what globalisation is and how it connects people, places and economies around the world.	Students will explore the physical and human geography of the Middle East, including its climate, landscapes, population and resources.	This unit explores how waves, tides and weather shape the coastline through erosion, transportation and deposition.
	Students will investigate development, inequality, resources and urbanisation, and challenge common stereotypes about the continent.	Students will investigate the threats caused by human activity, including climate change, resource extraction and tourism, and consider different approaches to protecting these environments.	Students will examine the role of physical processes, human activity, population growth and vulnerability in turning hazards into disasters.	Students will investigate the role of trade, technology, multinational companies and global supply chains, and consider the benefits and disadvantages of globalisation for different countries and communities.	Students will investigate the importance of oil and gas, water, trade, religion and strategic location, and examine the challenges facing the region, including conflict, water scarcity and rapid population growth.	Students investigate processes such as hydraulic action, abrasion and longshore drift, and learn how these create coastal landforms including cliffs, caves, arches, stacks, beaches and spits.
	Students will use maps, data and case studies to compare different places and understand the wide range of experiences across Africa.	Students will use maps, data and case studies to evaluate how wilderness areas can be managed sustainably for the future.	Students will use case studies, maps and data to compare different hazards and evaluate how human actions can increase or reduce disaster risk.	Students will use maps, data and case studies to evaluate whether globalisation creates opportunities for everyone.	Students will use maps, data and case studies to understand why the Middle East is important to the wider world.	Students also explore how geology and sea-level change influence coastal landscapes and examine the challenges faced by coastal communities. They compare hard and soft engineering strategies, considering their effectiveness, impacts and sustainability.
Assessment	How diverse is Africa – Formal Assessment	Should tourism be banned in Antarctica – informal assessment	Are natural disasters 'natural' – Formal assessment	Is our local area a hometown or a clone town – Informal assessment	Why is the Middle East an important world region? Formal Assessment	What happens when the sea meets the land? Informal Assessment
Homework	Independent learning is set on Seneca	Independent learning is set on Seneca	Independent learning is set on Seneca	Independent learning is set on Seneca	Independent learning is set on Seneca	Independent learning is set on Seneca

History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	<i>Who had the greatest impact on Early Britain?</i> Students will develop source skills, knowledge and historical context of the period. <i>How did the Normans conquer England?</i> Students will develop source skills, knowledge and historical context of the period.	<i>What changed after the Norman Conquest?</i> Students will develop source skills, knowledge and historical context of the period. <i>Who had the most power in Medieval England?</i> Students will develop source skills, knowledge and historical context of the period.	<i>How much did life change in Medieval England?</i> Students will develop source skills, knowledge and historical context of the period. <i>Where was the Centre of the World during the 15th Century?</i> Students will develop source skills, knowledge and historical context of the period. <i>Who should we trust about Henry VIII?</i> Students will develop source skills, knowledge and historical context of the period.	<i>Continued: Who should we trust about Henry VIII?</i> Students will develop source skills, knowledge and historical context of the period. <i>What caused England's religious change?</i> Students will develop source skills, knowledge and historical context of the period. <i>What made the English Civil Wars Important?</i> Students will develop source skills, knowledge and historical context of the period.	<i>Continued: What made the English Civil Wars Important?</i> Students will develop source skills, knowledge and historical context of the period. <i>Why did it take 3 men to unify Japan?</i> Students will develop source skills, knowledge and historical context of the period.	<i>Was change always positive during the Industrial Revolution?</i> Students will develop source skills, knowledge and historical context of the period. <i>What is the legacy of the British Empire?</i> Students will develop source skills, knowledge and historical context of the period.
Assessment	Written – Anglo-Saxons and Romans (2 x 4 Mark Qs)	Knowledge test – Multiple short answer assessment	Knowledge test – Multiple short answer assessment	Written – Henry VIII 8 Mark Question	Written – Civil War 12 Mark Question	Knowledge test – Multiple short answer assessment
Homework	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning.

Year 8 Curriculum	<i>Why was slavery so cruel?</i> Students will embed source skills and develop knowledge and historical context of the period. <i>Were the Black Peoples of the USA really Free?</i> Students will embed source skills and develop knowledge and historical context of the period. <i>What Caused the Great War?</i> Students will embed source skills and develop knowledge and historical context of the period.	<i>How have weapons developed through time?</i> Students will embed source skills and develop knowledge and historical context of the period. <i>Why was the Great War so terrible for those fighting?</i> Students will embed source skills and develop knowledge and historical context of the period. <i>Why did people agree to fight in the Great War?</i> Students will embed source skills and develop knowledge and historical context of the period. <i>How did hidden pioneers have an impact on the 20th Century?</i> Students will embed source skills and develop knowledge and historical context of the period.	<i>Why was the world so unstable in the 1930's?</i> Students will embed source skills and develop knowledge and historical context of the period. <i>How have popular entertainments changed over the 20th Century?</i> Students will embed source skills and develop knowledge and historical context of the period.	<i>How was Higham and Rushden affected by World War Two?</i> Students will embed source skills and develop knowledge and historical context of the period. <i>How significant were the actions of the USSR and the USA in World War Two?</i> Students will embed source skills and develop knowledge and historical context of the period.	<i>Continued: How significant were the actions of the USSR and the USA in World War Two?</i> Students will embed source skills and develop knowledge and historical context of the period. <i>Why and how did the Holocaust happen?</i> Students will embed source skills and develop knowledge and historical context of the period.	<i>Why was the Cold War so dangerous?</i> Students will embed source skills and develop knowledge and historical context of the period. <i>What is the most dangerous extremist group?</i> Students will embed source skills and develop knowledge and historical context of the period.
	Written - Essay based (Why was slavery so cruel?)	Written - Essay based (Why was the Great War so terrible for those fighting?)	Knowledge test – Multiple short answer assessment	Knowledge test – Multiple short answer assessment	Written - Essay based (How significant were the actions of the USSR and the USA in World War Two?)	Knowledge test – Multiple short answer assessment
	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning.	Independent learning is set on Seneca Learning.

ICT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	Students will explore the importance of staying safe and responsible when using computers, mobile devices and the internet. Students will investigate online risks, including inappropriate content, cyberbullying, scams, privacy and the sharing of personal information. Students will develop strategies for making safe and responsible choices online and understand where to seek help and support.	Students will be introduced to programming using Scratch and explore how instructions can be used to create interactive programs. Students will develop their understanding of algorithms, sequences, selection and repetition. Students will create simple Scratch programs and use debugging techniques to identify and correct errors in their code.	Students will be introduced to spreadsheets and explore how they can be used to organise, process and present information. Students will use formulas and functions to perform calculations and investigate how changing data can affect results. Students will create and interpret charts and develop spreadsheet models to solve problems in different contexts.	Students will explore the different components that make up a computer system and understand the purpose of hardware and software. Students will investigate how input, processing, storage and output work together within a computing system. Students will explore the different layers of computing systems and develop an understanding of how hardware and software interact.	Students will build upon their previous Scratch programming knowledge and develop more complex programs. Students will explore variables, selection, repetition and other programming techniques to create interactive projects. Students will test and debug their programs and evaluate how effectively their code meets a given objective.	Students will explore how digital media can be created and edited for different audiences and purposes. Students will develop practical skills using digital media tools to create and manipulate images, audio and/or video. Students will consider copyright, ownership and responsible use of digital media when creating their own digital products.
Assessment	End of unit test	End of unit test	End of unit test	End of unit test	End of unit test	End of unit test
Homework						

Year 8 Curriculum	Students will explore how social media has changed the way people communicate, share information and interact with others. Students will investigate the risks associated with social media, including privacy, digital footprints, misinformation and online identity. Students will explore social engineering techniques and develop strategies for recognising and responding safely to attempts to manipulate or deceive users.	Students will be introduced to text-based programming using Python and build upon their programming knowledge from Year 7. Students will develop their understanding of variables, inputs, outputs, selection and iteration. Students will write, test and debug Python programs and use logical thinking to solve programming problems.	Students will explore how vector graphics are created and how they differ from bitmap images. Students will develop practical skills using vector graphics software to create, edit and manipulate shapes and images. Students will use layers, colour, text and other design techniques to create digital graphics for a specific purpose and audience.	Students will explore how websites are created and how web pages are structured. Students will develop an understanding of HTML and use code to create and format simple web pages. Students will consider the importance of layout, navigation, accessibility and audience when designing and developing websites.	Students will explore how animation can be used to communicate ideas and engage audiences. Students will investigate different animation techniques and develop practical skills using digital animation tools. Students will plan, create and evaluate an animation for a specific purpose and audience.	Students will explore what artificial intelligence is and how AI systems are increasingly being used in everyday life. Students will investigate examples of AI and consider its uses across areas such as education, entertainment, business and communication. Students will explore the opportunities, limitations and ethical considerations associated with AI, including accuracy, bias, privacy and responsible use.
Assessment	End of unit test	End of unit test	End of unit test	End of unit test	End of unit test	End of unit test
Homework						

Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	Number properties Types of numbers and their sequence. Index notation Factors and Highest Common Factors Primes and Prime Factors Place value Place value of integers and decimals Place value with measure and standard form Comparing and ordering	Place value 2 Rounding to significant figures (integers, decimals) Estimating calculations Convention of 2D and 3D shapes Labelling conventions Properties of 2D shapes Symmetry	Addition and subtraction Addition and subtracting all types of numbers. Multiplication and division Multiplication and division all types of number	Generalising number Representing numbers Multiplying and dividing terms Expanding and factorising.	Ordering and Equivalent Simplifying, equivalent and ordering fractions FDP and rounding to decimal places. Using a calculator for conversions Linear sequences Introduction to linear sequences and what is a linear sequence? Generating Sequences Nth term rule of a linear sequence	Fractional Arithmetic Introduction, fractions of amounts and multiplying fractions Adding and subtracting fractions Dividing fractions
Assessment	Sparxs baseline	Mid-term 1		Mid-term 2		Mid-term 3
Homework	Sparxs based on above	Sparxs based on above	Sparxs based on above	Sparxs based on above	Sparxs based on above	Sparxs based on above
Year 8 Curriculum	Solving equations What is an equation and manipulating equations Solving Linear Equations, including brackets (unknown on one side only) Forming and Solving Coordinates What are axes? Plotting coordinates in four quadrants Coordinates that form horizontal and vertical lines Probability Single event probability	Probability Probability with two or more events Applications of probability Forward Percentage Expressing a quantity as a percentage of another Percentages of amount Simple interest and project	Perimeter and Area Perimeter and rectilinear shapes Area of shapes Problem Solving Ratio Introduction to simplifying and scaling.	Ratio Sharing in a ratio Shapes Properties of 3D shapes Plans and elevations Surface Area	Linear Graphs 1 Gradient and recap General form of a linear graph Plotting linear graphs Angles Types of angles, drawing and measuring Basic angle facts	Angles Angles in triangles and quadrilaterals Bearings Construction and Loci Bisectors Construction angles and shapes Loci
Assessment	Mid-term 1		Mid-term 2		Mid-term 3	
Homework	Sparxs based on above	Sparxs based on above	Sparxs based on above	Sparxs based on above	Sparxs based on above	Sparxs based on above

Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	What is Music? Students will develop confidence in singing together, learning the importance of vocal warm-ups and healthy singing techniques. They will perform accurately and build performance skills within a supportive class environment. Students will improve their rhythmic accuracy through djembe performance, exploring correct playing technique, rhythm patterns and creative combinations of sounds. They will strengthen listening, coordination and musical understanding. Students will, analyse music using appropriate musical vocabulary, and work effectively as part of an ensemble. They will develop teamwork, communication and performance skills.	What are the building blocks of music? Students will develop confidence in singing with others and preparing for a concert performance through rehearsals. They will improve their fluency, accuracy, pitch matching, rhythm skills and expressive performance. Students will learn how to use computers to create, record and develop original musical ideas. They will explore different sounds, work creatively from a brief. Students will use the elements of music to compose and evaluate music. They will develop listening, teamwork, problem-solving and feedback skills while working collaboratively and independently.	How do you play the piano effectively? Students will build foundational keyboard skills by learning correct piano technique, reading treble clef notation and performing from written music. They will develop fluency, accuracy and confidence while establishing skills needed for future musical study. Students will strengthen their listening and appraisal skills by identifying musical elements such as pitch, rhythm, tempo, dynamics and instrumentation. They will also develop rehearsal, time-management and independent learning skills, enabling them to practise purposefully and work effectively alongside others	How do musicians rehearse together? Students will continue to develop confident and expressive singing by performing from simple notation, identifying dotted rhythms and improving pitch and rhythmic accuracy. They will learn effective breathing techniques and build their ensemble performance skills. Students will perform on piano and ukulele, learning to play chords, melodies and rhythmic accompaniments accurately. They will develop instrumental technique, treble clef reading skills, and the ability to maintain their part within a group performance. Students will strengthen their listening, evaluation and rehearsal skills by reflecting on performances and using feedback to improve.	How does structure allow you to keep your music interesting? Students will develop fluent, accurate and expressive singing while exploring songs in binary and ternary form. They will learn to follow a conductor, listen critically and recognise how musical elements create contrast between sections. Students will use keyboard and Cubase skills to perform, record and develop musical ideas. Through improvisation and experimentation, they will build confidence in creating original melodies, refining ideas and taking creative risks. Students will compose music using devices such as question and answer, ostinato and drone notes. They will analyse music from different cultures and eras to inform their work.	What skills do you need to perform well in a small band? Students will continue to develop as confident singers so they can sing from notation and perform from memory with increasing musical understanding. Students will strengthen their instrumental skills by reading treble clef notation, performing rhythms accurately and playing chords on piano and ukulele. They will develop effective practice routines, ensemble awareness and professional performance habits. Students will build listening, evaluation and collaborative skills by discussing music using appropriate musical vocabulary and reflecting on performances. They will develop independence, time-management and teamwork skills through rehearsing and working towards shared musical goals.
Assessment	Group Performance / Baseline Test	Paired compositions	Individual Performance Development	Group Performance	Paired compositions	Group Performance

Homework	Rehearsal of skills outside of lessons	Rehearsal of skills outside of lessons	Rehearsal of skills outside of lessons	Rehearsal of skills outside of lessons	Rehearsal of skills outside of lessons	Rehearsal of skills outside of lessons
Year 8 Curriculum	Why is the bass important in Music? Students will develop confidence in singing, and improve their fluency, accuracy and expression. They will strengthen their understanding of pitch, rhythm and healthy vocal technique while continuing to develop performance confidence. Students will build advanced keyboard skills by learning bass clef notation, left-hand piano technique and a range of accompaniment patterns. They will perform accurately, develop technical fluency and gain a deeper understanding of harmony. Students will explore how scales, chords and accompaniment patterns are used in music, applying this knowledge through performance and creative experimentation. They will develop listening skills, identify musical features by ear, use appropriate musical vocabulary, and build resilience, independence and effective practice habits.	How does Blues music use chords I, IV and V? Students will perform key elements of blues music on their chosen instrument, developing accuracy, timing and awareness of how different musical parts work together. They will also learn to improvise using the pentatonic scale and create melodic ideas over a chord sequence. Students will compose and perform a complete 12-bar blues using chords I, IV and V, walking bass lines and blues melodies. They will develop listening skills, recognise blues features by ear, provide constructive feedback, and build independence through effective rehearsal and practice.	How can you write a song with just four chords? Students will develop confidence in songwriting by creating and performing their own lyrics over a four-chord progression. They will learn how melody, rhythm and lyrics work together to communicate emotion and create engaging musical performances. Students will perform the four-chord sequence (I–V–vi–IV) on piano or ukulele, developing fluency, accuracy and ensemble awareness. They will strengthen their understanding of major and minor chords, steady pulse and effective rehearsal techniques. Students will compose original melodies using scales, chords and melodic contours such as stepwise movement, arpeggios and repeated notes. They will analyse existing songs, evaluate their own work critically and develop the independence and creativity needed to write effective songs.	How do musicians prepare for a high-quality performance? Students will develop their singing skills by performing from notation, singing in parts and using effective vocal techniques such as breath control, expression and warm-ups. Students will apply instrumental skills by reading notation, performing melodies and accompaniments, and playing with accuracy using appropriate technique. They will develop independence through rehearsal, learning to use lead sheets, chords and instrumental parts effectively within a group setting. Students will create and refine band performances by making decisions about arrangements, rehearsing collaboratively and responding to feedback. They will strengthen their listening and appraisal skills, use appropriate musical vocabulary, and develop communication, resilience and teamwork as musicians.	How can composers change a musical idea while still keeping it recognisable? Students will explore repetition and variation through singing, listening and performing. They will identify how musical ideas can be changed using different devices and develop their understanding of how composers create interest and contrast in music. Students will use keyboard and Cubase skills to record, perform and develop musical ideas with increasing accuracy. They will improve their ability to read music, record in time using a metronome and work independently with music technology. Students will compose original variations by applying techniques such as retrograde, augmentation, diminution and key changes. Through listening, analysis and experimentation, they will develop creativity, confidence, critical thinking and the ability to take informed musical risks.	How do composers use music to shape the way we experience a video game? Students will develop their singing skills by performing from notation, singing in harmony and maintaining accuracy within a group. Students will apply keyboard and music technology skills to create and record musical ideas in Cubase. They will develop fluency in reading notation, performing chord sequences and melodies, and using dynamics, articulation and harmony to create different musical effects. Students will compose music for video games by responding to a brief, creating loops, layers and melodies, and using repetition and contrast effectively. They will analyse how music supports gameplay and atmosphere, evaluate their own work, and develop creativity, independence and confidence as composers.
Assessment	Individual Performance	Group composition and performance	Group composition and performance	Group performance	Paired composition produced on the computer	Paired composition produced on the computer
Homework	Rehearsal of skills outside of lessons	Rehearsal of skills outside of lessons	Rehearsal of skills outside of lessons	Rehearsal of skills outside of lessons	Rehearsal of skills outside of lessons	Rehearsal of skills outside of lessons

KS3 Curriculum & Assessment

Physical Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	Students will participate in a range of activities that include; Basketball, Football, Handball, Netball, Table Tennis, Rugby. Students will develop a broad range of physical, technical and tactical skills across the unit.	Students will participate in a range of activities that include; Basketball, Fitness, Football, Handball, Inclusive Sports, Netball, Orienteering, Table Tennis, Rugby Students will develop a broad range of physical, technical and tactical skills across the unit.	Students will participate in a range of activities that include; Fitness, Football, Handball, Inclusive Sports, Orienteering, Rugby, Table Tennis, Trampolining. Students will develop a broad range of physical, technical and tactical skills across the unit.	Students will participate in a range of activities that include; Fitness, Football, Handball, Netball, Orienteering, Rugby, Table Tennis, Trampolining. Students will develop a broad range of physical, technical and tactical skills across the unit.	Students will participate in a range of activities that include; Athletics, Cricket, Danish Longball, Rounders, Softball. Students will develop a broad range of physical, technical and tactical skills across the unit.	Students will participate in a range of activities that include; Athletics, Cricket, Danish Longball, Rounders, Softball. Students will develop a broad range of physical, technical and tactical skills across the unit.
Assessment	2x End of Unit Assessments	2x End of Unit Assessments	2x End of Unit Assessments	1x End of Unit Assessment	2x End of Unit Assessments	2x End of Unit Assessments
Homework	Informal – Research rules/laws/tactics of the activities students are doing in their lessons.	Informal – Research rules/laws/tactics of the activities students are doing in their lessons.	Informal – Research rules/laws/tactics of the activities students are doing in their lessons.	Informal – Research rules/laws/tactics of the activities students are doing in their lessons.	Informal – Research rules/laws/tactics of the activities students are doing in their lessons.	Informal – Research rules/laws/tactics of the activities students are doing in their lessons.
Year 8 Curriculum	Students will participate in a range of activities that include; Basketball, Football, Handball, Netball, Table Tennis, Rugby Students will develop a broad range of physical, technical and tactical skills across the unit.	Students will participate in a range of activities that include; Basketball, Fitness, Football, Handball, Inclusive Sports, Netball, Table Tennis, Rugby Students will develop a broad range of physical, technical and tactical skills across the unit.	Students will participate in a range of activities that include; Fitness, Football, Handball, Inclusive Sports, Netball, Table Tennis, Trampolining. Students will develop a broad range of physical, technical and tactical skills across the unit.	Students will participate in a range of activities that include; Fitness, Handball, Netball, Rugby, Table Tennis, Trampolining. Students will develop a broad range of physical, technical and tactical skills across the unit.	Students will participate in a range of activities that include; Athletics, Cricket, Danish Longball, Rounders, Softball. Students will develop a broad range of physical, technical and tactical skills across the unit.	Students will participate in a range of activities that include; Athletics, Cricket, Danish Longball, Rounders, Softball. Students will develop a broad range of physical, technical and tactical skills across the unit.
Assessment	2x End of Unit Assessments	2x End of Unit Assessments	2x End of Unit Assessments	1x End of Unit Assessment	2x End of Unit Assessments	2x End of Unit Assessments
Homework	Informal – Research rules/laws/tactics of the activities students are doing in their lessons.	Informal – Research rules/laws/tactics of the activities students are doing in their lessons.	Informal – Research rules/laws/tactics of the activities students are doing in their lessons.	Informal – Research rules/laws/tactics of the activities students are doing in their lessons.	Informal – Research rules/laws/tactics of the activities students are doing in their lessons.	Informal – Research rules/laws/tactics of the activities students are doing in their lessons.

PHSE & World Views

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	Students will explore their own identity, wellbeing & emotions to help them settle into life at TFS. Covering themes on: - Identity & Belonging - Emotional Vocabulary - Managing Emotions - Self Esteem - Mental Wellbeing - Asking for Help & Resilience	Students will learn about different World Views & British Values including: - British Values: Tolerance of Different Faiths and Beliefs: - British Values: Democracy - British Values: The Rule of Law - British Values: Individual Liberty - British Values: Mutual Respect & Tolerance	Students will learn about personal safety by studying modules on: - Different Types of Families - Maintaining Friendships - Peer Pressure - Importance of Trust (intro to consent) - Healthy Relationships - Online Life & Safety (intro to grooming)	Students will learn about different World Views and have lessons on: - Beliefs, Facts Belief & Opinion - Christianity & The Church - A-Z of Religion - The importance of religious festivals	Students will learn about Family, friendships and healthy relationship. Topics will cover: - Puberty - emotional & physical changes - Consent Intro - personal space & contact - Body Image & Self Esteem - Sleep & Screen Time - Diet & Nutrition - Dangers of Vaping & Smoking - Group Messaging and Chats	Students will learn about different ethical issues and have lessons on: - Life After Death - Heaven & Hell - Christian Funerals - Reincarnation - Hindu Funeral - Muslim Funeral
Assessment	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz
Homework	We do not set homework in PSHE & World Views because the subject is designed to develop personal, social and emotional understanding through discussion, reflection and real-life experiences. Instead, we encourage students to engage in Session 6 activities and opportunities beyond the classroom, where they can apply and further develop these important life skills in meaningful contexts.					
Year 8 Curriculum	Students will learn about British Values - Democracy & Government and create their own political party. It will include learning about voting rights, the suffragette's movement, developing a political manifesto and creating their own campaign.	This will be an Introduction to Ethics - What is right & wrong. Lessons will include: - Utilitarianism – The Greater Good - Duty and Rules – Kantian Ethics - Animal Rights and - Environmental Ethics	Building on work from Year 7. Personal safety in including lessons on: - Mental wellbeing - Eating Disorders - Alcohol and Relationships - Dental & Oral Hygiene - Grooming & Exploitation - Self-Harm	Looking at different World Views students will learn about the practice of Buddhism. as can be seen as both a religion and a philosophy, depending on an individual's perspective.	Learning will be all around Respectful relationships with lessons covering: - Bullying or Banter - Consent - The Importance of Trust & Power Dynamics - Being a Great Man - Different Types of Attraction	Looking at different World Views students will learn about Abrahamic Religions with lessons on: - Jerusalem - Intro to Islam - The Qur'an - The Five Pillars of Islam - The Hajj

		- Technology, AI, and Social Media Ethics - Virtue Ethics – Developing Good Character			Contraception	
Assessment	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz	Pre & Post Multiple Choice Quiz
Homework	We do not set homework in PSHE & World Views because the subject is designed to develop personal, social and emotional understanding through discussion, reflection and real-life experiences. Instead, we encourage students to engage in Session 6 activities and opportunities beyond the classroom, where they can apply and further develop these important life skills in meaningful contexts.					

Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	The Scientific Method Working safely in a lab with an understanding of the principles of how science works.	Movement & Organisation Cells and introduction to different cells and functions of the human body.	Matter & Mixtures Particles and understanding the particle model, states of matter and changes of state and separation techniques.	Forces & Motion Forces. Understanding different types of forces and how to measure them.	Genes & Reproduction An introduction to reproductive systems of humans and plants.	Atomic Structure & Periodic Table Elements and reactions, an introduction to atoms and elements and different chemical reactions
Assessment	Extended answer questions in class and unit test	Extended answer questions in class and unit test	Extended answer questions in class and unit test	Extended answer questions in class and unit test	Extended answer questions in class and unit test	Extended answer questions in class and unit test
Homework	Independent learning set on Tassomai	Independent learning set on Tassomai	Independent learning set on Tassomai	Independent learning set on Tassomai	Independent learning set on Tassomai	Independent learning set on Tassomai
Year 8 Curriculum	Respiration & Photosynthesis Ecosystems. Understanding aerobic and anaerobic respiration. Photosynthesis and its limiting factors	Energy Energy and waves. An introduction to the different types of energy and energy transfers. Introduction to light and sound waves and their uses.	Periodic Table & Reactions Reactions. An introduction to elements, compounds and chemical formulae. Understanding different chemical reactions.	Electricity & Magnetism Electricity, current, voltage and how to measure them and how to build electrical circuits. SCIENCE FAIR	Earth & Space Introduction to the structure of the Earth, rocks, climate change and the solar system.	Waves Energy and waves and an introduction to the different types of energy and energy transfers. Introduction to light and sound waves and their uses.
Assessment	Extended answer questions in class and unit test	Extended answer questions in class and unit test	Extended answer questions in class and unit test	Extended answer questions in class and unit test	Extended answer questions in class and unit test	Extended answer questions in class and unit test
Homework	Independent learning set on Tassomai	Independent learning set on Tassomai	Independent learning set on Tassomai	Independent learning set on Tassomai	Independent learning set on Tassomai	Independent learning set on Tassomai

Spanish

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	Foundations of Spanish. Students will be learning Spanish in Autumn term 1 until October half term. They will learn personal introductions, greetings, age, and family structures. Cultural focus: The Day of the Dead (<i>Día de los Muertos</i>).	Foundations of French. Students will be learning French in Autumn term 2 until Christmas. Once they have tasted both languages, they will opt for one to carry on the rest of KS3. They will learn: introductions, greetings, saying their age, family. Cultural focus: Christmas traditions in France.	Topic of Spring 1: Free time. Exploration of recreational activities, weather expressions, and core grammatical frameworks, focusing on key verb conjugations.	Topic of Spring 2: Sports. Discussion of sports using the present tense, extending to future intentions through the introduction of the future tense.	Topic of Summer 1: School. Overview of school subjects, daily schedules, telling the time, school facilities, and expressing personal opinions.	Topic of Summer 2: Family and describing yourself. Development of physical and personality descriptions to enable students to describe themselves and others in detail. Cultural focus: Film study: <i>Zipi y Zape</i> .
Assessment	Listening and Speaking test	Listening and Speaking test	Writing assessment	Reading and Listening	End of year test	Vocabulary test
Homework	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly
Year 8 Curriculum	Topic: Holidays. Discussion of holiday activities in the present tense, focusing on typical destinations, preferences, and justifying opinions.	Topic: Past holidays. Exploration of past travels using the past tense, enabling students to evaluate and detail specific past holiday experiences.	Topic: technology. Examination of digital footprints, online habits, and the role of social media within a Spanish-speaking context.	Topic: Music and Cinema. Expressing preferences regarding music genres, television broadcasting, and cinema, supported by opinions with justifications.	Topic: My house. Descriptive overview of the home, neighbourhood, and local infrastructure, outlining activities available in the community.	Topic: Ideal house and My routine. Describing ideal future living arrangements and ideal housing, alongside mastering descriptions of daily routines.
Assessment	Autumn term 1 Holidays: Reading and Listening	Autumn term 2: Past holidays: Speaking Photocard description	Spring term 1: Writing 50-word essay on Technology	Spring term 2: Listening and reading on music and cinema and technology.	End of year test	Vocabulary test
Homework	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly	Languagenut weekly

Technology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Curriculum	Students learn about: • Hazards and risk assessment • Product Analysis • ACCESSFM	Students learn about: • What a design challenge is • Exploring existing products • Design Briefs	Students learn how to: • Write a design Specification • Draw using different techniques including isometric • Render different materials • Choose a design	Students learn how to: • Design a handle • Work safely in the workshop • Mark out materials ready for cutting	Students learn how to: • Design a 2D pattern • Write a production plan • How to make their spinning top in the workshop.	Students will: • Complete the making of their spinning top including applying finishes and patterns • Learn about the properties of materials and waste management • Evaluate their final product
Independent Tasks	Students can explore design drawing tasks independently or use resources and worksheets on the school pinterest account.	Students can explore design drawing tasks independently or use resources and worksheets on the school pinterest account.	Students can explore design drawing tasks independently or use resources and worksheets on the school pinterest account.	Students can explore design drawing tasks independently or use resources and worksheets on the school pinterest account.	Students can explore design drawing tasks independently or use resources and worksheets on the school pinterest account.	Students can explore design drawing tasks independently or use resources and worksheets on the school pinterest account.
Assessment	Peer and self-assessment throughout. Progress to be determined by assessment of on-going booklet work and practical outcomes. Progress assessed in line with reporting calendar.					