



Subject	Autumn	Spring	Summer
English	<p>Of Mice and Men</p> <p><i>Novel</i></p> <p>Whole novel to be read, exploring themes, characters, plot and devices, along with discussions on tension development and story.</p> <p>Adventure Literature</p> <p><i>Extracts</i></p> <p>Looking at samples of adventure literature and the contexts behind them</p>	<p>Shakespeare: Hamlet</p> <p><i>Play</i></p> <p>To explore, examine and understand Shakespeare, his contexts, performances and writing styles</p>	<p>Poetry around the world</p> <p><i>Poems</i></p> <p>To explore, investigate and analyse a variety of poems from around the world.</p>
Maths	<p>Proportional reasoning</p> <ul style="list-style-type: none"> Ratio and scale Multiplicative change Multiplying and dividing fractions <p>Representations</p> <ul style="list-style-type: none"> Working in the cartesian plane Representing data Tables and probability 	<p>Algebraic techniques</p> <ul style="list-style-type: none"> Brackets, equations and inequalities Sequences Indices <p>Developing number</p> <ul style="list-style-type: none"> Fractions and percentages Standard index form Number sense 	<p>Developing geometry</p> <ul style="list-style-type: none"> Angles in parallel lines and polygons Area of trapezia and circles Line symmetry and reflection <p>Reasoning with data</p> <ul style="list-style-type: none"> The data handling cycle Measures of location
Science	<p>Variation (Biology)</p> <p>Human Reproduction</p> <p>Forces</p> <p>Breathing</p>	<p>Digestion</p> <p>Energy (Physics)</p> <p>Reactions (Chemistry)</p>	<p>Ecosystems</p> <p>Genes</p> <p>Waves (Physics)</p> <p>Earth</p> <p>Dinosaurs</p>
Art	<p>Bugs</p> <p>In this unit students explore insects as a starting point. They create a range of drawings which inform a design for a relief sculpture.</p>	<p>Portraiture</p> <p>In this unit, students explore their personal identity as a starting point. They create images that reflect their ideas of themselves, working from observation, memory and imagination.</p>	<p>Under the Sea</p> <p>In this unit, students explore life under the sea as their starting point. They create drawings and paintings of sea animals and shells, coral, seaweed etc.</p>
Computing	<p>Programming: Microbit</p> <p>Spreadsheet Modelling</p>	<p>Python 1</p> <p>HTML: Web Development</p>	<p>Data Representation: Graphics</p> <p>e-Safety & Cyber Security</p>

<p>Drama</p>	<p>DEVICES (CREATING) 'Devices' is the catch-all term used to describe any and every drama technique employed to create drama, interpret text, explore ideas, develop performance skills and create drama in original and compelling ways. They will be familiar to all drama teachers and to most students after only a very short time of learning in and through drama. These sessions are designed as both refresher and pointer towards ways of cumulatively using a host of techniques in the drama studio, which will widen drama vocabulary and strengthen the students' toolbox whether they are devising or performing text.</p> <p>ACTOR 1: NATURALISM (PERFORMING) 'Create your own method. Don't depend slavishly on mine. Make up something that will work for you! But keep breaking traditions, I beg you.' (Konstantin Stanislavski) Stanislavski was one of the most influential theatre practitioners of the twentieth century, creating a detailed and disciplined system by which an actor could create a sense of truth on stage, challenging the melodramatic and declamatory style of acting present in theatres at the time. In this scheme we pick out some key elements of Stanislavski's system to use in the classroom as a way of highlighting to students the idea that actors have to train to learn their craft and will watch, respond and evaluate their own and others' work.</p>	<p>PHYSICALITY (EVALUATING) Physicality is part and parcel of children's play but as students get into KS3/4 in drama terms it needs to be harnessed, shaped, developed and used to push boundaries. This scheme develops from the seven levels of tension identified by physical theatre practitioner Jacques Lecoq, going in different directions to provide physicality ideas for students to stop relying on words alone and some of the other pitfalls they often fall into when devising. This scheme of work acts as an introduction to some of the techniques traditionally used as strategies to allow total self expression and produce a fully rounded devised short performance of Little Red Riding Hood.</p> <p>ACTOR 2: NON-NATURALISM (CREATING) Non-naturalism is one of those generic, broad terms that is applied to anything that cannot be defined by any other term. However, there are many styles of theatre that sit under this broad term and training students to become confident working in a non naturalistic style is very important for developing their own ideas and understanding of what drama can be. It is of particular use in devising as it broadens their ability to work within a range of styles.</p>	<p>CONTEMPORARY TEXT (PERFORMING) John Godber is a hugely influential and much-loved British theatre practitioner. This scheme explores his style of theatre using a selection of his own plays. It can culminate in a devised or scripted piece of theatre.</p> <p>LIVE THEATRE (EVALUATING) Students will watch (Digital Theatre screening) a live piece of drama. They will then select a key moment to explore a variety of acting skills (voice/physical/characterisation/communication) used in the production giving a personal analysis and evaluation of the theatrical elements that contributed to its total effectiveness.</p>
<p>Design Technology</p>	<p>To follow on and build up from the knowledge and skills learnt from year 7 and to develop research, identifying and understanding user needs. To be able to select tools and equipment suitable for the materials used and to evaluate ideas and products against the specification and gathered research. Coverage of three Design & Technology projects over the year, Product Design, Textiles and Food Technology.</p>		

<p>MFL (French and Spanish)</p>	<p>French: Where I live Describe my region and town Give opinions about where I live including advantages and disadvantages To say what I do in my town at the weekend To say what I am going to do on a weekend in the future Describe my house, where I lived in the past and where I am going to live in the future.</p> <p>Spanish: School Giving opinions about school subjects Describing a typical school day School uniform – description and opinions School facilities – description and opinions School rules</p>	<p>French: Free time Naming different sports and hobbies Stating my likes and dislikes and giving opinions Saying what someone else likes to do/doesn't like to do Weather – saying what I do during different types of weather. Making arrangements to go out</p> <p>Spanish: Holidays Naming different countries, transport and accommodations. Describing where I usually go on holiday Describing typical holiday activities Describing where I went last year on holiday Describing problems encountered on a holiday in the past. Using 2 time frames together.</p>	<p>French: Holidays Naming different countries, transport and accommodations. Describing where I usually go on holiday Describing typical holiday activities Describing where I went last year on holiday Describing problems encountered on a holiday in the past. Using 2 time frames together.</p> <p>Spanish: Free time Naming different sports and hobbies Stating my likes and dislikes and giving opinions Saying what someone else likes to do/doesn't like to do Weather – saying what I do during different types of weather. Making arrangements to go out</p> <p>French and Spanish: Photo descriptions Develop spoken skills through a building-blocks approach on describing photos</p> <p>Film project: French: Les Choristes Spanish: Zipi y Zape Describe a film, the characters, predict what will happen next & review the film</p>
<p>Music</p>	<p>Blues & Jazz Learning about the history of the blues and how it developed. They learn how to play triads and the 12 bar blues before developing these skills into more complex blues features including the walking bass and improvising with the blues scale.</p> <p>Space Using Key Elements to examine and analyse a variety of space-themed works from the canon with a focus on ostinati patterns and drone as compositional devices. From this composition work is developed and performed.</p>	<p>Caribbean & Reggae Learning about different styles of music from the Caribbean and the history of reggae. Developing performance skills on keyboards through offbeat chords, syncopated baselines and hooks.</p> <p>African Music Developing class ensemble performance and rhythm work through rhythmic cycles and African Drumming. Learning features of African drumming as well as the cultural context. Keyboard skills also developed through the performance of Wimmoweah. These skills develop into a group composition.</p>	<p>Rock & Roll Developing and building on skills from blues and jazz topic and making links between the development of rock and roll and the blues. Skills returned to and developed into class performance of 'Rock Around the Clock'</p> <p>Musical Futures & Music Technology Developing ensemble and performance skills through a variety and choice of songs that can incorporate other instruments (guitars, ukuleles etc.). This will build on skills learnt over Years 7 and 8.</p>

Geography	<p>Exploring Russia</p> <p>Students study the physical and human geography of Russia. Students explore Russia's population structure, biomes and key natural resources. Russia's Arctic ambitions are explored and we reflect on how this could impact our own lives and societies.</p> <p>Introduction to Rivers</p> <p>Students have an appreciation and understanding for the physical river landscapes of the UK. Students explore how rivers affect humans and the growing risk of flooding is analysed in depth.</p>	<p>Coasts</p> <p>Students should be able to identify key physical features of the UK and how the coastline could affect them. The growing threat of coastal erosion is explored and we reflect on future challenges to the U.K. coastline.</p> <p>Global Inequalities</p> <p>Students study the growing inequality gap across the world and reflect on the challenges this may bring to our planet. Students look at inequality on a local (London) to a global level.</p>	<p>Cities</p> <p>Students should understand how cities are changing, on a global scale, and the issues this could cause. Students study a range of case studies.</p> <p>Fieldwork Skills</p> <p>Students will gain an understanding of the importance of fieldwork in geography. The unit will focus on the basics of fieldwork skills and look at the reasons why geographers complete practical activities. The unit will offer practical opportunities and prepare the students for future geography study.</p>
History	<p>Making of the UK</p> <p>Students will begin by examining how and why religious change happened and the impact this had, and will then investigate changes in society for minorities, the poor and London. Assessments will be completed on Henry VIII (narrative question on the Break with Rome) and threats to the power of Elizabeth (comparative extended writing question).</p>	<p>Making of the UK</p> <p>Ending this unit will be a study of the changing power of Monarchs including the Civil War, death of Charles I and Cromwell. Students will complete a source based enquiry assessment on Cromwell.</p> <p>Impact of Empire</p> <p>This fascinating enquiry traces the origins of the British Empire, case-studies on the impact of Empire, the slave trade and interpretations of Empire. Students will complete an assessment analysing and evaluating different interpretations of the British Empire.</p>	<p>Impact of Empire</p> <p>Students will end this unit by studying the reasons for the collapse of the British Empire including a case-study on Indian independence, and the legacy of Empire.</p> <p>Britain 1750-1900</p> <p>This unit traces the transformation of Britain into an industrial power, looking at changes in population, work, transport, society and politics. We will consider key turning points, factors and individuals. The assessment will be a factual recall test.</p>
RE	<p>Ancient Greek Philosophy</p> <p>Students learn about a range of ideas from great Greek thinkers, namely Socrates, Plato, and Aristotle. Students use their own and the philosophers' reasoning to tackle issues surrounding knowledge and ethics.</p>	<p>Buddhism</p> <p>Students learn about important beliefs and practices within Buddhism, including the history of the life of the Buddha, engaging and evaluating its core beliefs and important practices. This will be studied at greater depth to introduce Buddhism as it is studied as one of the main religions in the GCSE.</p>	<p>Sikhi</p> <p>Students learn about the history of Sikh Dharma, understanding the history of the formation of Sikhi and its Khalsa, as well as examining some of its core beliefs and practices.</p>
PE/GAMES	<ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • physically active for sustained periods of time • engage in competitive sports and activities lead healthy, active lives. • Students of different needs/ PAG allowed to progress through streamed classes. • Links to PDW topics and core skills such as communication, teamwork and leadership 		
	<p>Rugby</p> <ol style="list-style-type: none"> 1. Handling/ receiving/ spiral pass 2. Attacking line passing– dummy/ missed pass 3. Tackling technique 4. Rucking in numbers 5. Mauling 6. Match play 	<p>Football</p> <ol style="list-style-type: none"> 1. Dribbling skills– turns/ step overs 2. Driven pass over distance 3. Control on thigh / chest 4. 3 vs 3 defending/ attacking 5. Shooting with laces 6. Match play 	<p>Netball</p> <ol style="list-style-type: none"> 1. Receiving on the move—footwork with pivot 2. Creating and finding space 3 v 2 3. Order of passes 4. Attacking the centre pass 5. 3 v 3 half court 6. Match play

	Volleyball <ol style="list-style-type: none"> 1. Basic set shot—high net 2. Basic Dig shot—high net 3. Basic Spike shot—high net 4. Set, Dig , Spike combinations—high net 5. 4 vs 4 6. Match play 	Badminton <ol style="list-style-type: none"> 1. Serving—high / low serve 2. Overhead smash/ drop shot 3. Advanced net play 4. Forehand—drive and clear 5. Doubles 6. Match play 	Athletics <ol style="list-style-type: none"> 1. High Jump 2. Long Jump 3. Shot put 4. Discus 5. Triple jump 6. Track events
	International sports <ol style="list-style-type: none"> 1. Kabbadi 2. American Football 3. Aussie Rules 4. Gallic Football 5. Futsal 	Hockey <ol style="list-style-type: none"> 1. Dribbling at speed 2. Turns 3. Push/ Sweep pass over distance 4. Basic slap shot 5. 3 vs 3 / 5 vs 5 competitive situations 6. Match play 	Tennis <ol style="list-style-type: none"> 1. Grip and striking the ball over the net 2. Basic forehand 3. Basic volley 4. Basic backhand 5. Striking games 6. Match play
	Dance <ol style="list-style-type: none"> 1. Teacher led choreography: Street Dance 2. Exploring dynamics - using prompt grid 3. Incorporating actions and motifs 4. Implementing levels 5. Peer assessment performance 6. Performance 	Health and Fitness <ol style="list-style-type: none"> 1. Fitness testing 2. Cardiovascular endurance 3. Power 4. Reaction time 5. Muscular endurance 6. High intensity interval training 	Rounders <ol style="list-style-type: none"> 1. Throwing and catching—under and over arm 2. Deep fielding—throwing and catching 3. Bowling techniques—backspin 4. Striking placements and batting square tactics 5. Base fielding 6. Match play
PDW (6 key themes)	Being me in my world Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others.	Dreams and goals Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues.	Relationships Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support.
	Celebrating difference Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi- culturalism, race and religion, prejudice, LGBT+ bullying.	Healthy me Long-term physical health, responsibility for one's own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation.	Changing me Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour.