Year 8 Programmes of Study 2025/26

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Year End Points
Art **Breaking the Mould**	**Food Illustrations -** Using iPad Apps such as Pages App & Paint App to design & make greetings cards as a resolution from own watercolour & black line illustrations of food. These are to be developed into a 3D element paper/card sculpture. Initial focus - chosen focus area, watercolour skills & developments via line.	**Food Illustrations -** Creating a composition digitally creating a series of greeting's cards with reference to the addition of fonts & colours & the impact that has on the designs. Final designs printed onto cards.	**Birds -** 2D birds - taking inspiration from Mark Herald exploring mixed media and mark making work to create a paper sculpture.	**Birds -** 3D birds - Developing the theme of birds by using paper sculpture birds to create a 3D clay bird using a pinch pot technique.	**Mixed media Techniques-** Exploring " drawing" with non- traditional materials & mixing mediums.	**Mixed media Techniques-** Developing " drawing" with non- traditional materials & mixing mediums.	Students will have **built on Year 7**. They will have been encouraged to **refine** their work and **challenge themselves creatively**. Pupils will have been given **greater independence** in their work and **ownership** over their outcome and as well as having learnt about the research, presenting, **refinement** and **development** of work.
Computer Science	**Module:** Computer and Cyber Crime **Topics**: Email Scams, Computer Misuse, Protecting	**Module:** Website Hack Attack **Topics**: HMTL, Web Analysis and Design, Development, Web Forms.	**Module:** Python Programming Skills **Topics**: Strings and Variables, Data Types	**Module:** Software Development, Python Project **Topics**: Variables and Constants, Looping	**Module:** Computational thinking **Topics**: Computer Models, Creating a Financial Model,	**Module:** IPad Video Editing **Topics:** Introduction to Digital Video, Project Planning, Shooting	Understand and name the major acts concerning computer use. Describe briefly some of the dangers of putting personal data on social networking sites Understand ways of protecting online identity and identify some of the signs of fraudulent emails and respond appropriately. Reference Copyright Law when using written text, downloading

	Personal Data, Copyright and Health and Safety **Key Skills**: Legal safeguards regarding computer use, including overviews of the Computer Misuse Act, Data Protection Act and GDPR and Copyright Law and their implications for computer use. Phishing scams and other email frauds, hacking, "data harvesting" identity theft and safe use of social media are discussed together with ways of protecting online identity and privacy. Health and Safety Law and environmental issues such as the safe disposal	**Key Skills**: Write HTML code to create a simple web page and display it in a browser. Write CSS to define the styles used in a web page. Create a simple navigation system using HTML. Use a design to create a template for a web page using HTML. Create their own multi-page website. Insert text, images and links on their web pages. **MP1**: End of Topic Assessment	and Arithmetic, Selection, Iteration, Debugging. **Key Skills**: Run simple Python programs in Interactive and Script mode. Write pseudocode to outline the steps in an algorithm prior to coding. Write programs using different types of data (e.g. strings and integers). Correctly use different variable types (e.g. integer and floating point), assignment statements, and arithmetic operators. Distinguish between	Conditions, Developing Solutions to Problems **Key Skills:** Understand the use of variables and constants and when to use one over the other. Using count controlled and conditional loops. Be able to develop a solution to a problem through design and development including pseudocode, data flow diagrams, creating a test plan and selecting appropriate test data.. **MP1**: End of Topic Assessment	What If Scenarios, Conditional Formatting and Validation, Charts and Analysis. **Key Skills**: Give examples of how computer models are used in the real world. Format a simple spreadsheet model. Use simple formulae and functions. Name cells in a spreadsheet model. Use a simple spreadsheet model to explore different "what if" scenarios. Create a basic pie chart to display results graphically. Explain what is meant by a financial model **MP1**: End of Topic Assessment	Scenes, Editing and Final Cut. **Key Skills:** Develop a video to raise awareness of cyber-crime and fraudulent activity. Work as part of a team to complete an appropriate advertisement or movie. Work collaboratively on editing and giving feedback on the work of others. Use of green screen. Show discrimination in selecting accompanying material such as still images, sound effects and background music. Use a range of digital devices. Use video transitions and	music etc. List some of the Health and Safety hazards associated with computer use. Describe how to safely dispose of an old computer in order to minimise impact on the environment. Understand sequence, selection and iteration when constructing programs. Manipulate denary numbers into other number systems through conversions. Be familiar with encryption and the need to protect personal data.

	of old computers are also discussed **MP1**: End of Unit Assessment		syntax and logic errors and be able to find and correct both types of error. Describe the purpose of pseudocode in designing algorithms. Use comments to document their programs and explain how they work. Write an error-free, well-documented program involving sequence, selection and iteration, but with some help given. **MP1**: End of Topic Assessment			video effects to improve their movie. Select appropriate material for a specific audience. Combine music and sound effects with moving and still images from different packages and sources into one end product. Add introductory and final pages with appropriate text. **MP1:** End of Topic Assessment	
Drama	**<u>Drama skills - Intro to Naturalism</u>**	**<u>Stage Combat and Script</u>**	**<u>Macbeth</u>**	**<u>Missing Person</u>**	**<u>Frankenstein</u>** **Overview:**	**<u>Careers in Drama</u>**	**End Points:**

	Overview: -Develop understanding of Naturalistic Drama and its popularity in the C19th -Characterisation -Creating a reality -Given Circumstance/ fact and opinion / finding action in the text -Students to self and peer assess **Assessment 1** – Using rehearsal techniques to build a dialogue and character. Practical performance using key techniques.	**Overview:** -Use of stage combat, using the body, the importance of safe practice, warm-up/cool down -Skill level of focus, observation and strategy -Techniques in theory to practise -Use of timing and communication on stage. -Exploration of use of stage combat in theatre/film -Students to self and peer assess **Assessment 2** – Application of stage combat applied to text and flow of stage combat	**Overview:** **-**Epic scenes and ensemble work -Creating intensity in character and rapport on stage -Exploration of Shakespeare's tragedy and use of Shakespeare an language. -Delivery of the text - focus on vocal skills. -Application of script to stage techniques -Students to self and peer assess **Assessment 4** – Performance of section of	**Overview:** -Extend and deepen collaborative and creative skills introduced in year 7. -Develop ability to generate shape and refine ideas as part of a group, using a range of stimuli. -Respond imaginatively and thoughtfully to varied prompts such as text, image, sound or real-world events -Group work to explore different perspectives, negotiation and shared decision-making **Assessment 5** – Practical performance as a response to the story of the	**-**To explore and understand (read, discuss and perform) the classic text of Frankenstein. -To understand the themes present in the text. - To explore the character in detail using both acting and rehearsal techniques. To work together collaboratively as a group. -Students to self and peer assess **Assessment 6** – Practical assessment of ability to maintain character in a performance and sustain audience attention.	**Overview:** -Inspire and inform students about the wide range of careers available in the performing arts industry. -Develop understanding of professional roles -Build on collaborative skills through practical exploration and reflective learning. **Assessment 7** – Written exam **Assessment 8**- Practical performance utilising individual roles to create a	1) To extend understanding of skills learnt in Year 7; acting technique and skill is progressed in order to show understanding of how to create a performance from the page to stage. Students will have increased repertoire of performance skills. EG. Vocal skills used in Radio Drama in Yr 7 is utilised and honed when working on Naturalism term 1 Yr 8. The skills of diction, pause, pace are skills in Radio Drama that are built upon to create Naturalistic characterisation in Term 1 of Year 8. 2) Collaborative skills show confidence and logistics of group work skills. How to communicate well with others is evident. 3) Performance stimuli and creation of work shows knowledge of range of cultures and influences in theatre.

		/script to form assessment. **Assessment 3-** Written exam	Macbeth text, showing range of characterisations and interpretation of the text.	'missing person'.		piece of theatre.	
Drama - Reason for SoW	Recap of last year Transferable skills – helpful for confidence, team building, decision making. Character building – voice, movement, interaction. Use of rehearsal techniques Placement of SOW – To recap and revise knowledge from last year.	Explore how a script is written (stage directions etc.) Explore physical communication and non-verbal communication Build on acting and directing techniques To reflect on and evaluate performances. Placement of SOW – to gain a better understanding of non-verbal communication and precision of movement. Use of stage combat in creative industries today	To understand, read and perform Shakespeare. To explore character (voice/movement /interaction) Rehearsal techniques – develop further. Placement of SOW – to build upon study of Shakespeare text from year 7. Enhancing	Develop understanding of character development through practical and creative exploration of one character's journey throughout a term. Build core devising skills such as still-image, thought-tracking and responding to a variety of stimuli Promote group collaboration and creative thinking	To explore a classic text written in C19th by female writer To gain confidence with a challenging text. To explore themes of loss, isolation, betrayal and societal pressures. To look at adaptations of the story (National Theatre Danny Boyle's version) Placement of SOW - To complete year with study of a well-known classic text and utilising drama	Provide students with a deeper understanding of the diverse professional opportunities within the performing arts industry. Broaden understanding to include a variety of creative, technical and managerial roles in theatre. Support early career education by linking curriculum learning with	

		(theatre/film/advertising)	cultural knowledge of Elizabethan context and Shakespeare's influences.	Placement of SOW- Between schemed that focus on traditional texts (Shakespeare and Frankenstein), offering students the opportunity to create their own text within performances.	skills learnt throughout KS3.	the world of work. Placement of SOW- Place in term 6 just ahead of year 9, at a time when students are beginning to consider routes to their desired future careers.	
English	**The Gothic** **Aim:** To introduce students to the gothic genre in preparation for their 19th century novel at GCSE and to develop their analytical skills acquired in Year 7. To help students understand gothic women stereotypes and how they engage with contemporary views.	**A Christmas Carol** **Aim:** To consolidate prior knowledge of Dickens and his writing and apply the skills used to an entire novel/ to teach a whole GCSE text in preparation for KS4. To develop students' understanding of cultural and contextual influences on	**Travel Writing** **Aim:** To examine the genre and techniques of travel writing to describe/entertain/persuade in prep for GCSE Lang. To understand the skills used for advertising and look a range of contemporary	**Crime and Punishment** **AIM:** To study a range of fiction and non-fiction texts which deal with themes of crime and punishment. To discuss and debate issues of racism, criminality, morality, justice and punishment.	**Macbeth** AIM: To study the play in depth by watching a Globe production as well as reading the play text. To develop an appreciation of Shakespeare and make links between the play and modern issues e.g. tyrannical rule. To discuss and debate	**Culture and Identity Poetry** Aim: To introduce to unseen poetry in preparation for Lit Paper 2. To develop an appreciation of different cultures, experiences, attitudes and how these- as well as the poet's gender- impact their writing.	**Reading:** Clearly explain effect of linguistic and structural features, zooming in to writers' methods and commenting on how writer's choices produce meanings. Be able to explain inferred meanings clearly and confidently, exploring alternative interpretations (including polysemy, symbolism). Clearly compare two writers' viewpoints, attitudes and the techniques they use to express their ideas. Be confident in reading and interpreting challenging texts, including Shakespeare. Develop appreciation of depth of meaning and the writer's intentions. Be able to link meanings and ideas in literary texts to specific contextual factors and apply wider knowledge and enhance cultural capital.

	Skills: Close textual analysis/ appreciation and effect of context/ aspects of structure and understanding how tension is built- emulating style.	morality and social responsibility. (Writing novels/ short stories for newspapers/television). **Skills:** Essay writing/ evaluating and developing critical response/ close textual analysis/ appreciation and effect of context/ aspects of structure (hitting the same AOs needed for KS4).	non-fiction writers, inspiring students to travel and explore and add cultural capital. **Skills:** Writing to argue/persuade/ discriminating between and understanding different attitudes and perspectives.	**KEY SKILLS:** Identifying language and format features. Explaining the effects of language and structure on meaning. Planning and writing skills. Technical accuracy. Persuasive rhetoric. **CAREER LINKS:** Journalism, law, ethics, politics, ethical science, social work, advocacy. **READING:** Termly reading lists issued. Fortnightly reading lessons. All are encouraged to read for read for 20 mins per day	issues and ideas raised by the play. **KEY SKILLS:** Identifying key dramatic methods as well as language features. Explaining the effects of language and structure on meaning. Non-fiction (opinion article) writing based on study of the play. Technical accuracy. **CAREER LINKS:** Journalism and content production, TV, charity organisations, finance, social work, law **READING:** Termly reading lists	**Skills:** To develop practical skills in annotation and analysis. To remind students of prior learning at KS2 and develop on understanding of poetic techniques.	**Writing:** Write technically precise responses with a controlled range of vocabulary, sentence forms, grammatical constructions, and accurate spelling of ambitious vocabulary for a wide range of purposes and audiences. Thoughtfully explore characterisation, setting and other narrative features when devising their own creative work, reflecting on feedback and re-drafting to improve. **Oracy:** -Pupils will be confident with identifying and delivering features of a persuasive speech. •listens to questions / feedback, responds thoughtfully and if appropriate contribute further ideas and information.

					issued. Fortnightly reading lessons. All are encouraged to read for read for 20 mins per day		
Geography	**Population and Migration** Causes of population growth. Patterns of life expectancy. Causes and impacts of migration.	**Coastal Landscapes** Coastal processes; formation of wave-cut platforms, stacks and spits; Coastal management	**Urbanisation** Growth of settlements. Urban land use in AC and LIDC cities. Challenges of urban areas. Fieldwork	**Hydrology & Flooding** Water Cycle. Causes of flooding. Hydrographs. Impacts of flooding. Management of floods.	**Geography of Africa** Key locations. Characteristics of Eastern Africa; Physical Geography: climate and biomes. Influence of physical geography on aspects of life e.g. tourism, piracy	**International Development** Variations in global development. Causes of variations.	● Understand how and why populations change over time. ● Understand the causes and effects of internal and international migration. ● Understand how geomorphological processes and geology create varied coastal landscapes and that these short term changes need to be managed in a sustainable manner. ● Understand how urban areas have grown, the resulting characteristics and how urban areas can be improved sustainably. ● Understand how changes in the hydrological cycle and human activity cause flooding. ● Understand how the impacts and responses to flooding vary between countries. ● Understand the characteristics and locations of selected ecosystems / biomes such as coral reefs, hot deserts, tropical grasslands.

							● Understand how economic activities can be dependent on physical factors (farming in Africa, tourism in Kenya, piracy in Somalia) and international links (tourism, Chinese investment in Africa). ● Know how and why development levels vary between countries. ● Know the physical and human characteristics of Africa and factors influencing these characteristics. ● Know the key locations in the Middle East. ● In groups, know how to plan and complete a fieldwork investigation within the school grounds. ● Know how to use OS map evidence to describe landscape features and explain locations of economic activities. ● Know how to describe, present and/or analyse geographical data using more complex techniques. ● Know how to provide partly developed explanations for geographical features. ● Know how to apply geographical knowledge in order to make balanced judgements.
History	**Topics**: Dangers of Tudor England	**Topics:** The Industrial Revolution	**Topics:** Growth, morality & resistance	**Topics:** Transatlantic slave trade	**Topics:** Thematic study of multicultural Britain	**Topics:** Votes for women **Enquiry question:** How	To understand how society changed due to the challenges it faced, including reasons for this change.

	Enquiry question: How dangerous was Tudor England? **Content:** Religious conflict between Protestants & Catholics, Witchcraft, Gunpowder Plot **Assessment:** How dangerous was Tudor England? **Skills**: Sources & interpretations Cultural Capital: Minorities in the Early Modern Era, Reformation, Religious intolerance, witchcraft & patriarchy, Black Tudors experience	**Enquiry question**: How revolutionary was the Industrial Revolution? **Content:** Social conditions of the Industrial Revolution, Urbanisation, Public Health, Crime & Jack the Ripper **Assessment:** Did the Industrial Revolution make life better for ordinary people? **Skills**: Nature & extent of change Cultural Capital includes: Technology and new inventions, Cultural/ political impact of urbanisation, Impact of	towards the British Empire **Enquiry question:** How were people affected by the British Empire? **Content:** Development of Empire, Impacts on Britain & colonies, British in India, legacy of Empire Assessment: Mid year exam **Skills:** Consequences & impacts Cultural Capital includes: Legacy of the British Empire, Exploitative nature of	**Enquiry question:** How did people resist the slave trade? **Content:** Origins of slavery, experiences of slavery, slave resistance, impact on South West England, campaign for abolition. **Assessment:** What caused the abolition of the slave trade? **Skills:** Significance & causation Cultural Capital includes: Experiences of Slavery, Olaudah Equiano, Black abolitionists, legacy of slavery today across the world and locally,	**Enquiry question**: Has Britain always had a global identity? **Content:** Roman to medieval migration groups, Irish migration, British empire & post WW2 migration **Assessment:** What impact have migrants had on British history? (TBC) **Skills:** Thematic study of change Cultural Capital: Push/pull factors of migration, political/religious refugees, minorities in British history, Windrush generation & economic migrants post WW2	did women achieve political suffrage? **Content:** Tactics of Suffragists & suffragettes, death of Emily Davison, role of women in WW1, short & long term causes of WW1 **Assessment:** Summer exam **Skills:** Causation Cultural Capital includes: Importance of extending the political franchise, tactics used to cause political change, women's role in the WW1, Traditional gender stereotypes	Evaluate the reasons for change (eg religion), starting to differentiate between short & long term causes & consequences. Able to write PEE paragraphs, with a wider range of evidence being used & links made between paragraphs. To analyse the content of sources and draw conclusions about one aspect of provenance. To appreciate there are several aspects of significance to explain the cause of events.

		industrial past on Britain today, government intervention in crime & public health	imperialism, How the Empire has added to Britain's culture today, Morality of cultural appropriation.	Colston Statue debate			
Maths	**Number** Prime factors, HCF and LCM Estimation and errors Recurring decimals Rules of indices Standard form **Non-Calculator assessment (will contain year 7 content)**	**Algebraic Thinking** Literacy Investigation Expanding single and double brackets Identities Solving equations with unknowns on both sides Sample space diagrams Venn Diagrams and Tree Diagrams	**Graphs** Pythagoras Inequalities Calculator assessment Y=mx+c Solving inequalities Changing the subject Non-Calc reverse percentages Compound Interest	**Shape** Parallel Lines Angles in Polygons Introduction to Trigonometry (SOHCAHTOA) Ratio	**Investigating Data** Rotation Reflection Enlargement Describing Transformations Nth term rule Different types of sequences Collecting Data Averages from frequency tables Pie Charts Scatter Graphs	**Mensuration** **EOY Exams Non-Calculator & Calculator assessment** Percentage Multipliers Compound interest Understanding bank accounts Area and perimeter Circles Volume & Surface Area of Prisms	✓ Find the HCF and LCM using product of primes and a Venn diagram ✓ Use the laws of indices for multiplication, division, and power to a power ✓ Understand and convert standard form ✓ Expand two brackets using FOIL ✓ Create a solve equations and inequalities which includes division ✓ Change the subject of a formula when two steps are required ✓ Draw and use a simple probability tree diagram ✓ Find a probability from a Venn diagram ✓ Describe and draw the four transformations ✓ Use Pythagoras with multistep problems ✓ Use SOHCAHTOA to find a length or angle ✓ Calculate mean from a frequency table ✓ Draw and use a line of best fit on a scatter graph and describe correlation ✓ Use and understand y=mx+c

MFL French	**Holidays** **How do you form the past tense?** **Skills:** Describing your summer holiday (normally, last year, next year, ideal holiday). Describing the weather, seasons and holiday activities. **Grammar:** The perfect tense of -er, ir & re verbs using avoir and être. Recapping present and near future tense. **Assessment: Grammar and Vocabulary Quiz, Listening**	**Daily routine and clothes** **What is a reflexive verb?** **Skills:** Describing our daily routine and clothes. Talking about going out and making excuses. **Grammar:** Reflexive verbs in the present tense. Recapping adjective agreement including adjectives before nouns. Using modal verbs. **Assessment: Grammar and Vocabulary Quiz, Speaking, Mid-Year Exam**	**Festivals and Health** **How do French people celebrate?** **Skills:** Describing French festivals and celebrations. Describing illnesses and accidents and offering advice. **Grammar:** Using a wider range of modal verbs. Using avoir mal à. Recapping prepositions. **Assessment: Grammar and Vocabulary Quiz, Translation**	**Food and Drink** **What is a modal verb?** **Skills:** Describing food and mealtimes. Arranging to visit a restaurant or café and saying what went wrong. Discussing healthy eating. **Grammar:** Recapping the partitive article. Using manger and boire in 3 tenses. Using negative structures. Asking and answering questions. **Assessment: Grammar and Vocabulary Quiz, Translation**	**My interests** **What is a pronoun?** **Skills:** Describing film and television genres and preferences. Talking about musical instruments and music preferences. **Grammar:** Consolidating opinion verbs in 3 tenses. Use of depuis + present tense. Use of comparatives and superlatives. **Assessment: Grammar and Vocabulary Quiz, Speaking**	**Summer Project** **Skills:** Summer tourism project in which students write an email requesting information and complete a peer assessed photocard on holidays. **Grammar:** Consolidation of key grammar from Y8. **Assessment: End of Year 8 Exam, Speaking**	**By the end of year 8, students will be able to…** …express their opinions and justify them on the topics of holidays, festivals, health, food and drink and film, TV and music. …conjugate verbs in the past, present and near future tenses, using a variety of time phrases …understand the use of modal verbs and reflexive verbs. …understand and respond to role play prompts accurately.
MFL German	**Holidays**	**Daily Routine and clothes**	**Festivals and Health**	**Food and Drink**	**Interests**	**Summer Project**	**By the end of year 8, students will be able to…**

	How do you form the perfect tense? **Skills**: Describing your summer holiday, transport and holiday activities, holiday destinations, weather, accommodation. **Grammar**: The perfect tense, use of war and gab, time/manner/place word order rules, mit + dative case **Assessment**: Grammar and Vocabulary Quiz, Listening	**What is a separable verb and how are they used?** **Skills**: Talking about daily routine, clothes and fashion, preparing for and going out, describing festivals and cultural events. **Grammar**: Separable verbs, reflexive verbs, future tense, consolidation of adjective endings. **Assessment**: Grammar and Vocabulary Quiz, Speaking **Mid-year exam**	**When do you need an adjective ending and what endings are there?** **Skills**: Body parts, illlnesses: ich habe Kopfschmerzen / ich fühle mich), role plays at the hospital, advice using modal verbs. **Grammar**: tut/tun mir weh, seit + time, modal verbs must/should + infinitives, revise verb second idea. **Assessment**: Grammar and Vocabulary Quiz, Translation	**What is a modal verb and how are they used?** **Skills**: Talking about food, drink and preferences, ordering at the market/restaurant, talking about sport and healthy lifestyle. **Grammar**: Consolidation of three tenses together, introduce möchte + infinitive, revise subordinating conjunctions. **Assessment**: Grammar and Vocabulary Quiz, Reading	**What is a verb kicker and how are they used?** **Skills**: Film and television genres and preferences, musical instruments and music preferences. **Grammar**: Consolidation of three tenses and gern/lieber/am liebsten. **Assessment**: Grammar and Vocabulary Quiz, Speaking	**What is the format of a role play?** Transactional language and role plays using key skills from Y8 in real-life contexts. Summer project in which students write an email requesting information. **Assessment**: Speaking **End of Year Exam**	…express their opinions and justify them on the topics of holidays, daily routine, festivals, food and drink and film and TV. …conjugate verbs in the past, present and future tenses, using a variety of time phrases …understand the use of modal verbs, reflexive verbs and separable verbs including associated word order rules. …understand and respond to role play prompts accurately.
MFL Spanish	**Holidays**	**Daily Routine and clothes**	**Festivals and Health**	**Food and Drink**	**My Interests**	**Summer Project**	By the end of year 8, students will be able to…

	How do you form the preterite tense? **Skills**: Describing your summer holiday (normally last year, next year, ideal holiday). Describing the weather, seasons and holiday activities. Transport and holiday activities. **Grammar**: The preterite tense including the irregular verb IR. Recapping present and near future tense. Using comparatives. **Assessment**: Grammar and Vocabulary Quiz, Listening.	**What is a reflexive verb?** **Skills**: Describing our daily routine, clothes. Talking about going out and making excuses. **Grammar**: Reflexive verbs in the present tense. Recapping adjective agreement. Using comparatives and superlatives. Using modal verbs. **Assessment**: Grammar and Vocabulary Quiz,Speaking, Mid-Year Exam	**How do Spanish people celebrate?** **Skills**: Describing Spanish festivals and celebrations. Describing illnesses and accidents and offering advice **Grammar**: Using a wider range of modal verbs. Using impersonal verbs like me duele. Recapping prepositions.. **Assessment**: Grammar and Vocabulary Quiz, Translation	**What is a modal verb?** **Skills**: Describing food and mealtimes. Arranging to visit a restaurant or cafe and saying what went wrong. Discussing healthy eating. **Grammar**: Recapping use of 3 tenses. Using negative structures. Asking and answering questions. **Assessment**: Grammar and Vocabulary Quiz, Translation	**How do you present continuous?** **Skills**: Describing film and television genres and preferences. Talking about musical instruments and music preferences. **Grammar**: Consolidation opinion verbs in 3 tenses, including plurals. Use of desde hace + present tense. **Assessment**: Grammar and Vocabulary Quiz and Speaking.	**Skills:** Summer tourism project in which students write an email requesting information and complete a peer assessed photocard on holidays. **Grammar:** Consolidation of key grammar of Y8 **Assessment**: End of Year 8 Exam	…express their opinions and justify them on the topics of holidays, festivals, health, food and drink and film and TV and music. …conjugate verbs in the past, present and future tenses, using a variety of time phrases …understand the use of modal verbs, reflexive verbs. …understand and respond to role play prompts accurately.
Music	**<u>Melody. Harmony & Rhythm</u>** ***(Fanfares)***	**<u>Melody. Harmony & Rhythm</u>** ***(Fanfares)***	**<u>Variations. Structure, Melody, Improvisation (Variations)</u>**	**<u>Tonality, Improvisation, Chords (Blues and Jazz)</u>**	**<u>Texture, Timbre, Articulation, Dynamics, Polyrhythms</u>**	1.1 **<u>Skills review</u>** 1.2 1.3 **Following the**	***ENDPOINTS:*** Ability to perform a fanfare on the keyboard with good fluency and technique

	Skills: 1.1 Understanding primary chords 1.2 Developing understanding of staff/Tab notation 1.3 Developing instrumental skill and fluency on keyboard/ukulele /guitar/untuned percussion 1.5 How to play in an ensemble 1.6 Recognising different rhythms/dotted notes/triplets 1.7 Developing Listening and appraising skills and technical ability to identify the musical elements (understanding what makes a good melody, how rhythm and harmony are used in a piece of music) 1.8 Developing singing skills with a sense of ensemble and	*For 3 weeks followed by* **<u>Variations. Structure, Melody, Improvisation (Variations)</u>** ***Skills: Continuing to develop and refine skills learnt in Term 1*** ***Skills:*** 1.1 Learn how to compose variations in a piece of music using contrasts of texture, rhythm, tonality and tempo and compositional techniques 1.2 Developing instrumental skills and fluency on ukulele/guitar/ untuned percussion and keyboards by	*For 3 weeks, followed by* **<u>Tonality, Improvisation, Chords (Blues and Jazz)</u>** ***Skills: Continuing to develop and refine skills learnt in Term 2*** ***Skills:*** 1.1 Understanding of the 12 bar blues structure 1.2 Learning how to improvise using the Blues scale 1.3 Understanding the contextual features of the Blues/Jazz 1.4 Understanding chromaticism 1.5 Developing	*For 3 weeks, followed by* **<u>Texture, Timbre, Articulation, Dynamics, Polyrhythms (Indian Classical Music/African Drumming)</u>** ***Skills: Continuing to develop and refine skills learnt in Term 2*** ***Skills:*** 1.1 Developing performance ensemble skills and fluency, through Indian and African performanc e tasks 1.2 Developing an understandi ng of how texture is	**<u>(Indian Classical Music/African Drumming)</u>** *For 3 weeks, followed by* **Preparation and revision for the Y8 End of Year Exam** ***Skills: Continuing to develop and refine skills learnt in Term 4*** ***End of Term 5 assessment:*** ***Revision/*** ***Theory and*** ***Performance tests*** ***END OF YEAR Y8 EXAM***	**results of Term 5 assessment/** 1.4 **End of Year exam:** 1.5 1.6 ***Skills: Specific skills based Performa nce*** 1.7 ***Compositi on*** 1.8 ***Listening*** 1.9 ***Theory tasks*** 1.10 ***To ensure all skills are embedded and refined.*** **<u>End of term 6 assessment</u>** <u>Skills based tests (as above)</u>	Ability to compose a fanfare using Musescore 3 and a range of techniques Ability to recognise the key features of a fanfare through listening and also understand cultural importance. Ability to develop instrumental and singing performance skills (both solo and ensemble) Ability to sing a range of songs in parts with increasing technical skills, secure intonation and expression Ability to compose a piece using Variations on Musescore 3 Ability to perform a Theme and Variations on the keyboard Ability to perform an instrumental part in a Ground Bass and understand how to develop a melody. Ability to understand how the concept of variations work within a piece of music from the Classical period Ability to improve and refine performance skills on keyboard, ukulele and singing (solo/ensemble) Deep understanding of how structure, improvisation and chords are used within music Ability to understand the role of music and the culture history of slavery/development of blues and jazz. Ability to perform a blues inspired piece of music using appropriate chord patterns and musical devices with fluency Ability to improvise using the blues scale in an ensemble performance

	performance (phrasing/pitching/dynamics) 1.9 Developing compositional skills using chords, melodic development, staff notation and music technology ***Practical (5 weeks)*** 1.1 Rhythmic awareness and revisiting. 1.2 Instrumental skill: keyboard/ukulele/untuned percussion 1.3 Performing fanfares on the keyboard 1.4 Compose chord sequences on the ukulele/keyboard or guitar 1.5 Just play lessons/In the hall of the mountain king practical	performing themes/ variations 1.3 Learn how to improvise variations within a djembe ensemble 1.4 Developing singing skills with a sense of ensemble and performance (phrasing/pitching/dynamics) 1.5 Developing listening skills and the technical ability to recognise the key features/purpose of the music 1.6 Revising "Just play" ensemble performance pieces to refine and improve. ***Topics:*** 1.1 "Twinkle Twinkle little Star" performance/ composition task	performance fluency on keyboards, ukuleles and guitars 1.6 Learning how to composing a piece in a Blues style using music technology (Garageband) 1.7 Learning to perform a piece of Ragtime using the keyboard ***Topics:*** 1.1 Performing the chords of the 12 bar blues (including sevenths), walking bass and syncopated patterns 1.2 Listening to a range of blues	varied and used within these two musical genres 1.3 Developing an understanding of how polyrhythms are used to create repetition and contrast in music 1.4 Using dynamics and articulation to show contrast. 1.5 Utilising improvisation to develop a musical idea 1.6 Developing instrumental skills on keyboard and djembes 1.7 Learning and			Ability to improve and refine performance skills on keyboard, ukulele and singing (solo/ensemble) Ability to sing a range of songs in parts with increasing technical skills, secure intonation and expression Deep understanding of how texture, articulation, dynamics and polyrhythms are used within music Understanding of the role of Music in India and Africa, the cultural aspects, key features and instruments Ability to perform a raga and a tala and use improvisation to compose a piece inspired by the main features of Indian Music Ability to perform, improvise and compose an African inspired percussion piece Ability to use Music technology (Musescore 3) to compose an Indian piece of music Ability to listen to an Indian piece of music and understand the key features using a more detailed technical vocabulary loo Ability to sing a range of songs in parts with increasing technical skills, secure intonation and expression

	ensemble performance. 1.6 Singing a range of songs (from MMC Y8) 1.7 Reading staff notation/ukulele/ guitar TAB *ORCHESTRAL INSTRUMENT SMALL GROUP TASTER SESSIONS (20 MINS PER PRACTICAL LESSON) WHEN AVAILABLE* ***Topics:*** 1.1 Fanfare composition and performance (keyboards) 1.2 Just Play – use of chords and melody, timing and pulse/instrumental performance skill 1.3 Chair drumming/classroom rhythms with untuned percussion	using keyboards and Music technology 1.2 "Faded" Keyboard performance/ variations task 1.3 Rhythmic "theme and variations" improvisation ensembles task using Djembes 1.3 Aural perception tasks (melody dictation with wider intervals and more challenging rhythms) 1.4 – Listening tasks (including analysis of Mozart's variations) and Y8 MMC listening list using MADSHIRT **Breakdown of 10-week term Practical (5 weeks)**	inspired pieces and understanding the stylistic features and context. 1.2 Performing "In the mood" in pairs on the keyboard 1.3 Performing "The Entertainer" and learning about the context of "Ragtime" 1.4 Aural perception tasks using the blues scale/melodic and rhythmic dictation using syncopation 1.5 Composing a blues inspired piece using a	understanding the purpose and context of Indian Classical and African drumming 1.8 Composing using Indian ragas and African rhythms ***Topics*** Performing and improvising using the Vibhas (and related) ragas using keyboards/ untuned percussion Performing and improvising using the African "call and response" rhythm grid and the			

	1.4 Aural dictation and MADTSHIRT listening. ***Composition & Aural (5 weeks)*** 1.1 Composing a fanfare for ceremony. AABA structure, repetition, Call and response, imitation 1.2 Developing skills of Technology (using Musescore/ Garageband) 1.3 Composing a melody using root notes from primary chords and staff notation 1.4 Developing aural skills by writing down melodies using staff notation/usin	1.1 “Twinkle Twinkle little star” performance and variations on keyboard 1.2 Djembe ensembles including improvisation (creating variations to ostinato patterns/performance pieces) 1.3 “Faded” theme ***performance*** and improvising variations on the keyboard. 1.4 Revisiting and refining Just play lessons/In the hall of the mountain king/Game of Thrones (refine ensembles) 1.5 Understanding the concept of	DAW (Garageband) 1.6 Revising “Just play” ensemble performance pieces to refine and improve. ***Breakdown of 10-week term*** ***Practical (5 weeks)*** 1.3 Performing a 12 bar blues chord pattern, seventh chords and walking bass on keyboards (plus ukuleles/ guitar/drums if time) ***1.4*** Learning the blues	“African Hatsiatsia" Listening to a range of Indian Classical music and African drumming pieces, understanding the structure, musical elements and purpose Composing a piece using music technology and keyboards using raga/tala/African polyrhythms /rhythm grids 1.6 Revising “Just play” ensemble performance pieces to refine and improve.			

	g FOS lessons ***Listening/appraising*** 1.5 Do it now/Listening starters: using MMC Y8 list (developing technical ability to recognise the musical elements/developing understanding/purpose) 1.6 Focus on sound theory lessons (using MMC guidance for Y8) **Talk 4** learning/Oracy: questioning/peer assessing/ discussion **Metacognition:** planning/	"Ground bass". Performing Pachebel's Canon 1.5 Singing a range of songs (from MMC Y8) ORCHESTRAL INSTRUMENT SMALL GROUP TASTER SESSIONS (20 MINS PER PRACTICAL LESSON) WHEN AVAILABLE Composition & Aural (5 weeks) 1.1 Composing a set of Variations on "Twinkle Twinkle little star" using a range of compositional techniques 1.2 Focus on sound – Focus on sound theory lessons (using MMC guidance	scale in C major and then learning how to improvise over the chord pattern 1.5 Performing the 12 bar blues as a whole class 1.2 Revisiting and refining Just play lessons/In the hall of the mountain king/ 1.3 Game of Thrones (refine ensembles) 1.4 Singing a range of songs (from MMC Y8)	***Breakdown of 10-week term*** ***Practical (5 weeks)*** 1.1 Performing "Vibhas" raga on keyboards in four sections, using the Alap/Jhor/Jhalla/Gat structure and adding a Tala on untuned percussion (groups of 2) 1.2 Performing "African call and response rhythms" and "African Hatsiatsia" in groups of 4, showing excellent			

	organising performances **Collaboration:** Teamwork **Feedback:** verbal/whole class/peer assessment/ skills trackers **Literacy:** musical keywords Music technology skills **END OF TERM 1 ASSESSMENT:** 1.Performance progress on keyboard/ukeleles: fanfares and Just Play (student assessed) 2.Fanfare composition (teacher assessed) 3.Listening tasks based on	for Y8) 1.3 Composition of a Ground bass and variations 1.3 Aural dictation (melodic dictation 1.4 Using Music technology (Musescore and Garageband) to compose a set of variations Listening/appraising 1.5 Do it now/Listening starters: using MMC Y8 list (developing technical ability to recognise the musical elements/developing understanding/ purpose) 1.6 Listening to examples of variations/ground bass and understanding the key	***Composition & Aural (5 weeks)*** 1.6 Composing a blues inspired piece for piano, electric guitar, bass guitar and drum kit using Garageband. The composition will feature a range of Blues compositional features 1.7 Aural tasks featuring the blues scale (melody dictation/	fluency, ensemble, expression, timing and use of dynamics. 1.3 Revisiting and refining "Just play" ensemble performance pieces to refine and improve. (add another new piece if time) 1.4 Singing a range of songs (from MMC Y8) ***Composition and Aural (5 weeks)*** 1.1 Composing a piece of Indian Classical inspired music using a raga/tala (keyboards/			

	fanfares (student peer assessed) 4.FOS lessons **<u>End of term 1 assessment:</u>** Performance: African drumming – perform own part within group task based upon rhythmic grid (teacher assessed) (Week 10) class ensemble Respond to a Graphic score Developed singing skills - reading from notation. Recognising Melody and harmony parts through deliberate listening Aural dictation exercise completed with confidence	compositional features 1.7 Focus on sound theory lessons (using MMC guidance for Y8) **Talk 4** learning/Oracy: questioning/peer assessing/ discussion **Metacognition :** planning/ organising performances **Collaboration:** Teamwork **Feedback:** verbal/whole class/peer assessment/ skills trackers **Literacy:** musical keywords	blues scale/syncopated rhythms) ***Listening/appraising*** 1.8 Listening to a range of blues/jazz inspired pieces and developing the technical ability to recognise the key features 1.9 Listening starters: using MMC Y8 list (developing technical ability to recognise the musical elements/developin	untuned percussion/ music technology) 1.2 Composing a piece of African Drumming using a rhythm grid (Djembes) 1.3 Aural tasks based upon rhythms and Indian ragas ***Listening/appraising*** 1.4 Listening starters: using MMC Y8 list (developing technical ability to recognise the musical elements/developing understanding/purpose) Focus on sound theory lessons (using MMC			

	Composition variation in Major and Minor keys (Twinkle Twinkle) (week 10) Group performance of 'Game of Thrones (week 10) Accurate recognition of instruments and instrumental groups Confident understanding of the types of instrumental ensembles Well informed understanding of various textural types in compositions A successful composition using a defined texture	Music technology skills **DECEMBER: WRITTEN** **MID YEAR TEST ~(THEORY/** **LISTENING)** **END OF TERM 2 ASSESSMENT:** 1.Performance progress on keyboards/ukuleles: Just Play and Variations performance pieces (students assessed) 2.Variations composition (teacher assessed 3.Listening tasks based on variations	g understanding/purpose) 1.10 Focus on sound theory lessons (using MMC guidance for Y8) **Talk 4** learning/ Oracy: questioning/ peer assessing/ discussion **Metacognition:** planning/ organising performances **Collaboration:** Teamwork **Feedback:** verbal/whole	guidance for Y8) ***Topics:*** 1.1 "Twinkle Twinkle little star"performance/composition task using keyboards and Music technology 1.2 "Faded" Keyboard performance/variations task 1.3 Rhythmic "theme and variations" improvisation ensembles task using Djembes 1.3 Aural perception tasks			

	Performance of a folk music piece End of term 4 assessment Performance of a folk music piece as a class ensemble (eg Wellerman song) (Week 8) Listening exercises - Fanfares: Fanfare of the Common Man and Olympic fanfare (week 5) Young Persons Guide to the Orchestra - listening test (week 8) Composing - Polyphonic or Homophonic composition on Musescore (Week 8) THE CRYPT SCHOOL: PROGRAMME	(student peer assessed) FOS lessons	class/peer assessment/ skills trackers **Literacy:** musical keywords Music technology skills (teacher assessed)tonality and tempo and compositional techniques 1.2 Developing instrumental skills and fluency on ukulele/guitar/ untuned percussion and keyboards by performing themes/variations 1.3 Learn how to improvise variations within a	(melody dictation with wider intervals and more challenging rhythms) 1.4 – Listening tasks (including analysis of Mozart's variations) and Y8 MMC listening list using MADSHIRT *ORCHESTRAL INSTRUMENT SMALL GROUP TASTER SESSIONS (20 MINS PER PRACTICAL LESSON) WHEN AVAILABLE* ***Composition & Aural (5 weeks)*** 1.1 Composing a set of Variations on "Twinkle Twinkle little star" using a range of			

	OF STUDY: MUSIC, 2022-2023 Notation test (Focus on sound/theory worksheets from Musical contexts) (Week 5) Composing: Rhythmic composition using Musescore 3 or Garageband using a rhythm grid (devised in performance class) to compose for Samba kit. (Peer assessed) Week 10 Listening: deliberate listening test focusing on rhythm and pulse primarily (Week 5)		djembe ensemble 1.4 Developing singing skills with a sense of ensemble and performance (phrasing/pitching/dynamics) 1.5 Developing listening skills and the technical ability to recognise the key features/purpose of the music 1.6 Revising "Just play" ensemble performance pieces to refine and improve. ***Topics:*** 1.1 "Twinkle Twinkle little star"performance/composition task using keyboards	compositional techniques 1.2 Focus on sound – Focus on sound theory lessons (using MMC guidance for Y8) 1.3 Composition of a Ground bass and variations 1.3 Aural dictation (melodic dictation 1.4 Using Music technology (Musescore and Garageband) to compose a set of variations ***Listening/appraising*** 1.5 Do it now/Listening starters: using MMC Y8 list (developing technical ability to recognise the musical elements/developing			

			and Music technology 1.2 “Faded” Keyboard performance/ variations task 1.3 Rhythmic “theme and variations” improvisation ensembles task using Djembes 1.3 Aural perception tasks (melody dictation with wider intervals and more challenging rhythms) 1.4 – Listening tasks (including analysis of Mozart’s variations) and Y8 MMC listening list using MADSHIRT *ORCHESTRAL INSTRUMEN*	understanding/purpose) 1.6 Listening to examples of variations/ground bass and understanding the key compositional features 1.7 Focus on sound theory lessons (using MMC guidance for Y8) **END OF TERM 4 ASSESSMENT:** 1.Performance progress on keyboard/ ukeleles: 2.Just Play progress so far (teacher assessed) 3.Listening tasks based on fanfares (student peer assessed) 4.FOS lessons			

			T SMALL GROUP TASTER SESSIONS (20 MINS PER PRACTICAL LESSON) WHEN AVAILABLE ***Composition & Aural (5 weeks)*** 1.1 Composing a set of Variations on "Twinkle Twinkle little star" using a range of compositional techniques 1.2 Focus on sound – Focus on sound theory lessons (using MMC guidance for Y8) 1.3 Composition of a Ground bass and variations				

			1.3 Aural dictation (melodic dictation 1.4 Using Music technology (Musescore and Garageband) to compose a set of variations ***Listening/ appraising*** 1.5 Do it now/ 1.6 Listening starters: using MMC Y8 list (developing technical ability to recognise the musical elements/ developing understanding/purpose)				

			1.7 Listening to examples of variations /ground bass and understanding the key compositional features 1.8 Focus on sound theory lessons (using MMC guidance for Y8) **MID YEAR LISTENING EXAM** (teacher assessed) **END OF TERM 4 ASSESSMENT:** 1.Performance progress on				

			keyboard/ukeleles: ***Breakdown of 10-week term*** ***Practical (5 weeks)*** 1.1 “Twinkle Twinkle little star” performance and variations on keyboard 1.2 Djembe ensembles including improvisation (creating variations to ostinato patterns/performance pieces) 1.3 “Faded” theme performance and improvising variations on the keyboard. 1.4 Revisiting and refining Just play lessons/In the hall of the				

			mountain king/Game of Thrones (refine ensembles) 1.5 Understanding the concept of “Ground bass”. Performing Pachebel’s Canon 1.5 Singing a range of songs (from MMC Y8) **END OF TERM 3 ASSESSMENT:** 1.Performance progress on keyboard/ ukeleles: fanfares and Just PLay (student assessed) 2.Blues composition (teacher assessed) 3.Listening tasks based on fanfares				

			(student peer assessed) 4.FOS lessons				
PD 3 lessons per fortnight	Social media – FOMO, cyber bullying, online safety. Well-being & mental health & how to self-soothe. Mind/body connection - the effects of sugar; the importance of sleep; the benefits of physical exercise.	Sexualisation, stereo types, influences, pornography, sexual bullying, grooming, impact of negative experiences, exploitation. Healthy relationship – respect & equality, contraception & STIs. An awareness of how viewing habits & listening habits can affect mood & mental health. Exploring happiness and its meaning.	Drugs - County Lines. Positive emotions, gratitude & fulfilment.	CPR, Knife crime, Role models, Misogyny, Values, Democracy.	Human rights,Equality and Diversity, Children's rights, Extremism.	Health check - personal hygiene, dental hygiene, sun safety, prevention of infection, self-examination. Peer & other influences linked to gambling.	Students will have an understanding of the differences between the online world and the physical world and the risks of the on-line world. The characteristics of positive and healthy relationships (in all contexts, including online) including boundaries, abuse, and consent. This includes different (non-sexual) types of relationship with practical steps they can take in a range of different contexts to improve or support respectful relationships personally, locally and nationally and a reminder they can expect to be treated with respect by others, and that in turn they should show due respect to others, authority and show due tolerance of other people's beliefs to demonstrate the legal rights and responsibilities regarding equality. They will consider the lives of people living in other places, and people with different values and customs to develop understanding of how the United Kingdom is governed and the rights and responsibilities of its citizens. They will have explored how the political system of the United Kingdom has developed as a democracy, including the role of the monarchy, the development of our constitution and Parliament. They will have had the opportunity to again consider some of the growing career

							areas and consider the skills that will be needed. They will have knowledge of the law relating to the illegal substances and an awareness of the dangers of drug gangs who exploit the young and vulnerable. Students deepen their understanding of the physical and mental effects of a healthy lifestyle, eating habits, sleep pattern. The understanding of what happiness is and its effects on one's moods and relationships. Students can review the impact of meditation to effectively alleviate anxiety. Students will have considered a life beyond their own to reflect on social values and the wider community.
RSY8 (AQA Short Course GCSE) Content	Christianity - nature of God Attributes of God, the problem of evil, the Trinity, Creation, the afterlife.	Christianity - Jesus Christ and Salvation The life of Jesus, salvation and atonement.	Islam - Key Beliefs the 5 roots / 6 articles, Tawhid, the role of angels, predestinatio n and human responsibility, the afterlife.	Islam - Authority Prophets, holy books and the Imamate.	Revision, exam, feedback and improvement Focus on exam technique and timing	Moral thinking Utilitarianism, Divine command theory, situation ethics, natural law and key principles relevant to Peace and Conflict / Relationships and Families	Students should be able to explain and critically evaluate Christian and Islamic beliefs and the following topics, showing understanding of their significance and implications for practice. Christianity: The nature of God, Creation, The afterlife, Jesus, Salvation Islam: The nature of Allah, Angels, Predestination, The afterlife, Prophets/Imams, Holy books.

Science **Biology** **Chemistry** **Physics**	**Topics:** **P4 Electricity and Magnetism** **C4 Chemical reactions** **Key Skills:** **Learning equations, calculating, describing, practical skills** **Assessments:** **Working Scientifically Baseline Test (Written)** **P4 Electricity and Magnetism test (MCQ)** **C4 Chemical reactions test (MCQ)**	**Topics:** **B4 Gas Exchange and Health** **P5 Pressure and Moments** **Key Skills:** **Calculating, analysing, drawing circuit diagrams, explaining, applying knowledge, observations, developing theories, explaining, developing & balancing equations** **Assessments:** **P5 Pressure and Moments test (Written)** **B4 Gas Exchange and**	**Topics:** **B5 Inheritance** **C5 Metals and Acids** **Key Skills:** **Understanding the role of scientists in developing theories, using theories to make predictions, collecting and analysing data, practical skills, developing & balancing equations** **Assessments:** **Half year Assessment**	**Topics:** **C6 Our Atmosphere & Us** **P6 Matter** **Key Skills:** **Calculating, explaining, application of knowledge, practical skills, evaluating data, research techniques, sourcing information, discussing, debating, concluding, ethics, evaluating human impact on environment** **Assessments:** **C6 Our Atmosphere & Us test (Written)**	**Topics:** **B6 Photosynthesis** **P7 Space** **Key Skills:** **Applying knowledge, explaining, describing, modelling, practical skills, chromatography, microscopy** **Assessments:** **P7 Space test (MCQ)** **B6 Photosynthesis test (MCQ)** **End of Year Assessment (Written)**	**Topics:** **B7 Ecology** **Y8 Maths skills** **Y8 project – Plastics** **Key Skills:** **Literacy, design, creativity, presenting, evaluating, ethics, numeracy, working scientifically, sampling, evaluating the human impact on the environment** **Assessments:** **B7 Ecology test (Written)**	● Understand that science is about working objectively, modifying explanations to take account of new evidence and ideas and subjecting results to peer review. ● Evaluate our use of plastics and their impact on the environment. Understand the role of scientists in developing alternatives and advising governments. ● Apply knowledge to a range of different contexts ● Rearrange and use a range of equations to make calculations ● Use the particle model to explain energy transfer through solids, liquids and gases and what happens when substances change state ● Build simple circuits and measure the current and potential difference. Explain, in simple terms, the meaning of *current* and *pd* ● Understand how magnets interact, what we mean by a *non-contact force* and the applications of magnets and electromagnets ● Explain how the Earth fits into the universe and the origin of day and night, the seasons and eclipses ● Begin to understand that a chemical reaction is balanced and hence mass is conserved.

		Health test (MCQ)	**B5 Inheritance test (MCQ)** **C5 Metals and Acids test (MCQ)**	**P6 Matter test (MCQ)**			● Begin to write and balance simple chemical equations. ● Understand that the earth's atmosphere has evolved over time. ● Understand that the products of the reactions which are occurring now are changing the balance of gases in the atmosphere. ● Understand some of the impacts of the changing levels of different gases in our atmosphere ● Understand the function of the gas exchange system in humans, including the importance of exercise and impact of some drugs such as caffeine and alcohol. ● Understand the role of DNA in inheritance, and the impact of the environment on variation and adaptations within a species. ● Understand the process of photosynthesis and the impact of the environment on it. ● Understand relationships between organisms and their interactions with the environment.

DT Rotation Project	**End Points**	**Assessments**
<u>Test tube holders</u> For the project the students will explore both timbers and polymers to design and make a test tube holder. They will demonstrate safe working practice while using equipment in the workshop to create the wooden test tube holder with a quality finish. Development of design with be explored with the acrylic test tube holder taking an iterative approach while evaluating ideas using the laser cutter.	The students will be able to: ● Demonstrate safe working practices ● Understand the need for tolerances in work ● Develop design ideas with an iterative approach ● Classify different timbers ● Describe different jointing techniques ● Mark out and cut basic wood joints ● Describe a range of wood surface finishes ● Explain different polymers	Assessment taken throughout rotation based on communication techniques, investigation, development and manufacture as per the school policy. Assessments taken during assessment windows as per the school schedule.

Food Technology - 1 lesson per week **Objectves**	**End Points**	
In this project, students will develop an understanding of the nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients,	The students will be able to: ● Identify key temperature control points. ● Explain how to redress the issues of poor hygiene practice. ● Describe how food tastes using several taste	

processes, cooking methods and portion sizes. They will be able to plan, prepare, cook, modify, and create recipes to meet different dietary groups and life stages. They will also be able to demonstrate portion sizes according to life stage/PAL level.	descriptors. ● Demonstrate safe working practices. ● Explain energy balance. ● Identify the dietary and energy needs of different age groups. ● Identify the different types of carbohydrates. ● Identify sources of HBV and LBV proteins and suggest examples of protein complementation. ● Evaluate whether vegetarianism/veganism is a positive dietary choice. ● Identify sources of vitamins and suggest ways to preserve vitamin content in these foods. ● Identify healthier products using food labels.	