LONGHILL

HIGH SCHOOL

Year 8
Curriculum Map
2020 - 2021

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Curriculum Design

The following times are spent on each subject in year 8 per fortnight

Maths	7 hours
English	7 hours
Science	6 hours
History	4 hours
Geography	4 hours
RE	1 hour
PSHE	1 hour
PE	4 hours
French or Spanish	4 hours
Design & Technology	3 hours
Computing	3 hours
Art	2 hours
Music	2 hours
Drama	2 hours

Students are set for Maths, English & Science.

Students are taught in the same mixed ability class for Art, Computing, Drama, Geography, History, Music, PSHE & RE.

Students are taught in different classes in PE, French or Spanish and Design & Technology.

Expected Grades

Students arrive from primary school with three SAT scores. These scores nationally give the expected GCSE grades that students achieve when they leave year 11. These are called the **expected grades**.

Where students arrive without a SAT score, the school use the CAT (Cognitive Ability Tests) that are taken by year 7 students in September to calculate their expected grades.

Throughout year 8 students are then assessed on the grade they are forecast to achieve. These are called the **forecast grades**. A student is doing well if their forecast grade equals or is higher than their expected grade.

5. Curriculum Map for Art Year 8

Number of hours per fortnight	2
Exam board	AQA
How course is assessed	Students' progress is tracked using AQA Assessment Objectives.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** To revisit the formal elements of Art; shape, line, form, colour, tone and texture. Further enhance their observational drawing skills through working directly from Still Life setups. **Knowledge taught:** Still life Observational drawing, working with Scale, colour and composition. Colour theory. Students will develop their critical awareness by studying the artwork of Patrick Caulfield and Michael Craig Martin. **Skills:** Observational drawing, experimenting with different compositions, Collage, transforming scale, and acrylic painting techniques.	**This is taught now because** Revisiting Still Life allows students to track their own progress with observational drawing. Observational drawing is a key skill in Art and design and will be revisited throughout the curriculum. **This links to careers by** It would be impossible to access any creative Art or Design careers without a basic knowledge of the formal visual elements. **This is then developed in Y11 by** Observational drawing and painting covers 3 of the four assessment objectives in Art and Design GCSE and students embed and improve their skills with repeat practice. **Why are we teaching these topics?** Painting and drawing play a central role in art, developing these skills helps students become better at expressing their ideas and realising their intentions. Still Life is a key genre in the development of Western European art and continues to be significant in contemporary art. Examining contemporary artists reinvention of the Still Life gives students a sense of historical perspective and helps them become visually literate. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Working with scale, measurement, colour theory feed into other areas of the curriculum such as Maths and Science. Artists research helps with literacy and History.	Observational drawing. A3 painting Self / Peer Assessment Teachers marking and feedback

Spring Term	**Learning overview:** Students will examine the proportions of the human face, through self portraits. They will also explore the underlying structure and anatomy of the face. We will make reference to West African mask making traditions as well as Modernist European artists such as Picasso, the Bauhaus school and Russian Constructivism. Students drawings and paintings will be developed into constructive sculptures. **Knowledge taught:** Proportion, anatomy, geometry, and construction. Contextual research will focus on West African Mask making traditions and European modernists such as Picasso. **Skills:** Drawing, painting and constructive sculpture.	**This is taught now because**In early years most children draw people and faces, we hope to develop, inform and nurture students' ability to depict their own and other peoples faces. This links to work on the human figure previously visited in Y7. **This links to careers by** It would be impossible to access any creative Art or Design careers without a basic knowledge of the formal visual elements. **This is then developed in Y11 by** Many students go on to develop portfolio and exam work based on portraits and constructive sculpture. **Why are we teaching these topics?** It allows students to develop observational skills; accurate recording of proportion, ratio and structure challenge students and require them to actively problem solve. Many students have a real aptitude for working in 3D and this is an opportunity for them to thrive. Self exploration is very important at this age when students are defining and developing themselves as individuals. Examining how we have chosen to present ourselves and others throughout history is an exciting and absorbing subject matter in art. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Students consider structure and anatomy of the face which overlaps with Science and Maths. The constructive sculpture activity connects well with Design Technology.	Cane construction. Watercolour painting. Self / Peer Assessment Teachers marking and feedback
Summer Term	**Learning overview:** Living jewels: Students producing work in 2 and 3D, using paint and plastic waste. A focus of the project is to repurpose plastic that would otherwise be discarded and the impact this has on the environment and wildlife. Students will be examining insect anatomy through drawing and construction. The artists contextualising this project are Peter Randall Page and Louise Bourgeoise. **Knowledge taught:** Bug anatomy, scaling ratios, and plastic cutting and construction. **Skills:** Drawing at different scales, collage, using cutting tools with precision, learning to rework and recycle plastic.	**This is taught now because** At this point in the year we revisit Landscape and the Environment and build on previous knowledge covered in Y7 about the local biosphere. **This links to careers by** It would be impossible to access any creative Art or Design careers without a basic knowledge of the formal visual elements. **This is then developed in Y11 by** Many students develop work based on the natural world for their portfolio and exam in Y11. Students are encouraged to work sustainably using recycled materials especially when working with sculpture. **Why are we teaching these topics?** To give students further exploration of constructive sculptural techniques explored in Y8 term 2, and making links with the previous summers work on the marine environment and natural form. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Gives environmental science, biology and maths a fun and creative focus.	Observational bug/insect studies. Collage. Painting and waste plastic construction. Self / Peer Assessment Teachers marking and feedback

6. Curriculum Map for Computer Studies Year 8

Number of hours per fortnight	3
Exam board	Not applicable at Year 8
How course is assessed	In class assessments/homework/end of topic testing

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview: To be able to access the School server from within the classroom and externally; To be able to use a visual program to solve a computational problem.** **Knowledge taught: Access to a networked file storage server; Access to a Cloud file storage server; Sending and receiving emails; Programming with Scratch.** **Skills: Opening, Saving, Downloading and Closing Files; Attaching Files; Developing Computer Programs in the Scratch programing language.** **Memory Platforms: Communication; Keywords; Command Words**	**This links to KS2 by** enhancing Students level of ability in Scratch programming. **This links to previously taught** Scratch programming in KS2 **This is taught now because** it will enable Students to communicate and store their learning files across the curriculum. The Scratch element will give Students confidence by improving their knowledge from KS2. **This is taught before** the remainder of their KS3/4 learning **because** it is essential to cross curricular learning. **We are teaching these topics** because they are relevant to whole School learning. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** The communication elements and programming methodology are both life skills that can be used beyond School and into adult life.	Students will be given homework once a fortnight. Continuous review will be undertaken over the duration of the term. A formative assessment will be completed at the end of each unit.

Spring Term	**Learning overview: To be able to understand the hardware and software components that make up computer systems and how they communicate with one another and other systems.** **Understand how instructions are stored and executed within a computer system.** **Knowledge taught: Be able to identify input and output devices; Be able to identify the difference between memory and storage; Be able to choose a computer system for a given scenario.** **Skills: Identifying internal and external components of a computer system.** **Memory Platforms: Component identification; Keywords; Word searches.**	**This links to KS2 by developing prior knowledge of computer systems.** **This links to previously taught Hardware in KS2** **This is taught now because it will give Students a greater understanding of the tools that they will across the curriculum.** **This is taught before the remainder of their KS3/4 learning because it is essential to cross curricular learning.** **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** **As technology becomes more widely used Students will be able to select an appropriate computer system that is fit for purpose.**	Students will be given homework once a fortnight. Continuous review will be undertaken over the duration of the term. A formative assessment will be completed at the end of each unit.
Summer Term	**Learning overview:** To be able to understand the hardware and software components that make up computer systems and how they communicate with one another and other systems. Understand how instructions are stored and executed within a computer system. **Knowledge taught:** Be able to identify input and output devices; Be able to identify the difference between memory and storage; Be able to choose a computer system for a given scenario. **Skills:** Identifying internal and external components of a computer system.**Memory Platforms:** Component identification; Keywords; Word searches.	**This links to KS2 by** developing prior knowledge of computer systems **This links to previously taught** Hardware in KS2 **This is taught now because** it will give Students a greater understanding of the tools that they will across the curriculum. **This is taught before** the remainder of their KS3/4 learning **because** it is essential to cross curricular learning. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** As technology becomes more widely used Students will be able to select an appropriate computer system that is fit for purpose.	**Students will be given homework once a fortnight.** **Continuous review will be undertaken over the duration of the term.** **A formative assessment will be completed at the end of each unit**

7. Curriculum Map for KS3 Y8 DT- Food, Graphics, Textiles & DT

Number of hours per fortnight	3 hours a week for 10 weeks (for each of the KS3 subjects)
Exam board	
How course is assessed	% exam, coursework, number of papers etc

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Food	**Learning overview:** Understand nutritional value of a range of and including " world" foods. Learn how to produce and adapt balanced healthy meals Learn about food hygiene and safety. **Skills:** Learn and use multiple cooking techniques in order to produce healthy meals. Learn about heat control and food safety. **Memory Platforms:** 4 C's. Hygiene and safety in large kitchens. Range of cooking techniques Adapting ingredients to obtain optimum nutritional value.	**This links to KS3** by assessing, developing and enhancing skills used in Y7. **This is taught now because:** This is aimed at further broadening student's understanding of foods and their nutritional value. Students are taught a number of multiple processes and encouraged to adapt and create personal recipes. **This links to careers by allowing** students to investigate basic food preparation and enable them to provide healthy and nutritious food for themselves and their families. Investigation of career opportunities in specialised areas of food production. **This is then developed in Y11 by** preparing students for the Food and Nutrition GCSE. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Food Preparation and Nutrition is a life skill. Students will be provided with a range of foods to produce healthy meals. Students will be encouraged to explore different food types and recipes with an emphasis on adaptation and independent learning.	AQA Assessment is criteria will be applied to the following work: Understanding of nutritional value of a range of foods Safe use of multiple processes. Independently working through a recipe in a safe manner. Evaluation and adaptation of recipes
Graphics	**Learning overview:** **Create 3D Text:** Students are introduced to a variety of serif and sans serif font styles. The design brief is to produce 3 dimensional text based on the initials of their name. Following a series of drawing activities; Generative iteration, two point perspective, and orthographic projection, they will come up with a final design. This will be scaled up and constructed using recycled materials **Knowledge taught:** Design brief, Graphic design concepts. Contextual design history. Theoretical aspects of perspectival drawing. **Skills:** Generative sketching, different approaches to drawing 3 dimensions; two point perspective drawing and orthographic projection, rendering and construction skills /techniques.	**This links to Y7:** Previous learning in this area is based on text so the subject matter will be familiar to them although they may not have studied it for some time because of the rotation of Tech subjects. **This is taught now because**. Having previously produced flat designs this is an opportunity to work with construction and is a natural progression form the work covered in Y7. **This links to careers by:** Graphic design is an expanded and growing area in the creative industries, as so much of our work now is online having a working knowledge of formal art and design concepts can give you the edge making your communications stand out and be more effective. **This is then developed in Y11 by** Everything covered in this project is useful in Design Tech and Art in Y11. **Why are we teaching these topics?** Graphic designers work with text, photography, and drawing, and illustration, print and digital media to communicate ideas visually. The project makes students aware of the expanded area of text design, and that often designers work in 3D and produce prototypes in softer materials such as card. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Working with precision and scale connects with maths, examining and analysing the work of other designers develops literacy and history skills, learning to present things powerfully can help in all areas of the curriculum.	AQA Assessment is criteria will be applied to the following work: Brief analysis Idea generation Drawings: Two point perspective Orthographic projection Final 3D models.

Textiles	**Learning overview:** Students respond to the brief to reduce single use plastic, they are to design and make a prototype for a reusable bag with their own printed design. **Skills:** Students develop their skills in marking out, pinning, tacking and working with specialist equipment (sewing machines if available). Students are to create an original design for a product within the constraints of the brief. **Memory Platforms:** How is plastic damaging the environment? video and quiz Health and safety in the Textiles room What is a stencil? Re-ordering stencil layers 3 different lesson tasks What are print registration marks?	**This links to KS2 by:** Students will be used to **This is taught now because**. This builds upon skills taught in Year 7, previously students learnt about types of fabric and basic designing and sewing skills. This topic explores the impact of textiles production on the environment. Students learn about how to make and use stencils whilst learning about the elements of design. This runs alongside the manufacture of a product. **This links to careers by:** There are a huge number of potential careers in the Textiles industry, it is a growing industry in the UK. The aim is to give students an understanding of the broadness of the sector and the roles within the industry. **This is then developed in Y11 by** Everything covered in this project is useful in Design Tech and Art in Y11. **Why are we teaching these topics?** It develops students skills in making and allows them to develop their fine motor skills. It widens students' understanding about sustainability and the environment and awareness of the need to move away from a throw away culture. Textile designers work with photography, drawing, illustration, print and digital media to communicate ideas visually. The project makes students aware of the expanded area of stencil design, and that often designers work to produce prototypes. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** Working with precision exploring wider environmental issues, examining and analysing their work develops literacy skills, learning to present things powerfully can help in all areas of the curriculum.	AQA Assessment is criteria will be applied to the following work: Identify, investigate and outline design possibilities to address needs and wants. Design and make prototypes that are fit for purpose. Analyse and evaluate: ● design decisions and outcomes, including for prototypes made by themselves and others ● wider issues in design and technology.

DT	**Learning overview:** Students respond to a brief to produce a small mood light which includes some scope for personal design. Polymers are introduced as construction material alongside basic electronics and possibly CAD/CAM. **Skills:** Students will learn to draw in isometric and mark out and cut accurate joints in wood. They are also taught soldering of electronic components to produce an LED light circuit. **Memory Platforms:** Tool recognition and purposes Step by step planning	**This links to Y7:** In the previous project students produced a product from a single piece of timber. The development is for students to join wood accurately and to add components and other materials. **This is taught now because**: It allows students to appreciate the constraints that exist once multiple facets of a product need to be combined. This becomes increasingly important if the subject is to be followed into KS4. **This links to careers by:** By extending the depth and scope of the project students are given the opportunity to experience a broader range of design and production techniques eg the use of CAD/CAM is applicable to a wide range of careers in the fields of both design and manufacturing. **This is then developed in Y11 by:** This project will provide students with a wider range of options for when independently designing and making products for the GCSE. **Why are we teaching these topics? This project is intended to strengthen students' ability to design and produce meaningful products with increasing complexity.** Developing the notion of accuracy is key to a student's development in D&T as is the ability to evaluate their progress independently and modify their work as a result and is a natural progression from their work in Y7. **Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding.** Designing and making products demands a level of understanding to make correct judgements with confidence. Furthermore creating meaningful products with increasing quality serves to build a student's self-esteem considerably.	AQA Assessment is criteria will be applied to the following work: AO2: Design and make prototypes that are fit for purpose. AO4: Demonstrate and apply knowledge and understanding of: ● technical principles ● designing and making principles. .

8. DRAMA Curriculum Map to follow

Number of hours per fortnight	
Exam board	
How course is assessed	

Note:			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
	Details to follow…..		

9. Curriculum Map for Year 8 English

Number of hours per fortnight	6
Exam board	
How course is assessed	

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Reading and analysing the novel 'Lord of the Flies' by William Golding. Nurture sets to study 'The Edge' by Alan Gibbons. **Knowledge taught:** Social context of Britain 1950s, post-war; Literary conventions in novel. **Skills:** Evaluation of Golding's methods and intentions; developing critical arguments; retain & retrieve information. Developing writing skills. **Memory Platforms:** Reading, writing and retrieval of information skills, linking information across a text.	**This scheme develops** Year 7 reading and writing skills, making explicit links with students' Yr7 texts. Reading for pleasure and developing critical reading skills. **This is taught now because** it allows for discussion to get to know our students well. Using a challenging text as a writing model develops students' creative writing skills and offers ambitious language to be appreciated as the author's craft. **This is taught before Romeo and Juliet and WW1 poetry schemes of work because** students recall and practise their analytical reading. Linking thematically between texts – order/chaos and power/conflict. **This is then developed in Y11** by study of whole novels such as A Christmas Carol. **Why are we teaching these topics?** Students to experience a range of authors' work from different historical periods, broaden their vocabulary and analyse the way in which different authors write.	Long answer reading assessment analysing an extract. Extended writing opportunities.
Spring Term	**Learning overview:** Study of Shakespeare's 'Romeo and Juliet' and a range of WW1 non-fiction and poetry. **Knowledge taught:** Literary conventions; structures of a range of text types. Social and historical contexts, role of women in society and during war. Propaganda and patriotism. **Skills:** Evaluation of writers' methods and intentions; developing critical arguments,	**This scheme develops** confidence in critical reading skills in the Autumn term. Links back to study of Shakespeare in Yr7. **This is taught now because** it offers insights into thematic and linguistic links across the texts. Contrasts between the patriarchal world of Lord of the Flies and the role of women presented in Romeo and Juliet. **This is taught before politics and Animal Farm because** students gain confidence with the ideas of propaganda and representation. Social and historical context and its importance also links into the	Critical analysis of Juliet's soliloquy. Extended reading response. Critical analysis of 'Aftermath' as an unseen poem.

	retain & retrieve information. Developing writing skills. Reading 'unseen' poetry. **Memory Platforms:** Reading, writing and retrieval of information skills, linking information, themes and ideas across text types.	Summer term texts. **This is then developed in Y11** by study of a range of unseen poetry in the anthology, fiction and non-fiction extracts in Language. Study of Macbeth for Literature GCSE. **Why are we teaching these topics?** Experience of a range of Shakespearean texts and unseen poetry to build confidence but also their cultural, historical and literary understanding and frame of reference.	
Summer Term	**Learning overview:** Persuasion and rhetoric unit then study of Orwell's 'Animal Farm'. **Knowledge taught:** Left and right wing political agendas**.** Propaganda and developing persuasive arguments. Setting, plot and characterization in the novel. How Orwell uses allegory and historical/ political contexts to engage readers. **Skills:** Recognising politicized viewpoints. How to write and develop persuasive arguments using a range of rhetorical techniques for impact. Critical evaluation or writers' methods. **Memory Platforms:** Reading, writing and retrieval of information skills, linking information, themes and ideas across the novel. Persuasive and rhetorical techniques.	**This scheme develops** confidence in critical reading skills, explicit teaching of rhetorical and persuasive writing techniques. **This is taught now because** the breadth of texts studied offers a range of writers' methods to be appreciated; allows students historical and political insight into texts they will study at KS4. **This is taught before students move into Year 9 because** students develop their sense of social, historical and political context before reading Blood Brothers in the Autumn term. **This is then developed in Y11** by study of A Christmas Carol and Language writing skills for paper 2. **Why are we teaching these topics?** Experience of a range of text types including our literary and cultural heritage. Students should be able to link texts and their authors to intentions, rather than reading at surface level.	Creative writing assessment. Writing a persuasive speech including a range of rhetorical devices. Reading assessment analysing an extract from the novel. Extended critical essay skills.

10. Curriculum Map for Y8 Geography

Number of hours per fortnight	4
Exam board	WJEC Eduqas
How course is assessed	Mid topic assessments and End of Unit Exam. All exams at the end of Y 11. Mock exams through Y10 and Y11.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Across this term we cover one unit which has several sub sections. **Knowledge taught:** Sustainability **Skills:** - Fieldwork – Planning, data collection, data analysis, conclusion and evaluation - Math skills – percentages, pie charts, analysis - Justification and persuasive writing - Map skills – describing the location of places and the distribution of features - Math skills – calculating range. **Memory Platforms:** - Social, environmental and economic impacts - Amazon knowledge recall - Sustainable citizen recall	This unit builds upon the students understanding of the fragility of our planet. It also builds upon their knowledge of the Amazon Rainforest by considering the damage that is being caused. It allows for fieldwork and additional mathematical analysis. It provides the opportunity for students to study the Rampion Windfarm, a local project with the possibility of a fieldtrip. **Why are we teaching these topics?** A number of these topics are indirectly present in the GCSE specification. Also the fieldwork element and subsequent data analysis is excellent preparation for the GCSE fieldwork paper.	Knowledge: Social, Economic and Environmental impacts Litter Fieldwork Assessment Maps skills: Location of Nauru Literacy focus: Persuasive rainforest letter End of Unit Summative Assessment

Spring Term	**Learning overview:** Across this term we cover two short units, either side of the half term. **Knowledge taught:** Hazards and Rivers **Skills:** - Annotation - Map skills – describing the location of places - Analysis and explanation of data - Math skills – frequency - Justification and evaluation **Memory Platforms:** Key word recall and understanding Explanation of tectonic activity Evaluation of the causes of flooding (human vs natural)	This unit allows us to build upon a range of learning in Year 7. For example, the River unit starts by looking at the water cycle which is closely linked to Weather. It also reviews processes of erosion which were learnt in the Coasts Unit. The students ability to use annotated diagrams as a way of explanation is further developed. They also have the opportunity to complete an extended piece of writing which requires them to analysis and link factors in order to justify an opinion. These Units provide an excellent starting point for two GCSE units, they provide students with solid foundations.	Extended Writing Assessment: Why were the effects of the Haiti earthquake worse than LA? Explanation of tectonic features Evaluation f the causes of flooding Two end of unit summative assessments
Summer Term	**Learning overview:** Across this term we cover two short units, either side of the half term. **Knowledge taught:** Population and Africa **Skills:** - Map skills – distribution of population. Comparison of distributions - Math Skills: population change - Graph skills: population pyramids - Independent study skills **Memory Platforms:** - Population key words eg densely, sparsely , megacity - Analyze a population pyramid - Reasons for population distribution	This unit extends students graphical skills by introducing population pyramids, a common feature in the GCSE specification. It also develops the students prior understanding of Sustainability by introducing sustainable Tourism in Kenya. Many of the key terms introduced in this Topic are common features in the Rural to Urban unit and provide excellent foundations for the GCSE. These units are taught at this point because they require a certain level of maturity. Students need to imagine a world that is very different to ours. Previous units have developed this sense of 'place' but this unit stretches them further. Also the project based nature of the Africa Unit is well suited to the last couple of weeks of term.	Push and pull factors – Move to the country Extended writing – Was the One Child Policy a Success? Is Tourism good or bad for Kenya? Population: End of Unit Assessment

11. Curriculum Map for Year 8 History

Number of hours per fortnight	4
How the course is assessed	Tests and short essays

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** A period study of the transatlantic slave trade **Knowledge taught:** A study of pre-colonial West African societies; where the demand for slaves came from; the Triangular Trade; case study of the slave ship 'Zong'; escape and rebellion from slave plantations; abolition **Skills:** source analysis; inference; interpretations; chronology; essay writing	The teaching of slavery and the transatlantic slave trade is a required component of history at KS3. The topic examines the horrors of the slave trade and the links between it and the growth of Britain as a world power.	Short essays on: the Triangular Trade; historical characters influential in abolition. Test based on a case study of the slave ship 'Zong'
	Learning overview: A British depth study of Britain from 1750 to 1900 **Knowledge taught:** changes between 1750 and 1900; the industrial and agricultural revolutions; urbanization; Whitechapel case study **Skills:** source analysis; inference; interpretations; essay writing	This topic is taught in the second part of the Autumn term, it is closely linked to the first topic. Students learn how the profits from Britain's involvement in the slave trade were used to finance the industrial revolution. It provides a foundation for learning about historic environment of Whitechapel in the GCSE.	Essay – 'Why did Jack the Ripper get away?'

Spring Term	**Learning overview:** A period study of the American West **Knowledge taught:** early settlement of North America by Europeans; westward migration; the plight of the Plains Indians **Skills:** writing a narrative account; source analysis; inference; interpretations	This topic is very popular with students. It provides an opportunity for students to develop knowledge that will help them to understand modern USA better and skills that will help them with GCSE history.	A narrative account about the westward migration of settlers Analysis of interpretations of Native American cultures Test
Summer Term	**Learning overview:** World War 1 and the Treaty of Versailles **Knowledge taught:** The causes of WW1; life on the front; Kitchener's army; the Armistice; The Treaty of Versailles; 1917 and the impact of the Russian Revolution **Skills:** source analysis; inference; interpretations; chronology; essay writing	A study of WW1 is essential learning for understanding the 20th Century and provides a foundation for learning about Germany 1918 to 1939 as part of the GCSE.	Independent research Source based questions
	Learning overview: A modern depth study World War 2 **Knowledge taught:** The causes of WW2; the leaders; Blitzkrieg and the invasion of France; Dunkirk; The Battle of Britain; The Holocaust; The end of WW2 **Skills:** source analysis; inference; interpretations; chronology; essay writing	A study of WW2 and the Holocaust is essential learning for understanding the 20th Century.	Independent research Source based questions

12. Curriculum Map for Mathematics Year 8

Number of hours per fortnight	7
Exam board	Internal
How course is assessed	Unit assessment End of year test

Learning overview:
Mathematics is a creative and highly interconnected discipline aimed to ensure that all students: Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. **Develop fluency**: consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots. **Reason mathematically: extend** their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations. **Solve problems**: Develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems. **Creativity**: Students are encouraged to be creative by asking their own questions, making conjectures and reflecting on processes.
Mastery: longer periods of time on one key concept linked to different topics; intervention aimed at students who do not reach minimum level.
I**nter-leaving**: is the way the topics are taught which means concepts arise in different contexts at different times; applications and context are not presented in one block.
Topics taught: Number, Algebra, Ratio, Proportion and Rates of Change, Geometry and Measures, Statistics and Probability

	Overview, Knowledge, Skills & Memory Platforms:	Links, Context & Progression	Assessments
Autumn Term	**Knowledge taught:** *Proportional Reasoning:* Ratio and scale. Multiplicative change. Multiplying and dividing fractions *Representations:* Working in the Cartesian plane. Representing data. Tables and probability **Skills:** *Ratio and Scale:* Understand and use ratio notation. Solve problems involving ratio and proportion. *Multiplicative Change:* Solve problems involving direct proportion. Convert between currencies. Explore relationships between similar shapes. Draw and interpret scale diagrams. *Multiply and Divide Fractions:* Represent multiplication and division of fractions. Understand and use the reciprocal *Working in the Cartesian Plane:* Work with coordinates in all 4 quadrants. Recognise and use lines of the form y=x+a *Representing Data:* Draw and interpret scatter graphs. Represent data in two-way tables *Tables and Probability:* Find probabilities from a sample space. Find probabilities from two-way tables and Venn diagrams **Memory Platforms**: Skills learned last lesson, last week, last term.	***Proportional Reasoning:*** This links to y7 topic taught in Spring term of multiplicative reasoning and fractional thinking. This is taught now because fractions are a key part of the mathematics curriculum and so securing calculations with fractions is important. This is taught before multiplicative change because that requires a secure understanding of fraction calculations. This links to careers by supporting anyone who works in navigation. This is then developed in Y11 by developing an understanding of ratio and applying this to problems. An understanding of ratio and proportion is essential for mathematical fluency and applicable to many other topics ***Representations:*** This links to KS2 topics taught at primary school around coordinates and simple charts. Also builds on the Autumn 1 Y7 topic of sequences. This is taught now because it gives an understanding of linear and nonlinear relationships that is developed later. This is taught before probability because it is necessary prior knowledge. This links to careers by supporting anyone who ends up working in data analysis. This is then developed in Y11 by developing a deeper understanding of graphs and other forms of data representation. Being able to represent and interpret data graphically or otherwise is essential to clear and successful mathematical communication.	*Assessments* A block test is completed at the end of each topic (approximately every 2-3 weeks) and students complete a feedback exercise the following lesson.

Spring Term	**Knowledge taught:** *Algebraic technique:* Brackets, equations and inequalities. Sequences. Indices *Developing Number:* Fractions and percentages. Standard index form. Number Sense **Skills:** *Brackets, equations and inequalities:* Expand, and factorise into, single brackets. Form and use expressions, formulae and identities. Form and solve equations and inequalities. *Sequences:* Generate sequences using more complex rules e.g. with brackets and squared terms. *Indices:* Form expressions using indices. Understand and use the addition and subtraction rules *Fractions and percentages:* Develop understanding of FDP Evaluate percentage increases and decreases *Standard index form:* Convert between numbers in ordinary and standard form. Compare numbers given in standard form *Number Sense:* Develop mental strategies. Estimation, including rounding to a given number of decimal places **Memory Platforms:** Skills learned last lesson, last week, last term.	***Algebraic technique:*** This links to y7 and KS2 algebra topics, now introducing more complex concepts such as indices. This is taught now because it develops on Y7 knowledge. This is taught before developing number because a secure understanding of algebraic technique allows students to generalise. This links to careers by helping anyone who works in engineering. This is then developed in Y11 by building on the foundation of algebraic understanding to explore more complex algebraic concepts This allows students to develop an understanding of forming generalisations which is central to mathematical reasoning and communication. ***Developing Number:*** This links to previously taught fractions, percentages and indices. Students should also have a good understanding of place value before starting this topic. It is taught now because it is an essential part of mathematics. This is taught before reasoning with data because fractions and percentages are key relationships for this topic. It links to careers by helping with general employment as a lot of jobs require a basic understanding of number. This is then developed in Y11 by developing problem solving and mathematical explanation skills.. It allows students to reason mathematically, allowing them to solve various numerical problems both within Mathematics and other STEM subjects.	*Assessments* A block test is completed at the end of each topic (approximately every 2-3 weeks) and students complete a feedback exercise the following lesson.
Summer Term	**Knowledge taught:** *Developing Geometry:* Angles in parallel lines and polygons. Area and trapezia and circles. Line symmetry and reflection *Reasoning with Data:* The data handling cycle. Measures of location **Skills:** *Angles in parallel lines and polygon:* Review angle rules Understand and use parallel lines and angles. Geometric notation. Interior and exterior angles of a polygon. *Area and trapezia and circles:* Calculate the area of a Trapezium and circle. Calculate area of compound shapes *The data handling cycle:* Understand and use primary and secondary sources of data. Collect data, including using questionnaires. Construct and interpret pie charts *Measures of location:* Find the mean of grouped data Work out the median, range, mode and modal class **Memory Platforms:** Skills learned last lesson, last week, last term.	***Developing Geometry*** This links to y7 topic taught in the same term. Builds on and consolidates existing knowledge. This is taught now because it develops learning in year 7. This is taught before Year 9 because it provides a strong basis for GCSE learning. This links to careers by supporting anyone who becomes a town planner. This is then developed in Y11 by exploring circle theorems and geometric proof. This topic provides a foundation for students to gain an understanding of geometry. ***Reasoning with Data:*** This links to previously taught Year 8 topic of charts and graphs. This is taught now because it prepares students for GCSE learning. This is taught before Year 9 because it prepares students for GCSE learning. This links to careers by supporting you becoming involved in data analysis This is then developed in Y11 by developing a deeper understanding of graphs and other forms of data representation. Being able to represent and interpret data graphically or otherwise is essential to clear and successful mathematical communication.	*Assessments* A block test is completed at the end of each topic (approximately every 2-3 weeks) and students complete a feedback exercise the following lesson. Students will complete a final assessment at the end of the year.

13. Curriculum Map for Year 8 French

Number of hours per fortnight	4
Exam board	SOW: NCELP // GCSE: AQA
How course is assessed	GCSE AQA taken at the end of Y11. 25% for each of Speaking, Listening, Reading and Writing.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Revisiting basic grammar and expanding on this using key, high-frequency verbs, target language phonics, and AQA GCSE vocabulary (from the top 2000 most frequently used words in the language). Lessons combine Phonics, Vocabulary and Grammar and include speaking, reading, writing and listening tasks. Grammar is taught in English. 10 new vocabulary words are introduced each week, and Y7 learning is revisited regularly. Homework is set via Quizlet, paper tasks and Google Classroom. Each term includes a cultural study of an authentic text. **This is the same throughout the academic year.** **Knowledge taught:** Key verbs: to be and to have Est-ce que: used as a questioning device Possessive adjectives and agreement Tenses: comparing and contrasting the sound, appearance and use of the present and perfect tenses **Reviewed Skills:** all from year 7**.** **New Skills:** describing to whom something belongs, describing events in the past, participating in longer conversations in French. **Memory Platforms:** Weekly vocabulary tests and all in-class activity scores are recorded.	**This links to year 7 by** revisiting all prior work and scaffolding it upwards to expand student knowledge. **This links to previously taught** phonics, vocabulary and grammar from year 7. **This is taught now because** students have a developed verb lexicon and so can move on to using the past/future tense. **This is taught before** the irregular verbs in different tenses **because** they can be learned by rote, whereas the regular verbs require skill, adaptation and practice. **This links to careers by** encouraging students to make and correct errors, as well as developing their communication skills. **This is then developed in Y11 by** students having a good foundation of past, present and future to use in their written and speaking exams. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** This term gives groundwork for GCSE through emphasis on how what is studied will be used in future learning, and students develop analytical skills, memorisation and cognitive skills, and communication through regular speaking and group tasks. **Termly Cultural Study: TBC**	Students are assessed weekly through vocabulary tests. At the end of each term, they complete an in-class assessment using ICT facilities where possible, which tests all 4 basic MFL skills and engages the phonics, vocabulary and grammar which are the key strands of the curriculum. The assessments are designed, provided and assessed by NCELP in conjunction with the Department for Education. We use their scheme of work and this can be found at www.ncelp.org. Assessments in year 8 cover the term that has just finished *and* all work completed prior to that since the start of Y7. This builds their knowledge and reduces learning loss over time. Assessment length: approximately 40 minutes.

Spring Term	**Learning overview: as above** **Knowledge taught:** Key verbs: -ir verbs in the present tense (all forms), -re verbs (regular and irregular) in the present tense, regular verbs in the perfect tense (all forms) Negatives: the rules around negatives and word order and how these differ in different tenses Adjectives: prenominal and post-nominal adjectives, agreements and multiple adjectives describing one noun **Reviewed Skills:** Using the preposition 'a', forming questions using inversion, forming -er/-ir/-re verbs in the present tense, forming negatives in the present tense, recognising and using irregular verbs. **New Skills:** forming -er/-ir/-re verbs in the perfect tense, understanding pre and postnominal adjectives, forming negatives in the past tense, adapting irregular verbs. **Memory Platforms:** As above	**This links to year 7 by** requiring students to have a grasp of the verbs and grammatical structures needed to progress **This links to previously taught** learning from year 7 and 8 **This is taught now because** students working towards GCSE need to understand the complexity of the grammar required **This is taught before** the imperfect tense (year 9) **because** it is more commonly used and serves more function for students **This links to careers by students** being able to give extensive detail about people, objects and experiences **This is then developed in Y11 by** students using the past tense to describe experiences, and forming questions in the speaking exam. **Why are we teaching these topics?** All our students need a solid grasp of grammar, and learning this well in French can enhance their performance in English. **Termly Cultural Study: TBC**	See above. The term 2 assessments include material from both terms to ensure revision and interleaving and to reduce learning loss. Assessment length: approximately 45 minutes. Note: During this term we also spend 1-2 lessons discussing the options process and why languages are important for future study and success. Students have an opportunity to discuss this in more detail 1-1 with teachers at Options Evening in February.
Summer Term	**Learning overview: as above** **Knowledge taught:** Key verbs: to go and to do (present tense), future intentions using 'to go' plus an infinitive, present vs. perfect tense, using the verb 'to be' as an auxiliary with certain verbs in the perfect tense and how to differentiate between them. Adverbs: placement and use in the perfect tense Negatives: using 'never' and 'nothing' as supplementary ways of expressing negatives Questions: Forming and understanding inversion questions in the present *and* perfect tense Il faut: employing the phrase 'one must'. il y a: using this term to mean 'ago'. **Reviewed Skills:** forming negatives, basic verbs in the present and perfect tense, adjectival agreement, 1-30 **New Skills:** Adding detail using additional vocabulary, expressing varied opinions, describing events in 3 different time frames. **Memory Platforms:** As above	**This links to year 7 by** combining ALL phonics, vocabulary and grammar from the 2 year course. **This links to previously taught** work from **all** of year 7 and 8 **This is taught now because** students taking French for GCSE will be prepared for the 3 year course when they return in September **This is taught before** GCSE level grammar **because** to learn a language, students need to scaffold their knowledge in a very precise manner. **This links to careers by** giving ALL Longhill students the groundwork in a language which they can use in the future **This is then developed in Y11 by** combining a topic based approach to prepare students to achieve their potential at GCSE. **Why are we teaching these topics?** We teach in-depth grammar first in this term, followed by a 2 lesson cultural study at the end, to give students a joyful finish to their academic year. **Termly Cultural Study:** Dejeuner Du Matin	The assessment at the end of year 8 takes place after the June half term, and combines information from the entire two year course. Students will be expected to combine and adapt their knowledge in this assessment. Assessment length: approximately 45 minutes.

14. Curriculum Map for Year 8 Spanish

Number of hours per fortnight	4
Exam board	SOW: NCELP // GCSE: AQA
How course is assessed	GCSE AQA taken at the end of Y11. 25% for each of Speaking, Listening, Reading and Writing.

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Revisiting basic grammar and expanding on this using key, high-frequency verbs, target language phonics, and AQA GCSE vocabulary (from the top 2000 most frequently used words in the language). Lessons combine Phonics, Vocabulary and Grammar and include speaking, reading, writing and listening tasks. Grammar is taught in English. 10 new vocabulary words are introduced each week, and Y7 learning is revisited regularly. Homework is set via Quizlet, paper tasks and Google Classroom. Each term includes a cultural study of an authentic text. **<u>This is the same throughout the academic year.</u>** **Knowledge taught:** <u>Tenses:</u> Past tense of regular -ar/-er/-ir verbs using I and you, future tense using 'to go' + infinitive, present tense review of all verbs. <u>To be:</u> in depth work on Ser and Estar <u>To do:</u> expansion on prior learning and use of pronouns. <u>To have:</u> in singular and plural, as well as idiomatic uses. <u>To want/To give:</u> in conjugated and infinitive forms <u>To go:</u> understanding of the full paradigm of the verb, and using it with 'de' and 'para' **Reviewed skills:** forming negatives, adjectival agreement, do vs did, forming questions, question word use, present and future tense basics. **New skills:** forming, understanding and using the past tense **Memory Platforms:** Weekly vocabulary tests and all in-class activity scores are recorded.	**This links to year 7 by** revisiting all prior work and scaffolding it upwards to expand student knowledge. **This links to previously taught** phonics, vocabulary and grammar from year 7. **This is taught now because** students have a developed verb lexicon and so can move on to using past/future. **This is taught before** the irregular verbs in different tenses **because** they can be learned by rote, whereas the regular verbs require skill and adaptation. **This links to careers by** encouraging students to make and correct errors, as well as developing their communication skills. **This is then developed in Y11 by** students having a good foundation of past, present and future to use in their written and speaking exams. **Why are we teaching these topics? Why the topic/knowledge outlined is important to the pupils' OVERALL academic development and understanding** This term gives groundwork for GCSE through emphasis on how what is studied will be used in future learning, and students develop analytical skills, memorisation and cognitive skills, and communication through regular speaking and group tasks. **Termly Cultural Study:** Quiero Ver Una Vaca	Students are assessed weekly through vocabulary tests. At the end of each term, they complete an in-class assessment using ICT facilities where possible, which tests all 4 basic MFL skills and engages the phonics, vocabulary and grammar which are the key strands of the curriculum. The assessments are designed, provided and assessed by NCELP in conjunction with the Department for Education. We use their scheme of work and this can be found at www.ncelp.org. Assessments in year 8 cover the term that has just finished *and* all work completed prior to that since the start of Y7. This builds their knowledge and reduces learning loss over time. Assessment length: approximately 40 minutes.

Spring Term	**Learning overview: As above** **Knowledge taught:** Tenses: past tense of regular -ar/-er/-ir verbs using he/she and revisiting the present, plus the same for irregular verbs. The personal 'a' Reflexive verbs vs personal pronouns: using mi/mis and tu/tus as well as me and te Word order: OVS and using direct object pronouns in speech and writing Opinion verbs/Personal verbs: using these with I/you/he/she **Reviewed skills:** regular verbs in the past and present tense, using and adapting key irregular verbs, responding to questions spoken aloud and in writing. **New skills:** explaining and analysing word order in sentences, Differentiating between past and present tenses, recognising and using direct object pronouns, writing and reading longer segments of text, differentiating between tenses when listening. **Memory Platforms:** As above	**This links to year 7 by** adding layers to what they have studied, whilst also requiring recall of phonics, vocabulary and grammar. **This links to previously taught** work on infinitive verbs and adaptation to different tenses, and differences between English and Spanish sentence construction **This is taught now because** students have grasped the present and future tense, so we move on now to a third tense with a range of pronouns. **This is taught before** the present continuous **because** students need to be able to confidently use the verbs 'to be' before tackling the next step **This links to careers by** discussing GCSE options in class and analysing longer texts, as this is done in most GCSE subjects. **This is then developed in Y11 by** having knowledge of the precise grammar concepts which are required for GCSE grades 7-9 **Why are we teaching these topics?** We teach reflexive and personal pronouns so students can better express themselves and give detailed information. **Termly Cultural Study:** Ayaymamá	See above. The term 2 assessments include material from both terms to ensure revision and interleaving and to reduce learning loss. Assessment length: approximately 45 minutes. Note: During this term we also spend 1-2 lessons discussing the options process and why languages are important for future study and success. Students have an opportunity to discuss this in more detail 1-1 with teachers at Options Evening in February.
Summer Term	**Learning overview: As above** **Knowledge taught:** Key verbs: -ar verbs in the present tense, es/son (forms of 'to be'), to have, to be, to be able to, to have to, to want to in all forms Past tense: consolidating all -ar/-er/-ir verbs in the past tense with singular pronouns. Present continuous tense: using the verb 'to be' with present participles Demonstrative adjectives: this, that, those, these Adjective/number agreement Possessive adjectives **Reviewed skills:** all from year 7 and year 8 **New skills:** forming the present continuous tense, saying who owns something, expansion in forming questions, differentiating between singular and plural in more complex phrases and texts. **Memory Platforms:** As above	**This links to year 7 by** concluding the 2 year course and combining all knowledge into one end of year assessment **This is taught now because** students finish the year with capacity to use 4 different tenses in Spanish - preparing them to start the GCSE course in September. **This is taught before** the topic based GCSE course **because** students will engage more successfully with a solid foundation in phonics, grammar and vocabulary **This links to careers by** giving ALL students a working knowledge of a foreign language, which is very useful in a global job market. **This is then developed in Y11 by** students needing all of this knowledge to succeed. **Why are we teaching these topics?** We teach these two tenses at the end of year 8 so that students can discuss their 2 years of study and talk about what they are planning for the future. **Termly Cultural Study: La tomatina**	The assessment at the end of year 8 takes place after the June half term, and combines information from the entire two year course. Students will be expected to combine and adapt their knowledge in this assessment. Assessment length: approximately 45 minutes.

15. Curriculum Map for Year 8 Music

Number of hours per fortnight	2
Exam board	N/A
How course is assessed	

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview: Two Topics are covered each term** **Topic 1 Ukulele:** Students recap the theory of how chords are constructed and then apply this to learning chord shapes on Ukulele. To support progress they learn a series of popular songs at different levels of difficulty, singing and playing at the same time. Students work independently in small groups. **Knowledge taught:** Names of strings and different parts and types of Ukulele. Students use chords to accompany singing - whole class and small group **Skills:** Tuning. Students learn a range of chords. Accompanying while singing. How to read chord grids **Memory Platforms:** Chord names/shapes/positions. **Topic 2: We Will Rock You:** Students learn the basics of guitar, bass and drums. Working in small groups they create their own arrangement of 'We Will Rock You' **Knowledge Taught:** Features and applications of acoustic/electric guitar and bass. Key vocabulary. How to set up an instrument/microphone using an amp and speaker. Safety procedures and Practice Room Etiquette. **Skills:** Reading and interpreting TAB on Bass and Guitar. Band skills -playing in time together **Memory Platforms:** Key Vocabulary, string/note names. Safety procedures.	**Topic 1:** This links to previously taught notations and instrumental learning in Y7 and is taught now to prepare students for later Y8 guitar learning in Topic 2. Widens student experience of relating different notations to playing instruments. Embeds idea of melody and accompaniment. **Topic 2:** Continues with string instrument learning and introduces the idea of cover versions. Links to later Y8 topics and scaffolds more challenging KS4 work	**Topic 1:** Milestone assessment of whole class song. Peer Assessment Summative assessment of singing with accompaniment in small groups chosen song. Rehearsed, performed to class, recorded and graded. **Topic 2:** Formative assessment (Success Criteria) of understanding of how to read and interpret TAB, playing riff accurately and in time. Summative assessment of student's part in band performance of their version of WWRY to class.

Spring Term	**Topic 3 In at the Deep End:** Students select their own song to learn mostly without the aid of notation or written resources. They develop their aural skills by picking out the different layers in their chosen music, presenting their version of their song to the class at the end of the unit. **Knowledge taught:** How to make informed choices. **Skills:** Listening deeply. Pulse and Timing. **Memory Platform**: Recapping set up routines. Practice Room Etiquette **Topic 4 Set Song:** Building on their knowledge from Unit 2, and working in a band setting, students learn how a song is put together by playing their part of a set song using given notations/resources. Following on from developing minimal material (2 riffs) and interpreting aurally in prior topics students are now provided with all notations and resources. This gives students the tools to learn a piece of music in several different parts using different instruments **Knowledge Taught:** Range of chords on guitar. Bass TAB. Song structure. Approaching how to learn and produce a piece of music for performance. **Skills:** Interpreting resources and different notations. Singing and playing accurately and in time with other musicians. Effective rehearsal skills. Working to a deadline. **Memory Platform:** TAB, Key Word, Interpreting chord grids on guitar	**Topic 3:** Students listen deeply to their chosen song, picking out aurally what they can of their part. This helps students focus on a particular instrument, an essential skill in later KS4 work. **Topic 4:**. As a result of prior learning students learn and adapt material more quickly. This topic prepares students for Topic 4 and later KS4 performance work when they will have to find and interpret their own resources.	**Topic 3:** Teacher obs of deep listening. Milestone assessment of progress in group L4 Summative assessment. – students rehearse, perform to class and are recorded and graded. **Topic 4:** Teacher observation of guitar chords/bass TAB learning. Milestone assessment of progress in group. Summative assessment. – students rehearse, perform to class and are recorded and graded.
Summer Term	**Topic 5 Film Music Studies:** Students focus on three types of music commonly used in film – Atmospheric, Mickey Mousing and Theme music. They compose short pieces in response to a film clip working in pairs/small groups incorporating the key features of each type. **Knowledge Taught:** Why and how music is used in film and its effect on the drama. Categorisation/instrumentation of different types of film music. Musical devices/clichés used such as character motifs. **Skills:** Composing using a range of instruments and sound effects to create an atmosphere /respond to the screen action/compose memorable character motifs. **Memory Platform:** Identifying types of film music, keyword vocabulary, key features **Topic 6 Music Sequencing:** Following on from their work in Y7 students create a piece of music to a set brief. They can work in any style of music and manipulate their sounds using effects and mixing techniques. They export a finished product suitable for broadcast on the school radio. **Knowledge and Skills:** How to produce music using a sequence. Use of effects. How to mix and balance tracks. Converting and exporting audio files. **Memory Platform:** Sequencing vocabulary. Revisiting the elements. Tick list – How to compose to a brief	**Topic 5:** This is taught now to progress students listening skills in a broader context needed in later KS4 study. Students apply the deeper listening skills from Topics 3 and 4 to unfamiliar types of music. Topic 6: Students use prior Y7 knowledge and skills making rapid progress to this KS4 level work. They gain confidence from other skills learned i.e., IT – presenting and explaining their work visually/verbally.	**Topic 5:** Formative assessment recorded on short pieces. Summative at the end of the Topic based on longer composition incorporating all three styles Topic 6: Peer and self-assessment. Summative assessment based on exported finished product.

16. PE Curriculum Map to follow

Number of hours per fortnight	
Exam board	
How course is assessed	

Note:			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
	Details to follow…..		

17. PHSE Curriculum Map to follow

Number of hours per fortnight	
Exam board	
How course is assessed	

Note:			
	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
	Details to follow…..		

18. Curriculum Map for Year 8 Religion and Ethics

Number of hours per fortnight	2
How the course is assessed	End of unit test

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term 1	**Learning overview:** An introduction to Buddhism through the life and teachings of the Buddha **Knowledge taught:** The Buddha's early life and the teaching of compassion; the Four Sights; the Middle Way; Enlightenment; the Buddha's teaching on suffering; the Four Noble Truths; arguments for and against being wealthy. **Skills:** Scriptural and textual studies; ethical teachings; developing and evaluating arguments; understanding the influence of religion on individuals and communities; reflecting on own values; preparation for adult life in a pluralistic and global community.	Links to the study of Hinduism in Year 7 as the unit shows how Buddhism developed historically in India. Buddhism is a key component of the GCSE in Religion and Ethics.	Test
Autumn Term 2	**Learning overview:** A study of the significance of sacred places in the world. **Knowledge taught:** The importance of the city of Jerusalem to three religions; a basic understanding of the Arab-Israeli conflict; pilgrimage; Christian pilgrimage sites in the Holy Land; Christian and Jewish beliefs and practices; the origins of Islam and the life of Muhammed; the Five Pillars of Islam; the importance of the Hajj to Mecca. **Skills:** Understanding the influence of religion on individuals and communities; comparing and contrasting different religions; preparation for adult life in a pluralistic and global community.	This links back to the study of Judaism and Christianity in Year 7. Links the events studied eg the sacrifice of Isaac and Jesus' crucifixion, with holy sites. Chronologically, shows how Islam developed out of Judaism and Christianity, and explores the similarities and differences between these 3 Abrahamic religions. Christianity is an essential component of the GCSE in Religion and Ethics. Practices, including pilgrimage, are also an essential component of the GCSE.	Test

Spring Term 1	**Learning overview:** An introductory thematic study of Crime and Punishment **Knowledge taught:** Criminal justice system in the UK; different types of crimes and punishments; the aims of punishment; the reasons for crime; why the UK abolished the death penalty; arguments for and against the death penalty including Christian and Buddhist attitudes. **Skills:** Developing arguments; analyzing and evaluating; reflecting on own values; ethics; preparation for adult life in a pluralistic and global community.	Crime and Punishment is an essential component of the GCSE in Religion and Ethics. Links to the study of Christianity and Buddhism by applying the beliefs studied to a moral issue (ie the death penalty).	Test

19. Curriculum Map for Year 9 Science

Number of hours per fortnight	6
Exam board	AQA
How course is assessed	100% exam – 6 exams in year 11

Note: **Memory Platforms** are used in every lesson to support students' ability to retain and retrieve information which they have been previously taught (either previous lessons, previous term, year etc.). This practice is vital in ensuring what students learn short-term is then stored as knowledge i.e. in their long-term memory.

	Overview, Knowledge, Skills & Memory Platforms:	**Links, Context & Progression**	**Assessments**
Autumn Term	**Learning overview:** Topics include – separating mixtures; light and waves; organs; chemical reactions **Knowledge taught:** separating mixtures – dissolving; solubility of salts; evaporation; distillation; filtration; chromatography. Light and waves – properties of light; reflection; refraction; the eye; white light; colored light; waves. Organs – gas exchange system; mechanism of breathing; impact of exercise, alcohol and smoking; effects of drugs; the skeleton; muscles and antagonistic pairs. Chemical reactions – chemical reactions; chemical or physical; word and symbol equations; thermal decomposition; combustion. **Skills:** Explain dissolving; comparison of salt solubility graph's; link rate of evaporation to crystal size; describe and explain how distillation works; evaluate the effectiveness of filtration; calculate R-values in chromatography; draw diagrams to explain how reflection and refraction works; explain how objects appear different colours; identify longitudinal and transverse waves; name the organs of the respiratory system; explain adaptions of the lungs; describe what happens to rib cage and diaphragm when breathing; describe the effects of exercise, smoking and asthma on the lungs; explain the effects of various drugs on the body; describe and explain the function of various skeletal aspects; explain how the muscles, connective tissues and skeleton allow movement and flexibility; how antagonistic muscle pairs work; identify physical changes and chemical reactions; justify scientific hypothesis; complete word and symbol equations; practical science skills.	The science work for year 8 both follows on from the topics the students completed in year 7 and also helps prepare the students for starting the GCSE syllabus in year 9. Students have already done some work in KS2 about separating mixtures including: filtering and evaporating which along with the work they would have done in year 7 about changes of state will help with distillation. These topics also form part of the GCSE curriculum. The students would have done some previous work at KS2 on reflection and light which will be built on in this topic and useful in GCSE. How the skeletal system and muscles are used for protection, support and movement is work that has been done at KS2 and this along with the breathing system that they will be taught link to Biology topics later. Students have had practice during year 7 which word and symbol equations which will be expanded upon during the chemical reaction topic which links to the chemistry GCSE syllabus.	End of topic assessment for – separating mixtures; light and waves; organs; chemical reaction. Online assessment which covers the topics of separating mixtures and light and waves.

	Memory Platforms: exam style questions, mini-white board questions, peer and self-assessment.		
Spring Term	**Learning overview:** Topics include – reproduction; electricity; the periodic table **Knowledge taught:** Reproduction – male and female reproductive system; gametes; fertilization; life in the womb; the menstrual cycle; reproduction in plants; seed dispersal. Electricity – electric charges; electric fields; current; resistance; circuit diagrams; parallel and series circuits; thermistors. The periodic table – introducing the periodic table; groups and periods; group 1; metals and acids; metal oxides and acid; carbonates and acid **Skills taught:** Label the reproductive system and explain what the parts do; describe and explain how gametes are specialised for their role; sequence the stages of fetal development and explain how the umbilical cord keeps the fetus alive; analyse results from experiments; suggest ways of controlling fertility; describe and explain the shape of electric field lines; draw and make simple circuits describe and explain the relationship between resistance and current; describe relationships between variables; describe the flow of current in series and parallel circuits; Use experimental observations to comment on properties of metals and non-metals; draw electron shells for certain elements; describe the reactivity of group 1 metals; represent compounds by formula; recall types of salt made by different acids; practical science skills. **Memory Platforms:** exam style questions, mini-white board questions, peer and self-assessment.	Previously at KS2 students will have looked at reproduction and growth which links with the topic of reproduction which builds upon it and links to future biology topics for the GCSE. Electricity forms quite a large section of the GCSE physics curriculum so the work they do during the topic links well with that and gives a good grounding to build on later. The students have also done work on electricity at KS2 including being able to: identify simple components; work on simple series circuits; conductors and insulators; voltage and drawing circuit diagrams. Students will have done some work at KS2 about formation of new materials including burning and the action of acid on bicarbonate of soda. This work they have done and the chemistry done in year 7 links well with the periodic table topic which then links with areas of the chemistry GCSE syllabus.	End of topic assessments for – reproduction; electricity; the periodic table. Online assessment covering: organs; chemical reactions and reproduction

Summer Term	**Learning overview:** Topics include – relationships in ecosystems; forces and space **Knowledge taught:** Relationships in ecosystems – niches in ecosystems; collecting data from local habitats; food chains, webs and pyramids of numbers; interdependence between species; bioaccumulation. Forces and space – forces are pushes and pulls; resistive forces; newtons first law; how gravity differs in the solar system; movement of celestial bodies; how craters form; formation of stars and planets **Skills:** Describe the role of variation in developing niches in ecosystems; practical skills in collecting data; estimating populations using data; draw pyramids of numbers; explain energy transfer between organisms; evaluate the importance of bees on other species; Can link the need for humans to maximise their food production to consequences; use force arrows to show direction and magnitude; describe ow friction can be reduced; calculation of newtons first law and weight; describe the relative motions of celestial bodies; describe how stars are formed. **Memory Platforms:** exam style questions, mini-white board questions, peer and self-assessment.	Students have done some work about ecosystems in both KS2 and year 7 which is a good basis for the work they will do this topic including collecting data collection from the environment. This work links with later years at GCSE where there are topics about interdependence and ecosystems. Work has been done previously on forces in both KS2 and year 7 including work on friction. There are also links to the KS2 curriculum with the force of gravity on objects, this is used during this topic and expanded upon. It also links with double science physics topics about different forces and triple science physics topics about space.	End of topic assessments for – relationships in ecosystems; forces and space. Online assessment covering the topics of electricity and the periodic table.