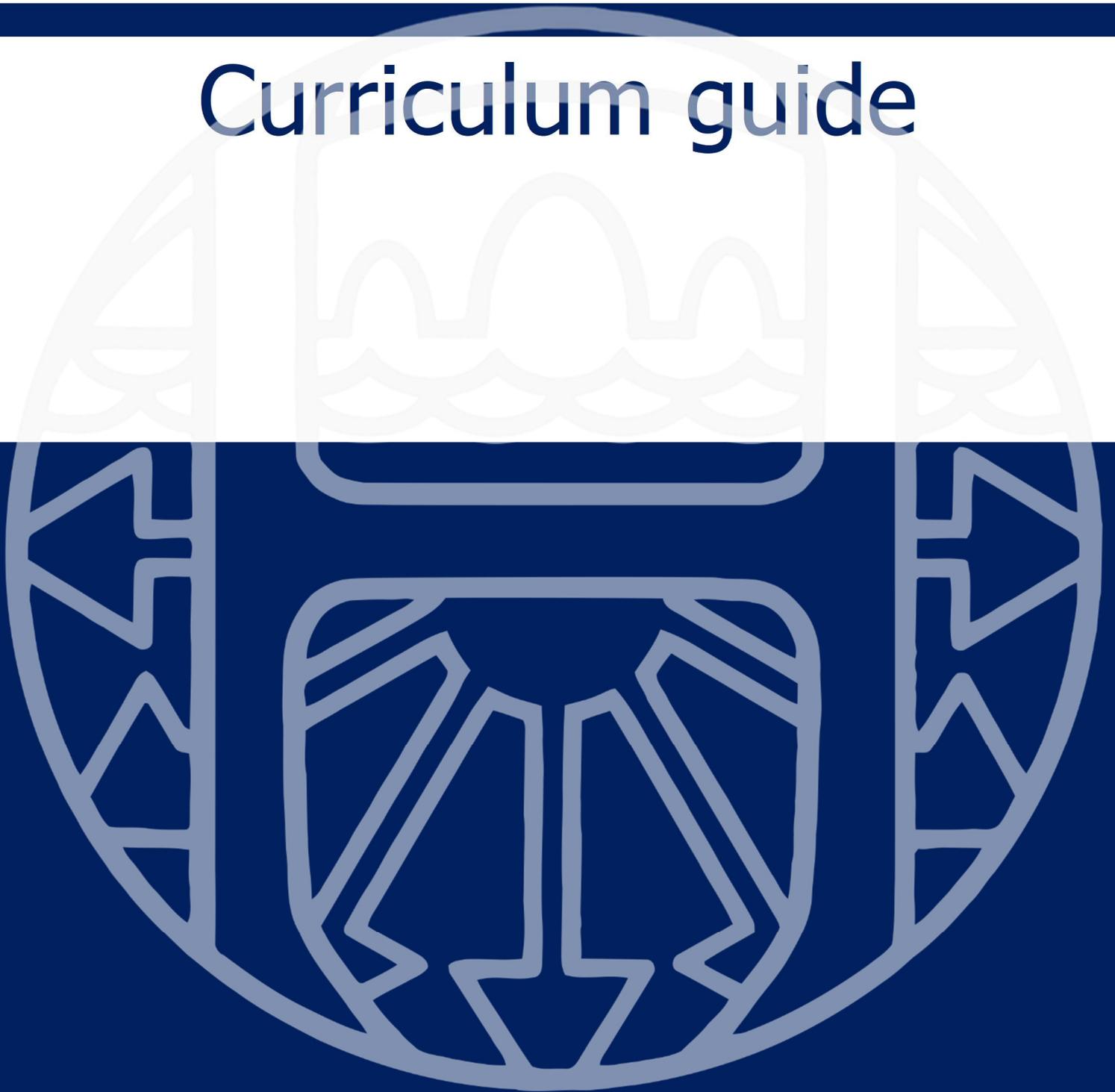


# Highfields School

## Key Stage 3

### Curriculum guide





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## Highfields School's Curriculum

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This booklet is designed to provide an overview of our broad, balanced curriculum in years 7 to 9. It explains what we are seeking to achieve through our curriculum in general and is followed by entries from each subject area. These provide a flavour of the aims of each subject and an outline of what is studied and when.

**Our curriculum is underpinned and shaped by our core purpose:**

To be an inclusive, happy community that values every individual and inspires them to achieve their full potential.

**Our ambitious curriculum intent:** a curriculum which engages and inspires so that all students enjoy a great education

The curriculum is everything – it is the sum of the whole student experience. It is not solely about qualifications and courses, though these play a vital role at its heart. Our curriculum must be broad and bold, ambitious and rich, in order to meet our core aim of inspiring every individual to be the best they can be.

The Highfields' curriculum is designed to engage and challenge all students to achieve their fabulous potential. We aim to inspire confident, considerate, knowledgeable and creative young people, who enjoy and appreciate the value of learning. We seek to develop young people who are equipped to live happy and fulfilling lives in a dynamic and rapidly changing world. Highfields students should be ready to make positive contributions as responsible citizens within our vibrant and diverse society.

**Our curriculum seeks to deliver and develop**

- Opportunities to learn, to lead, to create, to participate, to contribute, to be enterprising, to enable all students to find something that they enjoy are good at
- Excellent experiences – inside and outside the classroom
- Strong, embedded knowledge and understanding across a spectrum of areas
- High levels of literacy and numeracy – so that all students able to communicate fluently and apply key skills across all areas of learning
- Confident, independent learners – who value learning and who are:

**Resilient:** seeking challenge and able to deal with set-backs, seeing them as opportunities

**Responsible:** able to manage their own learning, whether working alone or in a team

**Reflective:** responsive to feedback, continually seeking ways to improve

**Resourceful:** creative, able to approach problems in different ways

**Reasoning:** able to think things through and reach well supported conclusions



- Sensitive awareness of current issues, and ability to contribute to them through thoughtful discussion and well-judged action
- Young people who model values of respect and tolerance, who value democracy and rule of law
- Strong, sophisticated understanding of, and engagement with, equality and diversity in modern society
- An appreciation of beauty, a sense of awe and wonder, intelligent engagement with spiritual and moral discourse

### A broad and balanced curriculum

At the heart of our curriculum is a strong focus on the core subjects that provide the foundation for success in all learning. As students progress through school there are increasing opportunities for flexibility and choice – thereby meeting the interests, needs and aspirations of all.

All students follow a common curriculum in years 7 to 9, providing full coverage of the National Curriculum. Students have lessons in maths, English, science, design technology, computing, history, geography, music, art, drama, dance, physical education, a modern foreign language, philosophy and religious studies (PRS). A second modern foreign language can be taken from year 9. Students follow a full programme of personal, social and health education (PSHE) which includes a course on 'Learning to Learn' and modules on citizenship. Through the **Learn to Learn** programme, and the integration of the 5Rs across the school curriculum, we aim to develop students as effective learners, equipped with the skills and self-awareness required to succeed. These skills become increasingly important as students progress through the school, and are key to achieving one's potential.

Students' **social, moral, spiritual and cultural education** at Highfields is essential to their development as young people. All curriculum areas contribute to this programme, alongside specialist provision within philosophy and religious education and through the personal, social and health education (PSHE) programme which focusses on areas including sex and relationships, careers, health, democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Across the whole school our tutorial periods and assemblies provide time for independent reading, literacy and numeracy enhancement and exploration of current issues.

Our curriculum also includes a full and varied programme of activities outside the classroom. We encourage all of our students to explore and develop their interests through such opportunities. Activities range from reading groups to the Duke of Edinburgh award scheme, from sports teams to dance and drama, from involvement in debating competitions to playing in one of our bands or orchestras.



## Art

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Miss Fairbank  
Head of Art

We believe that art is a vital and integral part of a child's education. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society. Art contributes to students' personal development in creativity, independence, judgement and self-reflection. Moreover, it enables students to develop a natural sense of wonder and curiosity about the world around them.

Our focus is in developing skills in drawing, painting and ceramics, with the overall aim of developing understanding, critical awareness and inspiration of art and design.

Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing an accessible and engaging curriculum that will enable student to reach their full potential.

Our curriculum allows students to:

- Develop the use of visual language by seeing, understanding, questioning and practising.
- Develop confidence in expressing and forming opinions whilst building an understanding of Art and Design throughout history and in today's society.
- The Art curriculum is critical and contextual at its core. Artists, craftspeople and designers are used to underpin practical tasks to support, develop and allow students to question.
- Investigate ideas through visual language.
- Explore techniques, materials and ideas.
- Develop the ability to draw.

We aim to produce students who demonstrate strong resilience and perseverance and are engaged in their creative process. In addition, students should demonstrate that they can work independently, are able to organise their time, materials and equipment, and can demonstrate their use of visual language with growing confidence. Evidence of this is developed in sketchbooks and high quality artwork produced is often used in displays.



## Art: Year 7

	What we learn	Key assessments
Term 1	<b>Basic Skills:</b> Expressive qualities of line, drawing from direct observation, shading techniques and the use of tone, Colour wheel and an introduction to paint.	Observational pencil study of a shoe
Term 2	<b>The Urban Environment:</b> Explore the work of illustrator Carson Ellis. Develop sketchbook presentation skills.	Carson Ellis research page
Term 3	<b>The Urban Environment:</b> Ceramic techniques with a focus on slab construction	Slab built ceramic house
Term 4	<b>Portraits:</b> Drawing portraits in pencil. Correct facial proportion and how to achieve it.	Pencil self-portrait
Term 5	<b>Portraits:</b> Tone, different viewpoints and facial features.	Eye drawing
Term 6	<b>Portraits:</b> Explore the work of portrait artist Kehinde Wiley. Develop a painted portrait.	Painted portrait

## Art: Year 8

	What we learn	Key assessments
Term 1	<b>Fish:</b> Explore the work of artist Vincent Scarpace	Vincent Scarpace research page, development of design ideas
Term 2	<b>Fish and Aboriginal Art:</b> Ceramic construction techniques with a focus on pinch pots Explore Aboriginal Art and paint techniques	Pinch pot built ceramic Fish Aboriginal painting
Term 3	<b>Drawing skills:</b> Explore the work of Journal artist Andrea Joseph. Re-visit basic drawing skills. Introduce biro as a drawing medium.	Andrea Joseph research page
Term 4	<b>Food:</b> Explore the work of hyper-realistic food artist Sarah Graham. Develop shading/blending techniques using coloured pencil.	Sarah Graham research page
Term 5	<b>Food:</b> Explore the work of painter Wayne Thiebauld. Develop painting techniques.	Wayne Thiebauld research page
Term 6	<b>Food:</b> Explore the work of Doodle artist John Burgerman. Explore mixed media.	Develop own designs inspired by the work of Jon Burgerman



## Art: Year 9

	What we learn	Key assessments
Term 1	<b>Drawing skills:</b> Observational studies of animals. Develop skills in the recording of texture, graduated tone and form.	Insect drawing Animal drawings
Term 2	<b>Animals:</b> Research and explore one of the following: Benin Leopards, Mexican Alebrijes, Native American Masks and Traditional Japanese masks. Design a range of ideas for an animal head inspired mask inspired the chosen culture.	Artist research page Design ideas
Term 3	<b>Animals:</b> Ceramic construction techniques combining pinch pots and slabs. Decoration and the use of glazes.	Ceramic mask sculpture inspired by an animal head
Term 4	<b>Urban Art:</b> Learn about urban art. Select one area of urban art to investigate in more detail.	Research page exploring selected urban artist / style
Term 5	<b>Urban Art:</b> Primary source response to urban artist and develop a range of design ideas.	Primary source response and design ideas.
Term 6	<b>Urban Art:</b> Final outcome inspired by all work produced in response to urban art.	Final outcome



## Computing

Mr Davies  
Head of Computing

The intent of the curriculum for Computing at KS3 is that students are equipped with the confidence and skills to allow them to succeed in a digital world. We do this by a wide variety of topics that are built upon over the three years including those in the national curriculum and ending with a certification that all year 9s can take away to prove digital competency, employability and entrepreneurial skills.

### Computing: Year 7

	What we learn	Key assessments
Term 1	How to use all the school systems, SMHW, VLE, all users and library gateway). The effects of the Computer Misuse Act on students. How images are stored on a computer. The steps in algorithmic decomposition for a real-life scenario and cell references in a spreadsheet.	Baseline computing test.
Term 2	Computational thinking (Bebras challenge, murder mystery challenge). How the Copyright Design and Patents Act effects students work on a computer. Using email. Document production using Word. Presentations using PowerPoint	-
Term 3	Clear messaging in Digital Media; creating brands and marketing materials	Test on mixed topics previously covered.
Term 4	Programming using a block-based coding language	-
Term 5	Hardware including the components of a computer, input and output devices, computer networks and protocols, networking hardware and wired and wireless networks	-
Term 6	IDEA Digital Entrepreneur Award	End of year examination – covering a mix of topics from the year.



## Computing: Year 8

	What we learn	Key assessments
Term 1	An investigation into the hardware require in a home LAN and how that differs from in a larger work place. The steps involved in a bubble sort leading to be able to use the sort on a data set. The AND, OR and NOT logic gates.	Test on mixed topics previously covered.
Term 2	Computational thinking challenge (Bebras and space themed escape room). Data representation including binary and hexadecimal number systems. Hour of code	Test on mixed topics previously covered.
Term 3	How images are stored on a computer including resolution and compression. Creating digital images.	
Term 4	How sound is stored on a computer. Creating podcasts.	-
Term 5	Internet, Internet of Things and Cloud Systems. The difference between the World Wide Web and the internet. Web design, creating pages using HTML and css.	
Term 6	Document production using word.	End of year examination – covering a mix of topics from the years 7 & 8.

## Computing: Year 9

	What we learn	Key assessments
Term 1	How the star and mesh network topologies work. To be able to compare them on redundancy and cost. Using a combination of AND, OR and NOT logic gates, creating their truth tables. To convert binary to denary and denary to binary.	Test on mixed topics previously covered.
Term 2	Python programming skills	-
Term 3	Python programming skills. Document production using Word.	Test on mixed topics previously covered.
Term 4	Databases: creating and using databases	KS3 final examination – covering a mix of topics from all three years.
Term 5	Spreadsheets, Data Science and Big Data	-
Term 6	How to spot reliability and bias in online articles used for research. GCSE project – either investigating more advanced tools in Photopea, improving Python programming skills or research a topic in another GCSE option chosen.	-
Additional Information	Periodic lessons using the iDea (Inspiring Digital Enterprise Award) website.	



## Dance

Miss Bonsall  
Head of Dance & Drama

The fundamental objectives of the dance department at Highfields School are based on a profound belief in the importance of dance both as an academic and vocational discipline within the school curriculum, and as an important foundation stone for living a confident and healthy life beyond the confines of education.

The specific aims of the dance department are based around four key ideas that we have identified as vital to meeting our objectives:

1. **Confidence** – as a department we aim to build the confidence of students in a variety of ways, including their ability to perform in front of others, share their own ideas and interpretations with people they may never have worked with before, lead a group task or try something new. Many students also develop a confidence in their own ability and take this further by taking part in the wider performing arts within the school.
2. **Cross-curricular** - we wish to transmit deep knowledge and understanding of social, moral, historical and cultural context, not just locally, but both within the United Kingdom and the wider world. Students will learn about a variety of dance styles from around the world, as well as dance by disabled performers or those they wouldn't necessarily expect to have success in dance.
3. **Create** - it is our aim to allow students to be creative, expressive and inventive, as well as gaining inspiration from theorists, choreographers and practitioners. We also hope that students continuously develop life skills such as critical thinking, evaluating, analysing, empathising and communicating; there are very few jobs that do not require these skills.
4. **Celebrate** – students should view dance and performing as a fun and interesting subject. All teachers within the department love and value the study of dance, its technique and its history. We want students to match this enthusiasm, generating an interest in dance and gaining cultural experiences that will remain with them for life. We also want them to celebrate their love of shared learning and group work, working alongside peers and developing rapport with staff and classmates.

Students will experience engaging, challenging and interesting lessons based on British and world dance, or using a stimulus from history, poetry, art or society issues/news. These lessons will equip them with the knowledge, understanding and skills necessary to succeed not just in written and practical examinations but beyond the classroom; creating well rounded, empathetic, considerate students who are confident in meeting the demands of modern life, as they are able to understand the world around them and the people they share it with. Students will experience trips to the theatre, dance classes/conventions, residential trips to London and can partake in extra-curricular activities at lunch-time and after school, should they wish.

The most important skills we wish to develop are those of listening, communicating and empathising. The ability to think imaginatively is the most fundamental skill to develop, but in order to express ideas, students must also be able to communicate effectively; within their group/company and for their audience.



## Dance: Year 7

	What we learn	Key assessments
Term 1	<p><b>Basic Skills:</b> Students begin to develop their physical and technical skills, including alignment, posture, coordination and control. They develop an understanding of safe dance practice too. Students learn the main five dance actions and how to use them in a motif.</p>	End of term assessment – this assesses their performance skills, as well as their basic physical skills. Students should be able to accurately replicate contemporary dance technique.
Term 2	<p>They then begin to learn motif development using relationships, action, dynamics and space to support their development process.</p>	End of term assessment – students are assessed on their choreographic skills and the way in which they use RADS to develop a motif.
Term 3	<p><b>Social dance:</b> Students will learn social dances such as the Cha Cha Cha, Waltz, Charleston and Salsa.</p>	End of term assessment – the assessment looks at their ability to work with a partner and their sensitivity to other dancers. It also assesses their expressive skills and musicality.
Term 4	<p><b>Sports dance:</b> Students will create dances using sports and their actions as a stimulus.</p>	End of term assessment – students will perform, demonstrating their ability to creatively use actions from a stimulus.
Term 5	<p><b>Sweetie:</b> Choreographing from a stimulus (sweets!).</p>	End of term assessment – students demonstrate their knowledge of the choreography process. Written exam – Key vocab
Term 6	<p><b>Site Sensitive:</b> In this scheme students develop their dance for camera, researching different sites to dance in – using their street style rep.</p>	End of term assessment – students will demonstrate an understanding of site sensitive and practice safe dance practice. They will operate an ipad or camera too, looking at angles to film dance.



## Dance: Year 8

	What we learn	Key assessments
Term 1	<b>Physical skills:</b> Students develop an understanding of all 11 physical skills, building on knowledge from year 7.	End of term assessment – students demonstrate their ability to use technical phrases to demonstrate and perform these skills, becoming a more accurate dancer.
Term 2	<b>RADS:</b> Students are officially introduced to the RADS and begin to develop their ability to use structure and form. They will understand three structures – binary, ternary and rondo. Students will use music as a stimulus, understanding music genre affects a dancer dynamic.	End of term assessment – students create and perform a dance from a piece of stimulus using RADS for development. Their performance will demonstrate their understanding of structure.
Term 3	<b>Iconic dances:</b> Learning rep is a techniques students must develop for GCSE dance.	End of term assessment – students will demonstrate their ability to learn rep and use the choreographic process to structure a piece. Written exam – All areas of revision skills.
Term 4	<b>Technology:</b> Students use technology as a stimulus – including Fortnite, mobile phones and computers. Students are introduced to new choreographic devices, building on previous knowledge.	End of term assessment – students will develop a creative piece of choreography from different forms of stimulus. They will perform, demonstrating knowledge of fragmentation.
Term 5	<b>Parkour/contact:</b> Students develop a knowledge and understanding of expressive and mental skills. They develop skills of contact work, using parkour as a stimulus.	End of term assessment – students will perform using contact work with another person, safely and with trust.
Term 6	<b>Site sensitive:</b> In this scheme students develop their dance for camera, researching different sites to dance in – using their street style rep.	End of term assessment – students will demonstrate an understanding of site sensitive and practice safe dance practice. They will operate an ipad or camera too, looking at angels to film dance.



## Dance: Year 9

	What we learn	Key assessments
Term 1	<b>Contemporary:</b> Students develop their understanding of safe dance practice and well as their knowledge of physical skills and why each of them are important to a dancer.	End of term assessment – students will be able to create and lead a warm up phrase based on specific physical skills.
Term 2	<b>Emancipation of Expressionism (EOE):</b> Students will learn repertoire from emancipation of expressionism (GCSE set work) and begin to consider features of production including costume, aural setting and lighting.	End of term assessment – students will work as a group to develop motif using RADS and choreographic devices such as repetition and fragmentation.
Term 3-4	<b>A Linha Curva (ALC):</b> Students will learn repertoire from A Linha Curva (GCSE set work) and consider features of production as well as the choreographic process and structuring. They will understand a complex structure and be able to improvise from a stimulus.	End of term assessment – students will learn and perform rep in two different styles and demonstrate their understanding of the choreographic process when using a rubix cube as a stimulus.
Terms 5-6	<b>Dance leaders:</b> Working as a group to develop leadership and communication skills. Students plan and deliver a workshop for younger students.	End of term assessment – design and complete a number of lessons plans for younger students and deliver a session at primary dance day. Students must also complete work booklet.



## Design & Technology

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Mrs Hakin  
Head of Design & Technology

In our department we believe that a high-quality design and technology education makes an essential contribution, not only across the school curriculum but develops life-long skills that contribute to the creativity, culture, wealth and well-being of society as a whole.

We aim to encourage students to use their individual creativity and skills to design and make products that solve real world problems within a range of contexts, understanding their own needs and the needs of others. We want to encourage them to take risks and to become independent and innovative problem solvers. Through the evaluation of past and present design, technology, engineering and food products and systems, they develop a critical understanding of its impact on daily life and the wider world.

Students will learn:

- to participate confidently and successfully in an increasingly technological world
- to learn from wider influences on design, technology & engineering and food preparation and nutrition including historical, social, cultural, environmental and economic factors
- skills required for independent learning and development and the skills to be confident designers and practitioners
- a range of generic and transferable skills across sectors
- the ability to solve problems
- Understand how designers and manufacturers have a responsibility to make products sustainably
- To be creative and innovative in their designing and experimentation and understand that ideas that fail in the initial stages are learning experiences and part of product development

To achieve these aims, we provide a stimulating, well-resourced environment where students can see excellent examples of past students' design and practical work. They are taught by staff who communicate their enthusiasm and passion for designing and making, able to inspire awe and wonder with new processes and technology, relevant to a 21<sup>st</sup> century workplace and workforce. We also develop their ability to communicate their ideas with confidence through their drawing skills and written work. We use a range of scaffolded literacy that improves the students' ability to express themselves from simple description to higher level analytical language.



## Design & Technology: Year 7

	<b>What we learn</b>	<b>Key assessments</b>
Project 1 Block Bot	<p>Health &amp; Safety - Personal safety in the workshop, Personal Protective Equipment (PPE)            Research and generating ideas            Considering our customer            Sources and types of timber            Design skills &amp; development            Basic woodworking skills, use of tools and equipment</p>	<p>Designing, making, and assembling of a product:</p> <ul style="list-style-type: none"> <li>• Assessments of the design process</li> <li>• Practical outcomes</li> <li>• Online quiz to test theory comprehension</li> </ul>
Project 2 Minibeast	<p>Health &amp; Safety - Personal safety, Personal Protective Equipment (PPE)            Ferrous and non-ferrous metals - categories, names &amp; properties            Engineering equipment and processes - marking out, shaping, joining &amp; finishing            2D sketching of design ideas, basic rendering            Evaluation of final product</p>	<p>Designing and making a Minibeast:</p> <ul style="list-style-type: none"> <li>• Practical processes</li> <li>• Knowledge of materials, processes, equipment and tools</li> <li>• End of project quiz (Homework)</li> </ul>
Project 3 Food For Life	<p>Food safety (4C's) and personal hygiene            Health and safety - Hazards in the kitchen and Risk Assessment            Fruits &amp; Vegetables – Seasonality, Food miles, Fairtrade, Sustainability, Origin            Naming equipment and identification of their use            Cooker - names and uses            Food science – enzymic browning            Healthy eating - Eatwell guide, 8 Tips for Healthy Eating, 5 a day campaign            Product planning &amp; Evaluation of muffins &amp; salad            Practical skills – An introduction to sweet &amp; savoury products starting with the introduction of the bridge &amp; claw techniques.</p>	<p>Designing and making food for life:</p> <ul style="list-style-type: none"> <li>• Understanding equipment and food processes</li> <li>• Food safety and hygiene, health &amp; safety</li> <li>• Product assessment – Vegetable based salad</li> <li>• Evaluation of salad practical (WWW &amp; EBI)</li> <li>• End of project quiz (Homework)</li> </ul>



## Design & Technology: Year 8

	What we learn	Key assessments
Project 1 Automata	Types of motion & examples Basic mechanisms – uses and identification Idea generation Design skills & development Cutting wood joints to assemble a 3D product, measuring & marking, drilling, assembly, cutting and creating unique designs, finishing evaluation	Designing and making a moving toy: <ul style="list-style-type: none"> <li>• Design outcomes</li> <li>• Practical outcomes</li> <li>• Online quiz to test theory comprehension</li> </ul>
Project 2 Board Game	Environmental issues Renewable and non-renewable energy Waste management Sustainability and the 6 Rs Electronic systems and electronic components How to use a soldering iron How to design a board game Product/project evaluation	Designing and making a travel game <ul style="list-style-type: none"> <li>• End of project quiz (Homework) - Environment and electronics</li> <li>• Graphic design</li> <li>• Practical skills – assembly</li> </ul>
Project 3 Computer Aided Design	Computer Aided Design Setting up a document in Autodesk Work planes Extrusion of 2D shapes Chamfers and rounded edges Revolving, tapering, and mirroring shapes Assemblies Materials and appearances	A Series of Design Challenges to train in Autodesk Inventor 2023 <ul style="list-style-type: none"> <li>• Camera model</li> <li>• Train assembly</li> <li>• Train Carriage Design</li> </ul>
Project 4 Bakery	Flour – origins, uses and different types of flour Function of ingredients in baked goods & sensory analysis using star profiles Gluten – role/function in baked goods with specific reference to bread Gluten experiment - prove/ disprove hypotheses regarding gluten content in flours Methods of cake making Food science & Raising agents Practical skills – Baked products	Designing and making bakery products: <ul style="list-style-type: none"> <li>• Methods of cake making</li> <li>• Assessment – pizza practical using Eatwell guide</li> <li>• Evaluation of pizza practical (WWW &amp; EBI)</li> <li>• End of project quiz (Homework)</li> </ul>



## Design & Technology: Year 9

	<b>What we learn</b>	<b>Key assessments</b>
Project 1 Engineering	<p>What is engineering? Engineering sectors</p> <p>Engineering drawing skills using Autodesk CAD</p> <p>Math's in engineering</p> <p>Advanced engineering practical skills, marking, cutting, drilling, filing, centre lathe</p>	<p>Making engineered products:</p> <ul style="list-style-type: none"> <li>• Maths test</li> <li>• Orthographic Drawing Test</li> <li>• Engineering practical observation</li> <li>• End of project quiz (Homework)</li> </ul>
Project 2 Table Tennis	<p>Ergonomics</p> <p>Anthropometrics</p> <p>User centred design, a process where the needs and wants of the user are considered extensively at each stage of the design process.</p> <p>Generating design ideas</p> <p>Annotation of design ideas</p> <p>Quality Management</p> <p>Marking, cutting and finishing wood using hand tools</p> <p>Finishing techniques such as embellishments and painting</p> <p>Product/project evaluation</p>	<p>Designing and making a multi-functional product:</p> <ul style="list-style-type: none"> <li>• End of project quiz (Homework) - Ergonomics/Anthropometrics/iterative design</li> <li>• Prototypes</li> <li>• Practical Skills – Hand tools</li> </ul>
Project 3 Main Meals	<p>Food safety and hygiene – raw meat cooking and preparation</p> <p>Nutrients – functions, sources, excess and deficiencies</p> <p>Sauces – functions, types including tomato reduction &amp; white (roux, all in one &amp; blended) Gelatinisation</p> <p>Food provenance &amp; Sustainability - Vegetarianism &amp; Veganism</p> <p>Dietary influences – socio-economic, cultural, influences</p> <p>Practical skills – main meals.</p>	<p>Designing and making main meals:</p> <ul style="list-style-type: none"> <li>• Lasagne evaluation (WWW &amp; EBI)</li> <li>• Main meal practical assessment</li> <li>• Evaluation of main meal practical</li> <li>• End of project quiz (Homework)</li> </ul>



<i>Y9 cont/...</i>	<b>What we learn</b>	<b>Key assessments</b>
Project 4 Gift Shop	Iterative design Designers and their many iterations (James Dyson) Why is iterative design important? How does it help? Considerations of target users/place of sale Learn how to develop designs through repeated design work Card modelling, evaluation and development CAD – 2d design skills (laser cut acrylic) Packaging - materials, processes; vacuum forming, packaging design Making blister packaging Practical- keyring or post it holder- adhesive and accuracy Evaluation	Designing and making a keyring or post it holder to sell in a gift shop (with designing and making of packaging too if time): <ul style="list-style-type: none"> <li>• Iterative product design</li> <li>• Card modelling and evaluation</li> <li>• Application of 2d design skills evident in final practical outcomes</li> <li>• End of project quiz (Homework)</li> </ul>



## Drama

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Miss Bonsall  
Head of Drama & Dance

The fundamental objectives of the drama department at Highfields School are based on a profound belief in the importance of drama both as an academic and vocational discipline within the school curriculum, and as an important foundation stone for living a confident and successful life beyond the confines of education.

The specific aims of the drama department are based around four key ideas that we have identified as vital to meeting our objectives:

1. **Confidence** – as a department we aim to build the confidence of students in a variety of ways including their ability to speak in front of others, share their own ideas and interpretations with people they may never have worked with before, lead a group task or try something new. Many students also develop a confidence in their own ability and take this further by taking part in the wider performing arts within the school.
2. **Cross-curricular** - we wish to transmit deep knowledge and understanding of social, moral, historical and cultural context, not just locally, but both within the United Kingdom and the wider world. Drama develops a range of transferrable skills that are useful in many areas of the curriculum and for later life. These include: research, listening and responding, teamwork, leadership, time management, critical thinking and problem solving.
3. **Create** - it is our aim to allow students to be creative and inventive, as well as gaining inspiration from theorists and practitioners. We also hope that students continuously develop life skills such as critical thinking, evaluating, analysing, empathising and communicating; there are very few jobs that do not require these skills.
4. **Celebrate** – students should view drama and performing as a fun and interesting subject. All teachers within the department love and value the study of theatre and its history. We want students to match this enthusiasm, generating an interest in theatre and gaining cultural experiences that will remain with them for life. We also want them to celebrate their love of shared learning and group work, working alongside peers and developing rapport with staff and classmates.

Students will experience engaging, challenging and interesting lessons based on British and world theatre or using a stimulus from history or society issues/news. These lessons will equip them with the knowledge, understanding and skills necessary to succeed not just in written and practical examinations but beyond the classroom; creating well rounded, empathetic, considerate students who are confident in meeting the demands of modern life, as they are able to understand the world around them and the people they share it with. Students will experience trips to the theatre, including residential trips to London and can partake in extra-curricular activities at lunchtime and after school, should they wish.

The most important skills we wish to develop are those of listening, communicating and empathising. The ability to think imaginatively is the most fundamental skill to develop, but in order to express ideas, students must also be able to communicate effectively; within their group/company and for their audience.



## Drama: Year 7

	What we learn	Key assessments
Term 1	<p><b>Anti-Bullying:</b> This scheme explores basic skills needed in drama such as facing an audience whilst performing; using the space on the stage appropriately and developing facial expressions, body language and tone of voice to create a character. Students also learn drama techniques such as freeze frames, thought tracks and dialogue.</p>	<p>Baseline Assessment – creating a performance from a stimulus given, relating to a bullying incident. End of term assessment – creating a structured performance that educates the audience about the effect of bullying in secondary schools.</p>
Term 2	<p><b>The Expedition:</b> Students use their imagination to explore 'an adventure around the world', building on the skills learnt in the previous scheme, such as thought tracking, and developing new skills such as mime and physical theatre.</p>	<p>End of term assessment – students create a TV Show style performance as if interviewing the return of the adventure</p>
Term 3	<p><b>Macbeth:</b> Use of script for the first time in this curriculum. Students work on the three witches script from Macbeth, as well as developing their knowledge and understanding of Shakespeare.</p>	<p>End of term assessment – performing a section of the script and remembering the lines of their character.</p>
Term 4	<p><b>Darkwood Manor:</b> Students will begin to develop their basic understanding of physical theatre – something they began to hear about in expedition and will continue to use more in years 8 and 9. Within the scheme students also use their imagination and creativity to develop characters who stay in a haunted house.</p>	<p>End of term assessment – students will perform and piece about their visit to the manor, including using their own bodies to create the manor and being the characters who explore it.</p>
Term 5	<p><b>Evacuation:</b> Students will explore WW2 history to assist with their development of empathy for this topic. They will create characters of evacuees and the families affected, as well as learning about the games students used to play and how difficult contact was with home. Students will also learn how to use a split scene in their performance.</p>	<p>End of term assessment – students create a split scene performance that includes a use of music, mime, thought tracks and poetry.</p>
Term 6	<p><b>Charlie and the Chocolate Factory:</b> Students will return to script work, unpicking famous scenes from the magical story by Roald Dahl.</p>	<p>End of term assessment – performing the golden ticket scene, using a range of vocal and physical skills to demonstrate the characters of all ages.</p>



## Drama: Year 8

	What we learn	Key assessments
Term 1	<p><b>Fairy Tales with a Twist:</b> Students will be creative and use their imagination to develop a plot twist on a fairytale, encompassing all of the dramatic techniques they have learned in two years at Starkholmes. They will have the chance to be creative and develop a clear and unique character using their vocal and physical skills.</p>	End of term assessment – students will create a performance that modernises their chosen fairytale characters and puts them in a modern setting. They will aim to create their own Reality TV show/Gameshow with the range of characters.
Term 2	<p><b>Alice in Wonderland meets Frantic Assembly:</b> Students explore the magical world of Wonderland whilst learning the basic plot and characters. They learn the skills of their first Drama practitioner – Frantic Assembly.</p>	End of term assessment – the performance assessment will use the skills of Frantic Assembly and their physical theatre style, whilst also demonstrating an understanding of Alice in Wonderland plot and characters.
Term 3	<p><b>Our Day Out:</b> This is students' first experience of Willy Russell (set text author of Blood Brothers at GCSE). Students develop an understanding of children from a different demographic to ours, brought up in a different era, behaving in a different way.</p>	End of term assessment – students will perform an extract from the piece, attempting to use a Liverpudlian accent to support their characterisation. They will also need to incorporate their ability to use the space and staging well for the 'bus scene'.
Term 4	<p><b>Commedia Dell'Arte:</b> Students develop a knowledge and understanding of the basic stock characters in this style of theatre. They explore their key characteristics and personality traits, as well as learning how their stereotype traditionally moved and spoke.</p>	End of term assessment – students will put the stock characters together in a scene/scenario and develop their reaction and interaction according to their knowledge of the individuals.
Term 5	<p><b>Sustainability:</b> Students will look at the stimulus of Sustainability (including climate change, littering, pollution and global warming) using dramatic empathy to relate to what the people involved went through and experienced.</p>	End of term assessment – they will perform a self-devised piece using Physical Theatre techniques. Their performance should stay true to facts and therefore students realise how important and sensitive it is to do this.
Term 6	<p><b>Time Travel:</b> Students continue to develop creativity whilst learning the new skill of multi-role and establishing skills learnt in previous topics.</p>	End of term assessment – students create a structure performance which includes a range of skills learnt in year 8 to consolidate learning, as well as including multi-role play and demonstrating their knowledge of different periods of history.



## Drama: Year 9

	<b>What we learn</b>	<b>Key assessments</b>
Term 1	<b>Discrimination:</b> Students learn about discrimination and prejudice behaviour in our modern day society and schools, homing in on racism. They then study the history of the racist divide in 1950's USA and Rosa Parks and empathise with the black citizens of America.	End of term assessment – students will create a performance re-enacting the events surrounding the equality movement and Rosa Parks' refusal to move.
Term 2	<b>Bouncers and Shakers:</b> Students will understand the works of John Godber and his theories. They will be able to create a performance using multi-role play, transitions, site specific scenes and choreographed movement.	End of term assessment – perform a scripted extract from either the play "Bouncers" or "Shakers".
Terms 3-4	<b>Hillsborough Disaster:</b> Students will study the history of the Hillsborough disaster and look at what happened from numerous perspectives. Students will develop empathy for the different people affected and portray this through the characters they develop.	End of term assessment – students will perform using a variety of theories learnt in the previous schemes of work, including those of John Godber, Frantic Assembly and Verbatim Theatre. They will devise a 'full-length' performance, based on the history of Hillsborough.
Terms 5-6	<b>Blood Brothers:</b> Students will develop a knowledge and understanding of the GCSE set text, Blood Brothers, exploring key scenes from pivotal points in the play.	End of term assessment – perform a scripted extract, using vocal and physical skills to develop the character in line with the social contextual understanding that they have.



## English

Mrs Key  
Head of English

Mrs Cooper  
KS3 English Co-ordinator

Our key stage 3 English curriculum aims to promote high standards of language and literacy by equipping students with a strong command of the written word. We want students to develop a love of literature and our main goal is for students to enjoy studying English at Highfields.

### Reading

- **We aim to help students develop an appreciation and a love of reading.**  
Teachers choose a variety of novels, plays and poems to cover with their classes relating to different themes such as 'power' and 'fearsome and frightening'. Texts cover a range of literature which includes two Shakespeare plays across the key stage.  
In year 7, we also allow curriculum time for students to work on Accelerated Reader. Accelerated Reader guides children to read more challenging material independently.
- **We aim to equip students with the confidence and knowledge to comprehend and analyse texts.**  
Teachers plan a variety of activities to support and challenge students to read texts independently, critically and analytically. We introduce students to new vocabulary and help them to gain an understanding of how words are formed to help them decode texts accurately. Our work on Let's Think in English encourages students to use debate and discussion to build confidence in approaching texts. We use these 'LTE' texts to work on students' understanding of writers' methods and think more deeply about why a writer has chosen to use these techniques.
- **We aim to build students' understanding of contextual issues to help their understanding of texts.**  
Through a series of cultural capital, we hope to build students' knowledge to help them to place texts in history and further understand the themes and issues they present.

### Writing

- **We aim to help students to write accurately, fluently, effectively and at length for a range of different purposes.**  
Throughout key stage 3, we teach students a variety of forms of writing such as essays, stories, poems and arguments. We allow weekly opportunities for students to write different forms of writing for different purposes and audiences. The focus for our teachers is to give specific and accurate feedback in the form of 'next steps'. These allow individual students to improve their writing and build the skills over the key stage in order to produce effective and accurate writing at GCSE. We also focus on introducing students to writers' methods and techniques with a view to students using these effectively in their own writing.
- **We aim to improve students' knowledge of vocabulary, punctuation, spelling and grammar.**  
Every week the students will have one lesson of 'writing next steps'. These lessons focus on teaching students a certain writing 'skill', a weekly spelling test, vocabulary challenge and students producing short pieces of writing. We hope to help every student understand how to improve the accuracy of their writing by focusing on personalised and specific feedback.

### Spoken Language

- **We aim to help students build skills and confidence in spoken language.**  
Students are expected to speak confidently in a range of contexts including classroom discussion, debate, speeches and presentations.



English: Year 7

	What we learn	Key assessments
Term 1	<p><b>'Me, Myself and I' and A Class Novel:</b> Texts studied include <i>Boy</i> by Roald Dahl, <i>The Breadwinner</i> by Deborah Ellis and the Robert Frost poem, 'The Road Not Taken'. Students will also work on autobiographical writing and gaining an insight into the world around us by looking at accent and dialect. Students will cover capital letters, verbs, simple sentences and full stops. Students will also work on 'Let's Think in English texts' and identify and analyse writers' methods including simple sentences and articles.</p>	Theme analysis paragraph based on a 'Me, Myself and I' text chosen by the teacher
Term 2	<p><b>'Fearsome and Frightening':</b> Texts include the Walter de la Mere poem, 'The Listeners'. Students will also work on creating narrative writing and gaining an insight into the world around us by looking at witchcraft, superstitions and the Gothic tradition. Students will cover avoiding comma splicing, adjectives, synonyms and exclamation marks. Students will also work on 'Let's Think in English texts' and identify and analyse writers' methods including present participle verbs and past participle verbs.</p>	Narrative writing
Term 3	<p><b>'Dreamworlds':</b> Students will study Shakespeare's comedies and 'A Midsummer Night's Dream.' Students will also work on the Neil Young song, 'After the Goldrush'. They will also work on character and theme analysis and gain an insight into the world around us by looking at Elizabethan England. Students will cover concrete nouns, antonyms, question marks and speech punctuation. Students will also work on 'Let's Think in English texts' and identify and analyse writers' methods including adverbs and repetition.</p>	Character analysis based on an extract from Shakespeare's 'A Midsummer Night's Dream'
Term 4	<p><b>'Sport and Leisure':</b> Texts include the Ken Nesbitt poem, 'My Cat Knows Karate'. They will also work on creating a persuasive letter and gaining an insight into the world around us by looking at The Olympics and racism in sport. Students will cover adverbs, using commas in a list, the rules for writing numbers and paragraphing. Students will also work on 'Let's Think in English texts' and identify and analyse writers' methods including foreshadowing and imperatives.</p>	Opinion writing



Y7 cont/...	What we learn	Key assessments
Term 5	<p><b>'Childhood':</b>            Texts include the D H Lawrence poem, 'Piano'. They will also work on creating poetry and gaining an insight into the world around us by looking at Romantic poetry and nursery rhymes.            Students will cover consistency with tense past, consistency with tense present, apostrophes for missing letters, not confusing 'their', 'they're' and 'there'.            Students will also work on 'Let's Think in English texts' and identify and analyse writers' methods including alliteration and metaphor.</p>	<p>Character analysis based on a 'Sport and Leisure' text chosen by the teacher</p>
Term 6	<p><b>'Strange Creatures':</b>            Texts include the William Blake poem, 'The Tyger'. Students will also work on using figurative language and creating / delivering a speech. They will also gain an insight into the world around us by looking at Greek and European mythology.            Students will cover apostrophes for possession, determiners, possessive determiners, homophones and not confusing 'your' and 'you're'.            Students will also work on 'Let's Think in English texts' and identify and analyse writers' methods including third person narrative and metaphor.</p>	<p>Descriptive writing (end of year exam)</p>
Additional Information	<p>In addition to the skills mentioned above, students will also develop writing skills by covering a variety of sentence structures, vocabulary and spellings throughout the year.            Year 7 students also work on Accelerated Reader.</p>	



English: Year 8

	What we learn	Key assessments
Term 1	<p><b>'School Days' and The Class Novel:</b> Texts include Orwell's <i>Animal Farm</i>, Morpurgo's <i>Private Peaceful</i>, Wells' <i>The Time Machine</i> and the Simon Armitage poem, 'I am Very Bothered'. Students will also work on using persuasive devices and gaining an insight into the world around us by looking at Victorian England. Students will cover coordinating conjunctions, subordinating conjunctions, adjective clauses, non-finite clauses and not confusing 'bored' and 'board'. Students will also work on 'Let's Think in English texts' and identify and analyse writers' methods including past continuous tense, past perfect tense and colloquial language.</p>	Character analysis based on a 'School Days' text as chosen by the teacher.
Term 2	<p><b>'Fantasy':</b> Texts include the Walter de la Mere poem, 'Silver'. They will also work on narrative devices, editing and drafting work and gain an insight into the world around us by looking at myths, legends and utopian and dystopian fiction. Students will cover complex sentences, commas to separate clauses, the doubling up spelling rule, homographs and not confusing 'new' and 'knew'. Students will also work on 'Let's Think in English texts' and identify and analyse writers' methods including semantic fields, paragraphing and rhetorical questions.</p>	Narrative writing
Term 3	<p><b>'Relationships':</b> Texts include the Vernon Scannell poem, 'Nettles'. Students will also work on writing to advise and gain an insight into the world around us by looking at gender, sexuality and marriage. Students will cover minor sentences, pronouns, compound-complex sentences, anaphora and not confusing 'was' and 'were'. Students will also work on 'Let's Think in English texts' and identify and analyse writers' methods including enjambment and interrogatives.</p>	Analysis based on Vernon Scannell's 'Nettles' Poem



Y8 cont/...	What we learn	Key assessments
Term 4	<p><b>'Desert Island':</b> Texts include the E E Cummings poem, 'Maggie and Milly and Molly and May'. They will also work on essay writing and gain an insight into the world around us by looking at texts from other cultures. Students will cover prepositions, rules for spelling plurals, collective nouns, syntactic parallelism and not confusing 'were' and 'where'. Students will also work on 'Let's Think in English texts' and identify and analyse writers' methods including caesura and monosyllabic words.</p>	Descriptive writing
Term 5	<p><b>'Crime':</b> Texts include the Steve Earle poem, 'Billy Austin'. They will also work on using persuasive devices and writing newspaper articles. They will gain an insight into the world around us by looking at the justice system. Students will cover colons, semi-colons, initialisms, acronyms and not confusing 'is' and 'are'. Students will also work on 'Let's Think in English texts' and identify and analyse writers' methods including in media res and iambic pentameter.</p>	Opinion writing
Term 6	<p><b>'Travel':</b> Texts include the John Masefield poem, 'Cargoes'. Students will also work on creating magazine/brochure articles and gain an insight into the world around us by looking at trade, Empire and colonisation. Students will cover Compound words, Blends, Prefixes, Suffixes and not confusing 'lose' and 'loose'. Students will also work on 'Let's Think in English texts' and identify and analyse writers' methods including symbolism, masculine rhyme, assonance and syntactic parallelism.</p>	Narrative or Descriptive writing (end of year exam)
Additional information	In addition to the skills mentioned above, students will also develop writing skills by covering a variety of sentence structures, vocabulary and spellings throughout the year.	



English: Year 9

	What we learn	Key assessments
Term 1	<p><b>'Tragedy':</b> Students will study tragedy and Shakespeare's 'Macbeth.' Students will also study Percy Shelley's poem 'Ozymandias'. This poem is included on the GCSE AQA English Literature syllabus. They will also gain an insight into the world around us by looking at politics, parliament and government. Students will cover active/passive voice, ellipsis and suspension points, subject-verb-object, complements and adverbials and not confusing 'have' and 'of'. Students will also work on 'Let's Think in English texts' and identify and analyse writers' methods including prepositional phrases, personification and hyperbole.</p>	Character /theme analysis based <i>Macbeth</i>
Term 2	<p><b>Macbeth continued and 'Power':</b> Continued work on 'Macbeth'. Students will also study William Blake's poem 'London'. This poem is included on the GCSE AQA English Literature syllabus. Students will also work on using plot, characterisation and setting. They will also look at editing and drafting skills. Students will gain an insight into the world around us by looking at class, working England and the miners' strikes. Students will cover fronted adverbials, fronted present participles, idioms, collocations and not confusing 'break' and 'brake'. Students will also work on 'Let's Think in English' texts and identify and analyse writer's methods including climax, possessive determiners and non-finite clauses.</p>	Narrative writing
Term 3	<p><b>'Outsiders':</b> Texts include Steinbeck's <i>Of Mice and Men</i>. Students will also study the poem 'The Emigree'. This poem is included on the GCSE AQA English Literature syllabus. Students will also work on using figurative language in their descriptive writing. Students will gain an insight into the world around us by looking at refugees. Students will cover past continuous tense, present continuous tense, modal auxiliary verbs, phrasal verbs and not confusing 'practice' and 'practise'. Students will also work on 'Let's Think in English' texts and identify and analyse writer's methods including relative clauses, speech tags and juxtaposition.</p>	Descriptive Writing



Y9 cont/...	What we learn	Key assessments
Term 4	<p><b>'Power and Conflict' Introduction:</b> Students will look at war and conflict literature. They will focus on Tennyson's poem 'Charge of the Light Brigade'. They will also look at some context of the American civil war and the French revolution. They will focus on constructing analytical paragraphs. Students will cover discourse markers, syllables, euphemism, hypernyms, hyponyms and not confusing 'accept' and 'except'. Students will also work on GCSE 'Let's Think in English' texts and identify and analyse a variety of writers' methods.</p>	Opinion Writing
Term 5	<p><b>Race and Diversity and 'Power and Conflict':</b> Students will read a class novel linked to the theme of race and diversity (Thomas' <i>The Hate U Give</i> or Blackman's <i>Noughts and Crosses</i>). They will learn some of the skills needed to be successful in GCSE English Language such as identifying key information and analysing language and structure. Alongside this, they will focus on Wilfred Owen's poem 'Exposure' and Ted Hughes' poem 'Bayonet Charge' and work on analysis paragraphs and comparing poetry. Students will cover litotes, hyperbole, alliteration, enjambment and not confusing 'less' and 'fewer'.</p>	Language and Structure analysis
Term 6	<p><b>Race and Diversity and 'Power and Conflict':</b> Students will continue their work on the class novel and will learn some of the skills needed to be successful in GCSE English Language such as opinion writing. Alongside this, they will focus on Tennyson's poem 'Kamikaze' and Armitage's poem 'Remains' and focus on creating analysis paragraphs and comparative writing. Students will cover simile, metaphor, personification, caesura and not confusing 'affect' and 'effect'.</p>	Opinion Writing  GCSE Literature (AQA Power and Conflict) poetry comparison
Additional information	<p>In addition to the skills mentioned above, students will also develop writing skills by covering a variety of sentence structures, vocabulary and spellings throughout the year. Terms 4, 5 and 6 focus on skills and poetry for GCSE English Language and Literature. We study the 'power and conflict' cluster of poetry for Literature.</p>	



## Geography

Mrs Barker  
Head of Geography

The fundamental objectives of the geography department at Highfields School are based on a profound belief in the importance of geography both as an academic discipline within the school curriculum, and as an important foundation stone for living a productive and successful life beyond the confines of compulsory education.

The specific aims of the geography department are based around four key ideas that we have identified as vital to meeting our objectives:

1. **Enjoy** - students should view geography as a fun and interesting subject. All teachers within the department love and value the study of the Earth and its varied landscapes, and we want students to match this enthusiasm, generating an interest in the world that will remain with them for life.
2. **Educate** - we wish to transmit deep knowledge and understanding of the Earth, its landscapes and the physical and human processes that shape it, not just locally, but both within the United Kingdom and the wider world.
3. **Equip** - it is our aim that students continuously develop life skills such as critical thinking, evaluating, analysing, empathising and communicating; there are very few jobs that do not require these skills.
4. **Excel** – by becoming expert geographers, we are ensuring that they succeed and perform to the best of their abilities in these measures, providing them with as many opportunities and life choices as possible.

Students will experience fun, interesting lessons on aspects of physical and human geography, as well as skills related to maps and data handling in addition to fieldwork skills, that challenge them on a regular basis. These lessons will equip them with the knowledge, understanding and skills necessary to succeed not just in examinations but beyond the classroom; creating well rounded, empathetic, considerate students who are confident in meeting the demands of modern life, as they are able to understand the world around them and the people they share it with.

It is important for students to recognise the characteristics of a range of different landscapes, the natural processes that shape these landscapes and to understand the ways in which people interact with landscape – both positively and negatively. Students should have an appreciation that we live in a privileged region of the world, and that other places are less fortunate; this is as a result of our position in a globalised world, driven by flows of people, ideas and culture, technology and money. Students should acquire the ability to offer balanced views about what makes places different and how we can address some of the 'big issues' occurring at a range of scales. Students should be angry about the rate of climate change and be able to understand why some people need to migrate to survive, whilst others choose to do so in order to improve their standard of living for them and their immediate family.

To address these issues and develop understanding of landscape, the most important skills we wish to develop are those of thinking and communicating as well as practical fieldwork skills. The ability to think objectively is the most fundamental skill to develop, but in order to express ideas,



students must also be able to communicate effectively. Students of geography are judged by their literacy and numeracy skills and so, in an increasingly non-literary world, it is our responsibility, along with other subjects, to instil the gift of developing written communication as well as the confidence to manipulate 'big and small data' (some of which they will have collected themselves in the field) in order to draw and substantiate conclusions.

As a department, therefore, we want our students to understand the world through empathising and critically assessing people and places so that they can develop their own views, in this way they develop their own critical thinking and ability to argue both logically and lucidly.

*"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."*

*Former President Barack Obama*

## Geography: Year 7

	What we learn	Key assessments
Term 1	<b>Geography Detectives:</b> Places in UK and local area and how to use OS maps. How to carry out a geography fieldwork investigation. The different types of maps including atlases, weather etc. Map techniques - grid references, contours, direction and scale.	Baseline test – writing about a 'special place' Writing a Conclusion to the fieldwork investigation Map skills test
Term 2	<b>Weather and climate:</b> Measuring weather equipment and maps. Types of rainfall and factors influencing weather. Microclimates. Impact of weather on people. Introduction to the concept of climate change.	Weather and climate test, to include climate change
Term 3	<b>Country studies (China):</b> Mapping countries within Africa and Asia to include the Middle East. Physical and human features of China (and Kenya). Rural to urban migration in China (and Kenya). Migrants on the margins: Uighur	China test
Term 4	<b>Rivers:</b> Hydrological cycle and drainage basin system. River features and processes. Causes, effects and responses to flooding in different geographical locations.	Rivers and flooding test
Term 5	<b>Settlement and shopping:</b> Types of shop, shopping patterns and concept of a clone town.	Settlement and shopping test
Term 6	<b>Fieldwork investigation:</b> How to carry out a fieldwork enquiry. Methods of data collection. Concept of risk assessment. Building on place knowledge of Matlock from term 1.	Fieldwork portfolio



## Geography: Year 8

	What we learn	Key assessments
Term 1	<p><b>Disaster Strikes:</b> Types of disaster and hazards. Global location of different hazards to include latitude and longitude. Structure of the Earth and what happens at plate boundaries. Human impact of disasters and examples of response. Examples of hazards in wider Asia context. Specific place knowledge of Nepal.</p>	Tectonics test
Term 2	<p><b>21<sup>st</sup> Century Urban Living</b> Growth and decline of UK towns and cities to include processes of deindustrialisation and counterurbanisation; responses to urban decline in Sheffield (Park Hill Flats) and the concept of sustainable cities (Dubai).</p>	21 <sup>st</sup> Century Urban Living test
Term 3	<p><b>Country studies (Nigeria):</b> Physical and human features of Africa to include detailed study of Nigeria. Rural to urban migration in Nigeria and the impacts of migration on urban communities to include informal settlements such as Makoko. Migrants on the margins: north-eastern Nigeria fleeing from Boko Haram.</p>	Nigeria test
Term 4	<p><b>Coasts</b> About the geology and processes operating to shape our coastlines. Methods used to manage the changing coastline. Focus on UK coast. Climate change: disappearing coastlines and refugees</p>	Coastal processes and patterns test
Term 5	<p><b>Ecosystems: tropical rainforest and deserts</b> Characteristics of tropical rainforest environments; the social, economic and environmental challenges of sustainable use of tropical rainforests. Deforestation and its consequences. Characteristics of desert environments. the social, economic and environmental challenges of sustainable use of deserts. Desertification and its consequences.</p>	Ecosystems test
Term 6	<p><b>Carsington Fieldwork Enquiry:</b> Reasons for storing and managing water use. How to carry out a fieldwork enquiry. Methods of data collection. Building on enquiry approach from year 7. Concept of risk and ethical issues in carrying out fieldwork. Locational knowledge and characteristics of Carsington and context in local area.</p>	Fieldwork portfolio



## Geography: Year 9

	What we learn	Key assessments
Term 1	<p><b>21<sup>st</sup> Century Challenges</b> A range of issues that threaten our planet in the 21<sup>st</sup> Century are studied, including water, food and energy security as well as climate change. Understanding of British deciduous woodland and its importance in regulating local ecosystems. Planning fieldwork to investigate a hypothesis.</p>	<p>Fieldwork portfolio Extended writing relating to 21<sup>st</sup> Century Challenges</p>
Term 2	<p><b>Ice:</b> Know what a glacier is and where glaciers are found (types/scales of glaciers); human use of glacial landscapes. Ways in which humans use these locations and the impact of climate change at a local scale. Spatial distribution of ice, globally and nationally. Climate change in glacial landscapes.</p>	<p>Glacial processes and patterns test</p>
Term 3	<p><b>Globalisation</b> Types of industry and economic activity. Concept of global connections and being a global citizen, transnational corporations. Positives and negatives of globalisation. Specific knowledge of companies and countries in Asia.</p>	<p>Globalisation test</p>
Term 4	<p><b>Ecosystems: deserts and tropical rainforests</b> Characteristics of tropical rainforests; adaptation of plants and animals to the conditions in deserts and tropical rainforests. Impact of humans on desert and tropical rainforests.</p>	<p>Ecosystems test</p>
Term 5	<p><b>Physical and Human features in The Horn of Africa:</b> The challenges and lifestyles faced by people. Modern piracy. Causes of poverty and how this has an impact on different peoples' lives. Recognition of poverty as a cause of economic migration. Migrants on the margins: Hargeisa</p>	<p>Extended writing about economic challenges faced by local people in the Horn of Africa</p>
Term 6	<p><b>Types of rock; tourism and skills</b> Timescale of the Earth in context and changes in surface of Earth. Human uses of rocks. Physical landscapes attracting tourists in the UK with fieldwork visit to Castleton.</p>	<p>Rocks and landscapes test Fieldwork portfolio</p>



## History

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Mr P Copeland  
Head of History

The fundamental objectives of the history department at Highfields School are based on a profound belief in the importance of history both as an academic discipline within the school curriculum, and as an important foundation stone for living a productive and successful life beyond the confines of compulsory education.

The specific aims of the history department are based around four key ideas that we have identified as vital to meeting our objectives:

1. **Enjoy** - students should view history as a fun and interesting subject. All teachers within the department love and value the study of the past, and we want students to match this enthusiasm, generating an interest in the past that will remain with them for life.
2. **Educate** - we wish to transmit deep knowledge and understanding of the past, not just locally, but both within the United Kingdom and the wider world.
3. **Equip** - it is our aim that students continuously develop life skills such as critical thinking, evaluating, analysing, empathising and communicating; there are very few jobs that do not require these skills.
4. **Excel** – by becoming excellent historians we are ensuring that they succeed in perform to the best of their abilities in these measures, providing them with as many opportunities and life choices as possible.

Students will experience fun, interesting lessons on local, British and world history, that challenge them on a regular basis. These lessons will equip them with the knowledge, understanding and skills necessary to succeed not just in examinations but beyond the classroom; creating well rounded, empathetic, considerate students who are confident in meeting the demands of modern life, as they able to understand the world around them and the people they share it with.

It is important for students to realise that there were people here before them and that these people, though similar to us in many ways, were also very different. Students should have an appreciation that the past is not just a number of events that happened to other people, but events that would have happened to us had we been born at a different time. To this end, students should not acquire the ability to simply judge people, but to try and empathise with people so that we can understand them. Students should be angry with slavery or be able to understand why some women in the last century gave their life in order to have the right to vote. We should also encourage students to empathise as to why people supported individuals such as Hitler. Simply knowing that events happened is not enough.

To this end, the most important skills we wish to develop are those of thinking and communicating. The ability to think imaginatively is the most fundamental skill to develop, but in order to express ideas, students must also be able to communicate effectively; after all, it is no good having a good idea if you cannot tell anyone about it. Students of history are judged by their literacy skills and so, in an increasingly non-literary world, it is our responsibility, along with other subjects, to instil the gift of developing written communication.



As a department, therefore, we want our students to understand the past through empathising and critically assessing events so that they can develop their own views on which explanations they think seem most convincing. In this way they develop their own critical thinking and ability to argue both logically and lucidly.

## History: Year 7

	What we learn	Key assessments
Term 1	<b>Pre-Norman England</b> <ul style="list-style-type: none"> <li>• England in the year 1000</li> <li>• The rule of Edward the Confessor</li> <li>• The impact of the Viking invasions</li> <li>• Edward's feuds with the Earls</li> <li>• The Norman Conquest including the Battle of Hastings</li> </ul>	Why was England so hard to rule?
Term 2	<b>The impact of the Norman Conquest</b> <ul style="list-style-type: none"> <li>• William the Conqueror and his attempts to maintain control</li> <li>• Rebellions and the methods used to end them</li> <li>• Castles</li> <li>• Feudalism</li> <li>• Changes to England's culture and society</li> </ul>	How far did the Normans change England?
Terms 3 & 4	<b>Medieval Realms: power of the monarchs and the crusades</b> <ul style="list-style-type: none"> <li>• The power of the church.</li> <li>• The events surrounding Henry II and the murder of Thomas Becket.</li> <li>• Significance of the Crusades.</li> </ul>	What were the causes of the murder of Thomas Becket? Why are there different interpretations about King John?
Term 5	<b>The History of Islam</b> <ul style="list-style-type: none"> <li>• The Islamic expansion</li> <li>• Cordoba, Baghdad and early Islamic culture</li> <li>• Christian/Islamic interactions</li> </ul>	What is the story of Christian-Islamic relations?
Term 6	<b>Migration to England</b> <ul style="list-style-type: none"> <li>• Ancient migration- Celts and Britons</li> <li>• Early Medieval Migration- Angles, Saxons, Vikings</li> <li>• Medieval Migration- French, Flemings &amp; Walloons</li> <li>• Modern Migration from the Empire, Commonwealth &amp; European Union</li> </ul>	What makes a Derbyshire person?



## History: Year 8

	<b>What we learn</b>	<b>Key assessments</b>
Term 1	<b>The Reformation</b> <ul style="list-style-type: none"> <li>Henry VIII and his 'great matter'</li> <li>The reasons for the 'break from Rome'</li> <li>The consequences of Henry's religious changes</li> </ul>	How far did the Reformation affect Derbyshire?
Term 2	<b>The Civil War</b> <ul style="list-style-type: none"> <li>The roles of King James, King Charles and Parliament in rising tensions</li> <li>Economic problems and arguments over money</li> <li>Puritans and ongoing religious debates.</li> </ul>	Why did Britain go to war with itself in 1642?
Term 3	<b>The British Empire:</b> Will include studies of the Empire in some of the following regions: <ul style="list-style-type: none"> <li>The New World</li> <li>Africa</li> <li>India</li> <li>China &amp; Hong Kong</li> </ul> What motivated British imperialism?	Why did Britain want an Empire?
Term 4	<b>Slavery through time</b> <ul style="list-style-type: none"> <li>Prehistoric slavery</li> <li>Ancient slavery</li> <li>Slavery in the Medieval world</li> <li>Early Modern slavery, including the Trans-Atlantic slave trade</li> </ul>	How far has slavery changed?
Term 5	<b>What is Derbyshire's connection to slavery?</b> <ul style="list-style-type: none"> <li>Industrialisation &amp; our connections to the cotton industry</li> <li>Abolition &amp; its impacts on our region.</li> </ul>	What is Derbyshire's connection to slavery?
Term 6	<b>Changes in Britain, 1750-1900:</b> <ul style="list-style-type: none"> <li>Living conditions during the Industrial Revolution</li> <li>Political changes in Britain, including the extension of the vote</li> <li>Economic change &amp; the Industrial Revolution</li> </ul>	How far did Britain experience a 'silent' revolution?



## History: Year 9

	<b>What we learn</b>	<b>Key assessments</b>
Term 1	<b>World War One:</b> <ul style="list-style-type: none"> <li>• The alliance system before World War One</li> <li>• The causes of World War One</li> <li>• How were soldiers recruited to fight in World War One?</li> <li>• The impact of war on women</li> <li>• Why did people want to join the war effort?</li> <li>• What happened to conscientious objectors?</li> <li>• What went wrong at the Battle of the Somme?</li> <li>• How did World War One end?</li> </ul>	How significant is WW1, one hundred years later?
Term 2	<b>Life in Nazi Germany and events of World War Two:</b> <ul style="list-style-type: none"> <li>• How children and Jews were treated in Nazi Germany</li> <li>• Propaganda, censorship and opposition in Nazi Germany</li> <li>• Who benefited from Nazi rule?</li> <li>• Holocaust</li> </ul>	Why are there different interpretations of Nazi Germany?
Term 3	<b>Key events and aspects of World War Two:</b> <ul style="list-style-type: none"> <li>• Interpretations of the Dunkirk invasion</li> <li>• Battle of Britain</li> <li>• The Home Front during World War Two</li> <li>• Was the dropping of the atomic bomb on Hiroshima and Nagasaki justified?</li> </ul>	How has the Dunkirk evacuation been portrayed in different pieces of evidence?
Term 4	<b>Post War Britain</b> <ul style="list-style-type: none"> <li>• Post war immigration to Britain including the <i>Empire Windrush</i></li> <li>• The fight for civil rights- e.g. the Bristol Bus Boycott and Stephen Lawrence</li> <li>• The history of Women's rights</li> <li>• The history of Gay rights</li> </ul>	What stories about Britain must never be forgotten?
Term 5	<b>Genocide in the 20<sup>th</sup> Century</b> <ul style="list-style-type: none"> <li>• The Holocaust</li> <li>• The 1990s Bosnian Genocide</li> <li>• The 1994 Rwandan Genocide</li> </ul>	How does a genocide happen?
Term 6	<b>Medicine Through Time</b> We'll begin the GCSE course by examining; <ul style="list-style-type: none"> <li>• Pre-Medieval medicine</li> <li>• The Black Death</li> <li>• Medieval explanations on the causes of disease</li> <li>• Medieval methods of treatment and prevention</li> </ul>	GCSE Practice Papers



## Mathematics

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Mrs R Brown  
Head of Maths

Numbers and mathematics form an integral part of our everyday lives. Within the Mathematics department, we are determined that all students understand the importance and relevance of what they are learning, its real life applications and that all students enjoy their mathematical learning journey, covering a wealth of topics and developing the key skill set they will need to succeed.

Our rich curriculum supports the development of our students' mathematical understanding of key concepts, ensuring students can later proceed to meet the expectations and demands of GCSE. The curriculum is structured to help students achieve success, allowing them to build upon previous mathematical learning from Key Stage 2. It will teach them how to approach problems logically, a skill which is key in adult life, and ensures any misconceptions are addressed. It will teach them how to deconstruct a multi-step question so that it is more manageable and less intimidating.

We ensure that every student is stretched, and we create enhanced opportunities for our young mathematicians to all develop a love of learning Maths, such as running the UKMT Junior Mathematics Challenge, Kangaroo and Olympiad competitions. We stretch our students so that they ask well thought out questions, pushing for a deeper understanding of the topics covered to develop mathematical fluency.

We strive to develop resilient learners, encouraging students to try different approaches if their first attempt is unsuccessful, asking them to be brave and be resourceful. We aim to eradicate any fear of Maths, and to empower are students to enjoy the subject without feeling nervous about getting something wrong.

We deliver engaging and challenging lessons covering all aspects of mathematics, including number, algebra, data handing and shape. Students also have regular access to an IT suite, in which they have the opportunity to access the wealth of online resources we offer.



## Maths: Year 7

	What we learn	Key assessments
Term 1	<b>Number:</b> Types of number, place value and ordering numbers, including decimals and negatives. All four operations are covered with a large focus on problem solving and an introduction to bank statements. Multiplying and dividing by powers of 10, time, BIDMAS and percentages are all covered. This builds on the content from KS2 and aims to further develop skills and deepen understanding.	Initial assessment – Students are given a skills-based assessment at the end of Term 1 covering all the topics taught since September. This assessment then reviews whether students would benefit from setting or whether mixed ability is more appropriate.
Term 2	<b>Algebra:</b> Expanding brackets, factorising expressions, collecting like terms, solving linear equations and sequences. Coordinates and linear graphs. <b>Number:</b> The four operations with fractions, including mixed numbers. Finding equivalent fractions, simplifying and fraction of an amount problems	End of term assessment 2 – Students complete a non-calculator assessment. The assessment is written by AQA, the exam board we use at GCSE, and includes topics covered in the first two terms. Where setted, the assessment is differentiated into 2 tiers. Where not setted all students complete the same paper, which progresses in difficulty.
Term 3	<b>Data handling:</b> Calculating averages (mean, median, mode and range). Interpreting and drawing bar charts, tally charts, pictograms and line graphs. <b>Shape:</b> Metric conversions, properties of 2D shapes, area and perimeter of polygons.	
Term 4	<b>Number:</b> Prime factorisation, calculating the HCF and LCM. The four operations with negative numbers. Rounding to different degrees of accuracy and estimation. <b>Shape:</b> Introduction to geometry and angles. Angle facts.	End of term assessment 3– Students complete a skills-based assessment covering specific topics taught since September. This assessment provides AtL and AfL for class teachers and gives us an accurate representation as to whether students are being benefitted from the setting / mixed ability teaching.
Term 5	<b>Number:</b> Ratio and proportion. <b>Data handling:</b> Calculating probabilities and listing outcomes. Drawing and interpreting pie charts. Interpreting and completing frequency trees and Venn diagrams.	



Y7 cont/...	What we learn	Key assessments
Term 6	<b>Shape:</b> Calculating volumes of cubes, cuboids, prisms etc. Problem solving to find missing lengths Constructing triangles, calculating angles in polygons, plans and elevations and symmetry.	End of year assessment – Students complete both a non-calculator and calculator assessment. The assessment is written by AQA the exam board we use at GCSE and includes topics covered throughout the year. Where setted, the assessment is differentiated into 2 tiers. Where not setted all students complete the same paper, which progresses in difficulty.
Additional information	Any topics not covered in the previous half term will be carried forward. Problem solving is built into each half term as is time for revision and exam preparation. AQA provide Main and Extension papers for Y7.	



## Maths: Year 8

	What we learn	Key assessments
Term 1	<p><b>Number:</b> Four operations with positive and negative integers and fractions, BIDMAS and bank statements.</p> <p><b>Data handling:</b> Calculating and interpreting all averages. Comparing data.</p> <p><b>Algebra:</b> Solving equations, using formulae, forming and simplifying algebraic expressions.</p> <p><b>Shape:</b> Angles review, angles in parallel lines.</p>	End of term assessment 1 – Students complete a non-calculator assessment. The assessment is written by AQA, the exam board we use at GCSE, and includes topics covered in the first term of year 8 and previously in year 7. The assessment is differentiated into 3 tiers depending on the ability of each class.
Term 2	<p><b>Number:</b> Factors and multiples, calculating the HCF and LCM, rounding to different decimal places and significant figures, estimation. Fraction, decimal and percentages (finding equivalences and changing between), Fraction of amounts.</p> <p><b>Shape:</b> Area and perimeter of 2d shapes, including compound shapes.</p> <p><b>Data handling:</b> Interpreting data (graphs, charts and averages), comparing data sets.</p> <p><b>Algebra:</b> Different types of sequences, types of numbers.</p>	End of term assessment 2 – Students complete a skills-based assessment covering specific topics taught since September. This assessment provides AtL and AfL for class teachers and gives us a very accurate indication as to whether students are working in the correct groups for their ability.
Term 3	<p><b>Number:</b> Percentage of an amount, percentage increase and decrease, simplifying ratios, split an amount by a given ratio, ratio problems.</p> <p><b>Algebra:</b> Laws of indices.</p>	
Term 4	<p><b>Number:</b> Frequency trees, proportion.</p> <p><b>Data handling:</b> Calculating probabilities using Venn diagrams, sample space diagrams and two way tables.</p> <p><b>Shape:</b> Calculating the volume and surface area of solids.</p>	End of term assessment – Students will complete a calculator assessment. The assessment is written by AQA, the exam board we use at GCSE, and includes topics covered in the first four terms. The assessment is differentiated into 3 tiers according to class ability.



Y8 cont/...	What we learn	Key assessments
Term 5	<p><b>Number:</b> 4 operations with negative numbers  <b>Algebra:</b> Expanding brackets and factorising expressions.  <b>Shape:</b> Constructions., properties of polygons and 3D shapes.  <b>Data handling:</b> Scatter graphs, interpreting and drawing pie charts.</p>	
Term 6	<p><b>Number:</b> Four operations with decimals, standard form  <b>Shape:</b> Rotations, reflections, enlargements and translations  <b>Algebra:</b> Equations and formulae            General problem solving            Revision and catch up time</p>	<p>End of year assessment – Students working at Core and Developing will complete both a calculator and non-calculator assessment. The assessments are written by AQA, the exam board we use at GCSE, and includes topics covered throughout the year. Students working at Advanced will complete a modified GCSE foundation papers. This is a non-calculator paper written by AQA.</p>
Additional information	<p>Any topics not covered in the previous half term will be carried forward. Problem solving is built into each half term as is time for revision and exam preparation.</p>	



Maths: Year 9

	What we learn	Key assessments
Term 1	<p><b>Number:</b> Four operations with integers and fractions, fraction of an amount, percentage of an amount, percentage increase and decrease, reverse percentages, compound interest.</p> <p><b>Data handling:</b> Collecting and representing data</p> <p><b>Algebra:</b> Solving equations (and inequalities – Advanced only term 1), substitution and linear graphs (Core and Support only term 1)</p>	End of term assessment – Students will complete a modified GCSE Foundation paper. This will be a non-calculator exam.
Term 2	<p><b>Number:</b> Rounding to various different degrees of accuracy. Ratio and proportion problem solving</p> <p><b>Algebra:</b> Substitution (Core and Support only term 2), sequences and simultaneous equations (Advanced only term 2)</p> <p><b>Shape:</b> Angle and bearings, transformations (Advanced only term 2), area and perimeter (Core and Support only term 2)</p> <p><b>Data Handling:</b> probability</p>	End of term assessment – Students will complete a modified GCSE Foundation paper. This will be a calculator exam.
Term 3	<p><b>Number:</b> Factors, multiples, prime factorisation, HCF and LCM, 4 operations with decimals (Core and Support only Term 3), Venn diagrams and frequency trees (Advanced only term 3)</p> <p><b>Shape:</b> Construction and loci, volume and surface area (Core and Support only term 3)</p> <p><b>Data handling:</b> Cumulative frequency and box plots (Advanced only term 3)</p> <p><b>Algebra:</b> Sequences (Core and Support only term 3), Expanding and factorising double brackets (Advanced only term 3)</p>	End of term assessment – Students will complete a modified GCSE paper. This will either be a Higher or Foundation tier paper depending on their performance on the previous assessments. This will be a calculator exam.
Term 4	<p><b>Number:</b> Advanced term 4 – Indices and standard form Core and Support term 4 – Negative numbers, equivalent FDP, frequency trees and Venn diagrams</p> <p><b>Shape:</b> Advanced term 4 – Volume and surface area, similar triangles Core and Support term 4 – Transformations, classifying polygons</p> <p><b>Algebra:</b> Equation of a straight line (Advanced only)</p>	End of term assessment – Students will complete an assessment based on a GCSE paper.



Y9 cont/	What we learn	Key assessments
Term 5/6	<p><b>Students revisit these topics to provide a solid foundation for study of their Mathematics GCSE.</b></p> <p>Four operations with mixed numbers and algebraic fractions (advanced only) Four operations with negative numbers Prime factorisation Substitute values into equations/expressions including negative numbers and fractions Set up and solve linear equations including unknown on both sides, brackets and fractions Set up and solve simultaneous linear equations (advanced only) Use multipliers to calculate percentage increase and decrease Use multipliers to find the original amount (advanced only) Enlarge, rotate, reflect and translate shapes and describe transformations, including enlargement using fractional and negative scale factors (advanced only) Write and calculate with standard form</p>	



## Modern Foreign Languages

Mrs Bowen  
Head of Modern Foreign Languages

Languages are a window on the world. We want our students to grow an understanding of other cultures and equip them with the skills they need to learn a foreign language. We want every Highfields student to be a confident linguist. We want to instill a love of languages and curiosity about the way they work. We aim to teach students how to listen and read effectively and pick out key information, how to pronounce words, how to construct sentences and ask questions, how to express opinions both written and orally and communicate effectively. They will develop a knowledge of grammar and grammatical concepts and will be able to translate accurately into and out of the foreign language.

We have an expert staff team, all of whom have lived abroad which gives them a deep understanding of other cultures which they share with students. Our team of native language assistants help students to develop their speaking skills and gives them an 'authentic' experience.

### French: Year 7

	What we learn	Key assessments
Term 1	Tout sur moi Personal information, physical appearance, favourite objects	-
Term 2	Mon monde perso Personality, family, school subjects, friends	Reading and translation assessment
Term 3	Autour de moi School, home and animals	Listening and reading assessment
Term 4	A table Food	-
Term 5	Mon quartier Local area	-
Term 6	C'est mon truc Lifestyle	Speaking assessment

### French: Year 8

	What we learn	Key assessments
Term 1	Holidays using different tenses	
Term 2	Sport and Leisure including injuries	Reading and Translation
Term 3	Daily life and issues in Francophone countries	Writing and Translation
Term 4	France and other countries including differences between France and England and famous French people	-
Term 5	Entertainment including TV programmes, film genres and music	Speaking
Term 6	Technology including pros and cons and favourite gadgets	-



## French: Year 9

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	<b>What we learn</b>	<b>Key assessments</b>
Term 1	Issues for teenagers including relationships with family, pocket money and using the imperfect tense.	-
Term 2	A balanced diet including lifestyle and how you will improve it in the future	Reading and Translation
Term 3	Transport and holidays including planning a holiday and using different tenses.	Writing and translation
Term 4	Home, describing different types of home and your ideal home using the conditional.	Listening/reading
Term 5 & 6	Jobs and ambitions using the conditional and imperfect tense.	Speaking

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## German: Year 7

	What we learn	Key assessments
Term 1	<b>Introduction</b> - learn how to pronounce German, count to 20, alphabet, introduce yourself, say your age and where you live, describe your character, ask and answer questions about belongings. Grammar: use the verb <i>sein</i> , <i>haben</i> , <i>wohnen</i> , adjectives, have a grasp of the three different genders, the indefinite article and <i>mein</i> and <i>dein</i> .	Reading and Translation
Term 2	<b>Family and Christmas culture</b> - pets, 'superpets', family, birthdays, Christmas culture, speaking skills Grammar: use pronouns, <i>kann</i> + infinitive, adjectives with nouns, ordinal numbers, count beyond 20, more asking and answering of questions, more practice of present tense verbs	-
Term 3	<b>Freetime</b> - sports, leisure activities, how often, online freetime, listening skills Grammar: use <i>gern</i> , correct word order, present tense as future	Writing and Translation
Term 4	<b>School</b> - school subjects, days and times, describing teachers, school facilities and rules, reading and speaking skills Grammar: use <i>weil</i> to give reasons and opinions, more word order, use <i>sein</i> and <i>ihr</i> , prepositions	-
Term 5	<b>Travel</b> - saying what there is/isn't in town; buying souvenirs, snacks, drinks, holiday plans. Grammar: <i>es gibt</i> , <i>ein/kein</i> , <i>ich moechte</i> , <i>werden</i> , euros and cents	-
Term 6	<b>Consolidation</b> - 'Ostwind' films, speaking skills, reading skills, Projektzonen.	Speaking



## German: Year 8

	<b>What we learn</b>	<b>Key assessments</b>
Term 1	<b>A Past Holiday</b> – describing the past using perfect and imperfect tenses, holiday activities, types of accommodation, modes of transport, the weather and making a complaint.	Reading and Translation
Term 2	<b>Media</b> – film genres, types of television programme, reading preferences, screen time (how long is too long in front of the television or computer), speaking a foreign language, modal verbs, perfect tense, giving/understanding opinions.	
Term 3	<b>Healthy Living</b> – talking about typical breakfasts, typical German food, understanding and using recipes (the imperative), talking about healthy lifestyles and giving advice, understanding longer texts, describing and comparing dinner parties, using language creatively, note-taking skills.	Writing and Translation
Term 4	<b>A School Trip</b> – understanding rules, discussing daily routine, understanding and giving directions, describing a festival, learning and writing about festivals in Switzerland, describing an activity holiday, modal verbs, reflexive and separable verbs, adjectival agreement, perfect tense.	
Term 5	<b>Going Out</b> – discussing clothes and style, talking about plans for a date, talking about getting ready to go out, talking about how the date went, talking about uniforms, researching Fairtrade labels, 'wenn' clauses, future tense, questions, combining tenses.	
Term 6	<b>Consolidation</b> 'Ostwind' films, "Zoom" reading booklet, speaking skills, reading skills, translation skills	Speaking



## German: Year 9

	What we learn	Key assessments
Term 1	<b>Role-models</b> - parts of the body, revising the present tense, talking about role-models, using weil (changing word order), talking about experiences in the past tense whilst revising the construction of the past tense, discussing future plans and aspirations, revision of the future tense, talking about injuries in the past tense,	-
Term 2	<b>Music</b> - talking about types of music, using different subject pronouns, talking about playing/ singing in a band, the use of seit with the present tense, discussing different bands, learning how to make comparisons, describing a music festival in the past tense, conducting an interview at a music festival, learning how to ask/ answer questions, understanding a variety of texts	Reading and translation
Term 3	<b>My ambitions</b> - discussing crazy ambitions/ dreams using the conditional tense, talking about part-time jobs, using modal verbs with man, discussing what you would like to be/ do in the future using the correct word order, talking about working in a ski resort, using in/ auf with the dative case, improving listening skills by understanding and responding to telephone messages, exploring an artist in detail, using descriptive language	Writing and translation
Term 4	<b>Childhood</b> - talking about your childhood using hatte/ war, talking about childhood activities and memories using modal verbs in the imperfect tense, comparing primary and secondary school but using comparatives, present and past tenses, talking about primary school friends using the superlative, reading and understanding fairy tales, recognizing the perfect and imperfect tenses, using detail in longer texts	Listening/reading
Term 5	<b>Rights and duties</b> - talking about age limits, practicing using the correct word order, talking about what is important to us using weil, comparing life now and in the past, understanding and using the present, past and future tenses, discussing how we can raise money for good causes using a variety of modal verbs in the wir form, describing small changes that can make a difference, discussing what is important for happiness, reading and responding to authentic literary texts	Speaking
Term 6	<b>Consolidation:</b> Das Wunder von Bern	-



## German: Year 9 second language

	What we learn	Key assessments
Term 1	<b>Introduction</b> - learn how to pronounce German, count to 20, alphabet, introduce yourself, say your age and where you live, describe your character, ask and answer questions about belongings. Grammar: use the verb <i>sein</i> , <i>haben</i> , <i>wohnen</i> , adjectives, have a grasp of the three different genders, the indefinite article and <i>mein</i> and <i>dein</i> .	Reading and Translation
Term 2	<b>Family and Christmas culture</b> - Pets, 'superpets', family, birthdays, Christmas culture, speaking skills Grammar: use pronouns, <i>kann</i> + infinitive, adjectives with nouns, ordinal numbers, count beyond 20, more asking and answering of questions, more practice of present tense verbs	-
Term 3	<b>Freetime</b> - sports, leisure activities, how often, online freetime, listening skills Grammar: use <i>gern</i> , correct word order, present tense as future	Writing and Translation
Term 4	<b>School</b> - school subjects, days and times, describing teachers, school facilities and rules, reading and speaking skills Grammar: use <i>weil</i> to give reasons and opinions, more word order, use <i>sein</i> and <i>ihr</i> , prepositions	-
Term 5	<b>Travel</b> - saying what there is/isn't in town; buying souvenirs, snacks, drinks, holiday plans. Grammar: <i>es gibt</i> , <i>ein/kein</i> , <i>ich moechte</i> , <i>werden</i> , euros and cents	-
Term 6	<b>Consolidation</b> - 'Ostwind' films, speaking skills, reading skills, Projektzonen.	Speaking



## Spanish: Year 7 / 9 second language

	What we learn	Key assessments
Unit 1	How to present and introduce oneself and basic Spanish vocabulary such as colours and numbers.	Reading and translation test
Unit 2	Family life, pets, physical and character descriptions.	-
Unit 3	Hobbies and weather.	Listening and reading test
Unit 4	Where we live, different types of accommodation, dream house and household chores.	Speaking Test

## Spanish: Year 8

	What we learn	Key assessments
Unit 1	Places around the town/city, directions, comparing rural and urban environments and discussing plans for the weekend using the near future tense. Opinions on food, healthy diet, body, illnesses	Reading and translation test
Unit 2	Describing school life, rooms in school, timetables, subjects and future study plans.	Writing and translation test.
Unit 3	Opinions on food, healthy diet, body, illnesses. Internet and social media, TV, cinemas, music - opinions	
Unit 4	Transport, ir + prepositions, describing holiday activities in the present using "soler", describing holidays in the past Clothes and shopping – dealing with problems when shopping	Speaking Test

## Spanish: Year 9

	What we learn	Key assessments
Unit 1	Internet and social media, TV, cinemas, music - opinions	-
Unit 2	Clothes and shopping – dealing with problems when shopping	Reading and Translation
Unit 3	Routines with reflexive verbs, talking about global issues	Writing and translation
Unit 4	Looking at life in other parts of the Hispanic world	Speaking

We aim to give our students an insight into Spanish culture and language. They will learn about the Hispanic world and will be able to speak conversational Spanish by the end of year 7.



## Music

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Mr Rowley  
Head of Music

Music offer a broad musical experience that encompasses performance, composition and appraising skills. This is achieved by embedding these processes into all of our distinct schemes of work and, in doing so, provide students with the opportunity to extend their studies into KS4 and beyond.

Concurrent to this we aim to inspire and develop within our students a love and appreciation of music, and in doing so increase their levels of self-confidence, creativity and resilience as learners.

Students should be familiar with a range of notations, be able to musically appraise their own and others' work, perform confidently on an instrument of their choice, be able to improvise and compose and have gained an understanding of a range of musical styles and traditions.

Through the study of music at KS3 it is hoped that students have developed skills applicable to their wider learning – self-discipline (through practice and rehearsal), risk-taking (through public performance), imaginativeness and innovation (through improvisation and composition), empathy, listening and communication skills (through ensemble performance and appraisal) as well as wider cultural awareness.



## Music: Year 7

	What we learn	Key assessments
Term 1	<b>Elements:</b> The building blocks of music. How to listen to, perform and compose music based on the elements of music (pitch, rhythm, dynamics, timbre, texture, tempo and silence)	Baseline group <b>performance</b> task Small group <b>composition</b> task using keyboards demonstrating understanding of the elements through performance and <b>appraisal</b>
Term 2	<b>Basic Skills 1:</b> Musical literacy. How to read and write music Keyboard geography through a series of differentiated performance tasks	<b>Performance</b> task on keyboard or students' own instrument End of topic written test / <b>listening and appraising</b>
Term 3	<b>Baroque Music:</b> The importance and role of music from the Baroque era as well as the instruments used and the techniques employed during the period	<b>Performance</b> assessment based on 'Pachelbel's Canon' – solo or group performance
Term 4	<b>Baroque Music (The Rap):</b> How music from the past can be repurposed and updated for a contemporary audience. Drawing on learning in term 3 students develop keyboard and performance skills, working in groups	Students create and <b>perform</b> a <b>composition</b> based on learning in term 3 in the form of a rap using 'Pachelbel's Canon' as their backing track
Term 5	<b>Sonorities:</b> The sections of the orchestra, the development of orchestral music up to present day and the importance of group work and discipline in music	Students <b>perform</b> a well-known piece of orchestral music on keyboards or students' own instrument
Term 6	<b>Creative Creature:</b> The importance and role of incidental music in TV and film. How to shape a scene using music. The topic consolidates learning from Year 7.	Students present an individual or group performance of an original <b>composition</b> based on a visual stimulus This term also includes the Year 7 exam – <b>listening and appraising</b>



## Music: Year 8

	What we learn	Key assessments
Term 1	<b>The Beat Goes On:</b> How everyday objects can be used for timbral effect as well as the importance of group work and discipline in music. The topic allows an opportunity to refer to sustainability and wider climate change issues	In groups, students create and <b>perform a polyrhythmic composition</b> using household objects. Their performance must be musically accurate as well as convey a narrative of some kind
Term 2	<b>Ostinato Odyssey:</b> How ostinatos have been used in music and what makes an effective ostinato. Students explore the topic through a variety of well-known examples of ostinato from Popular Music	<b>Performance</b> assessment based on ostinato task of student's own choice
Term 3	<b>Basic Skills 2:</b> Musical literacy. How to read and write music. Bass clef introduced. Keyboard geography through a series of differentiated performance tasks	<b>Performance</b> task on keyboard or students' own instrument End of topic written test / <b>listening and appraising</b>
Term 4	<b>ICT in Music:</b> The importance and role of music technology. Students are introduced to a DAW (digital audio workstation) and learn specific technology-based techniques – automation, pan, E.Q.	In pairs, students create an original dance music <b>composition</b> to a specific brief using music technology
Term 5	<b>Keyboard Karaoke:</b> Musical literacy and keyboard geography are enhanced as students learn a series of differentiated keyboard pieces set to 'karaoke' backing tracks	Individual <b>performance</b> assessment based on one or more of a selection of keyboard pieces
Term 6	<b>Band Skills:</b> How to play as part of an ensemble. Following on from learning in term 5, students select one of the songs to perform as a larger ensemble	Ensemble <b>performance</b> assessment based on one of more of a selection of performance pieces



## Music: Year 9

	What we learn	Key assessments
Term 1	<b>Basic Skills 3:</b> Musical literacy. How to read and write music. How to use basic skills by applying learning to Sibelius computer software. Keyboard geography through a series of differentiated performance tasks	Basic Skills 3 <b>test</b> – notation, rhythm, time signature, chords Sibelius <b>composition</b> <b>Performance</b> assessment on keyboard
Term 2	<b>Film Music:</b> How film music works by examining some of the key processes and devices employed in film scores from a range of genres – ‘silent’ through to modern day – analysis and styles.	<b>Performance</b> assessment based on film music task of student’s own choice on keyboard or own instrument <b>Listening and appraising</b> based on film examples Students’ storyboard in preparation for term 4
Term 3	<b>Film Music:</b> How to utilise ICT to create a soundtrack for an original film, drawing on learning taken place in term 2	Performance of <b>composition</b> using music technology Opportunities to improve grade in term 3 - <b>Performance</b> assessment based on film music task of student’s own choice
Term 4	<b>Pop Music:</b> The main chronology and stylistic features of Popular music, focusing on where pop music’s link to earlier blues music and the future of popular music	<b>Performance</b> assessment based on 12 bar blues task on keyboard or own instrument – solo or small group. Individual or group <b>performance</b> assessment
Term 5	<b>Dance Music:</b> How dance music is created and structured. What makes an effective dance music track.	Assessment of arrangement / <b>composition</b> and final remix project in pairs or solo.
Term 6	<b>Pop Project:</b> How to present information creatively and as a PowerPoint on a band, artist, genre or decade of pop music	Presentation (+option for <b>performance</b> ) of Pop Project



## Physical Education

Mr Shirtcliffe  
Head of PE

The core aim of our KS3 curriculum in physical education at Highfields School is to create an enthusiasm for sport that will last a lifetime, whilst developing students physically, mentally and socially.

In key stage 3 we offer a broad and balanced curriculum to all our learners to ensure students understand the value of physical activity. We want each student to find their own area in which they feel empowered and can develop further. Students have the opportunity to experience a range of sports and activities aimed at improving physical literacy, competency as well as understanding the importance of leading a healthy active lifestyle.

The KS3 curriculum has been developed to create strategic opportunities for students to develop their resilience, team working skills and leadership skills, this is delivered through a forward thinking curriculum developing Head (Thinking), Heart (Effort) and Hands (Physical) this is also supported by My Personal Best which allows students to focus, evaluate and set next steps based on the principles of Social me, Thinking me and This is me (mental, personal and social development):

- Block 1 – Rules/Expectations
- Block 2 – Self-management
- Block 3 – Motivating and influencing others, collaboration.
- Block 4 - Decision Making
- Block 5 - Innovation
- Block 6 – Evaluation and Resilience
- Block 7 – Communication and decision making

Therefore, we place great value on PE's role in providing both sporting and character education and work hard to ensure that our KS3 programme succeeds in providing students with skills and knowledge they will find invaluable in adulthood. Through experience we believe that the best way to teach the core skills and knowledge is through practical activities which capture the students from the start of the lesson right to the end with both supportive and challenging tasks.

Our KS3 curriculum in PE is distinct from our KS4 provision, as the greater breadth and balance of our KS3 is underpinned by our belief that KS3 PE has its own unique value in embedding a broad spectrum of skills that can be transferred into all aspects of school and home life. Nevertheless, our KS3 does facilitate transition onto sporting pathways appropriate to the individual student at KS4 and most importantly is aimed at engendering an appreciation of physical activity that will last a lifetime and the broader benefits of physical activity.

At the beginning of each new block ALL previous HHH are to be recalled and incorporated into the lesson, this way there will be a consistent recall and application of these concepts, linking these skills to real life situations and the benefits of developing these skills.

To enrich the PE experience we have Judo, Wrestling and Fencing to allow students to be encouraged to take calculated risks, experience activities which might take them out of their comfort zone and build resilience.



## Physical Education: Year 7

Assessment documents - see HHH assessment document, advanced/core/developing for Hands document and assessment flight path document for Head and Heart.

	What we learn	Key assessments
Block 1	<b>Rules expectations – FUNdamentals.</b> Developing the basics skills requires for success in all activities: Run, Jump, Throw, Catch, Kick. 'My Personal Best' programme – rules/expectations and self-Management	Assess skills and techniques such as passing, dribbling and shooting in a semi competitive situation. Head, Heart Hands assessment. 'My Personal Best' evaluation sheet.
Block 2	<b>Self-Management – Handball, Netball and Football</b> Getting involved in a range of activities that develop team and personal, tactics strategies and techniques. Leadership will also be developed as part of the process, researching skill drills and warm-ups. Taking part in individual and team competitive sports and activities. 'My Personal Best' programme - collaboration	Assess the ability to work as part a team and their understanding of various roles in sport (Head), motivating others to be successful (Heart). Knowledge of the rules and different roes within sport. (Head). Practically developing skills and attributes. (Hands). 'My Personal Best' evaluation sheet.
Block 3	<b>Motivating and influencing others, Collaboration – Netball, Football and Handball.</b> In this block students will experience challenge which will enable them to develop resilience, effort and character. Individual and team activities will give opportunity to improve and build on collaboration (Working to common goals) a basic understanding will be developed. My Personal Best' programme - collaboration	Head – Collaborative tasks, listening and deciding on common goals. Heart – Over the 4 weeks demonstration of resilience. Hands – Small sided games, assessed on performance (See assessment grid). My Personal Best' evaluation sheet.
Block 4	<b>Decision Making – OAA, Orienteering.</b> Develop a range of techniques, tactics and strategies to overcome challenge, individually and as part of a team. To be physically active for a sustained period of time. To work as part of a team solving problems, tackling complex and demanding intellectual and physical challenges. The situations are to enable and encourage decision making and control. 'My Personal Best' programme – motivating and influencing others, responsibility and integrity.	Assess the cooperation, support and tactical awareness (Head) as well as empathy (Heart) in a structured challenge (Hands). 'My Personal Best' evaluation sheet.



Y7 cont/...	What we learn	Key assessments
Block 5	<p><b>Innovation – Fitness and Gymnastics.</b> Develop a range of movements skills which can be linked together in a range of situations to build on basic skills and knowledge and apply them in creative and innovative ways. To be physically active for a sustained period. Develop understanding of components of fitness and training methods. 'My Personal Best' programme – innovation and decision making.</p>	<p>Assess a range of physical movement skills/ability to take part in fitness training. (Hands). Concepts (Head) Self-management (Heart) 'My Personal Best' evaluation sheet.</p>
Block 6	<p><b>Evaluation and Resilience – Athletic activities.</b> Develop athletic techniques in a range of jumps, runs and throws. Participation in competitive/semi competitive tasks/activities as an individual and as part of a team. To develop technique for maximum personal performance. Evaluate and analyse performance focus on next steps. Knowledge of speed, cardiovascular endurance and flexibility. 'My Personal Best' programme – evaluation and communication</p>	<p>Assess the techniques and record the distance/times for each event completed (Hands) Assess ability to evaluate strengths and development areas (Head). Effort and resilience throughout (Heart) 'My Personal Best' evaluation sheet.</p>
Block 7	<p><b>Communication and Decision making – Tennis, Striking/fielding activities.</b> Developing techniques, tactics and strategies for each. Participation in competitive/semi competitive tasks/activities as part of a team and as an individual. Building on previous knowledge and experience. Used different communication methods during game play. Shot accuracy and placement, bowling and fielding aspects. Knowledge and understanding of power, co-ordination and speed 'My Personal Best' programme – resilience and empathy.</p>	<p>Assess knowledge of and technique for striking the ball, catching, throwing and fielding in a semi opposed task (Hands). Improve tactical and communication skills to improve effectiveness (Head). Assess empathy (Heart). 'My Personal Best' evaluation sheet.</p>
Additional information	<p>A focus on Head, Heart and Hands is a prominent feature of the PE departments focus in order to develop the wholes person and focus on all students, giving them all different aspects to focus on and improve transferable skills. 'My Personal Best' will be used alongside the main lesson outcomes to create an environment where students can develop mental, personal and social development that can be used in PE and in life. This will be assessed through YST 'My Personal Best' review sheets ranging from novice – apprentice – in PE – in life.</p>	



## Physical Education: Year 8

	<b>What we learn</b>	<b>Key assessments</b>
Block 1	<p><b>Rules expectations – FUNDamentals.</b> Developing the range of skills requires for success in all activities: Run, Jump, Throw, Catch, Kick, Components of fitness. 'My Personal Best' programme – rules/expectations and self-Management</p>	<p>Assess skills and techniques such as passing, dribbling and shooting in a semi competitive situation. Head, Heart Hands assessment. 'My Personal Best' evaluation sheet.</p>
Block 2	<p><b>Self-Management - Handball, Netball and Football.</b> In this block students will experience challenge which will enable them to develop resilience, effort and character in increasingly difficult situations. From this they will be able to demonstrate ways to manage emotions and behaviour in an effective way. Individual and team activities will give opportunity to improve and build on collaboration (Working to common goals) a good understanding will be developed. My Personal Best' programme - collaboration</p>	<p>Head – Collaborative tasks, listening and deciding on common goals. Heart – Over the 4 weeks demonstration of self-management and resilience. Hands – Small sided games, assessed on performance (See assessment grid). My Personal Best' evaluation sheet.</p>
Block 3	<p><b>Motivating and influencing others and collaboration – Handball, Football</b> Getting involved in a range of activities that develop team and personal, tactics strategies and techniques. Link skills and ascertain when they can be used effectively in games. Leadership will also be developed as part of the process, researching skill drills and warm-ups and motivating others to succeed. Taking part in individual and team competitive sports and activities. Empathy will also be taught. 'My Personal Best' programme - collaboration</p>	<p>Assess the ability to work as part a team and their understanding of various roles in sport (Head), motivating others to be successful (Heart). Knowledge of the rules and different roes within sport. (Head). Practically developing skills and attributes. (Hands). 'My Personal Best' evaluation sheet.</p>
Block 4	<p><b>Decision Making – OAA, Orienteering and fitness.</b> Develop a range of techniques, tactics and strategies to overcome progressively more complex challenge, individually and as part of a team. To be physically active for a sustained period of time. To work as part of a team solving problems, tackling complex and demanding intellectual and physical challenges. 'My Personal Best' programme – motivating and influencing others, responsibility and integrity.</p>	<p>Assess the cooperation, support and tactical awareness (Head) as well as empathy (Heart) in a structured challenge (Hands). 'My Personal Best' evaluation sheet.</p>



Y8 cont/...	What we learn	Key assessments
Block 5	<p><b>Innovation – Fitness, Gymnastics and Orienteering.</b> Develop a range of movements skills which can be linked together, group balance, travel, locomotion, developing self-management and control. To be physically active for a sustained period. Develop understanding of components of fitness and training methods, Interval, Fartlek, circuit, HIIT. 'My Personal Best' programme – innovation and self-motivation.</p>	<p>Assess a range of physical movement skills/ability to take part in fitness training. (Hands). Concepts (Head) Self-management (Heart) 'My Personal Best' evaluation sheet.</p>
Block 6	<p><b>Evaluation and Resilience – Athletic activities.</b> Develop athletic techniques in a range of jumps, runs and throws. Participation in competitive/semi competitive tasks/activities as an individual and as part of a team. To develop technique for maximum personal performance and improve scores building on personal performance from Y7. Evaluate and analyse performance focus on next steps, and support others. Knowledge of speed, cardiovascular endurance and flexibility. 'My Personal Best' programme – evaluation and communication</p>	<p>Assess the techniques and record the distance/times for each event completed (Hands) Assess ability to evaluate strengths and development areas (Head). Effort and resilience throughout (Heart) 'My Personal Best' evaluation sheet.</p>
Block 7	<p><b>Communication and Decision making– Tennis, Striking/fielding activities.</b> Developing techniques, tactics and strategies for each. Participation in competitive/semi competitive tasks/activities as part of a team and as an individual. Building on previous knowledge and experience to devise innovative ways to communicate effectively. Use different communication methods during game play. Shot accuracy and placement, bowling and fielding aspects. Knowledge and understanding of power, co-ordination and speed. Build on performance and knowledge from Y7. 'My Personal Best' programme – resilience and empathy.</p>	<p>Assess knowledge of and technique for striking the ball, catching, throwing and fielding in a semi opposed task (Hands). Improve tactical and communication skills to improve effectiveness (Head). Assess empathy (Heart). 'My Personal Best' evaluation sheet.</p>
Additional information	<p>A focus on Head, Heart and Hands is a prominent feature of the PE departments focus in order to develop the whole person and focus on all students, giving them all different aspects to focus on and improve transferable skills. 'My Personal Best' will be used alongside the main lesson outcomes to create an environment where students can develop mental, personal and social development that can be used in PE and in life. This will be assessed through YST 'My Personal Best' review sheets ranging from novice – apprentice – in PE – in life.</p>	



## Physical Education: Year 9

	What we learn	Key assessments
Block 1	<p><b>Rules expectations – FUNdamentals.</b> Developing the range of skills requires for success in all activities: Run, Jump, Throw, Catch, Kick, Plus understanding of components of fitness, Speed, power, strength, agility and flexibility and why they are needed for success. 'My Personal Best' programme – rules/expectations and self-Management</p>	<p>Assess skills and techniques such as passing, dribbling and shooting in a semi competitive situation. Head, Heart Hands assessment. 'My Personal Best' evaluation sheet.</p>
Block 2	<p><b>Self-management – Table Tennis, Netball and Football.</b> In this block students will experience high order challenge which will enable them to develop resilience, effort and character in increasingly difficult situations. Individual and team activities will give opportunity to improve and build on collaboration (Working to common goals) an excellent understanding will be developed over the 6 weeks. Within these situations students will be able to experience success and failure, put in pressured situations and learn how to manage their actions, behaviour and emotions in order to gain success. My Personal Best' programme – Self-Management.</p>	<p>Head – Collaborative tasks, listening and deciding on common goals. Heart – Over the 4 weeks demonstration of resilience. Hands – Small sided games, assessed on performance (See assessment grid). My Personal Best' evaluation sheet.</p>
Block 3	<p><b>Motivating and influencing others and Collaboration – Handball, Football and Netball</b> Getting involved in a range of activities that develop team and personal, advanced tactics, strategies and techniques. Link skills and ascertain when they can be used effectively in games. Leadership will also be developed as part of the process, researching skill drills and warm-ups and motivating others to succeed. Taking part in individual and team competitive sports and activities, building on previous knowledge and supporting others. Empathy lessons will be used to allow students see other perspectives and motivate others. 'My Personal Best' programme - collaboration</p>	<p>Assess the ability to work as part a team and their understanding of various roles in sport (Head), motivating others to be successful (Heart). Knowledge of the rules and different roes within sport. (Head). Practically developing skills and attributes. (Hands). 'My Personal Best' evaluation sheet.</p>



Y9 cont/...	What we learn	Key assessments
Block 4	<p><b>Decision Making – OAA, Orienteering and fitness.</b> Develop a range of more advanced techniques, tactics and strategies to overcome progressively more complex challenge, individually and as part of a team. To be physically active for a sustained period of time. To work as part of a team solving problems, tackling complex and demanding intellectual and physical challenges whilst taking on different roles. 'My Personal Best' programme – Decision making, motivating and influencing others, responsibility and integrity.</p>	<p>Assess the cooperation, support and tactical awareness (Head) as well as empathy (Heart) in a structured challenge (Hands). 'My Personal Best' evaluation sheet.</p>
Block 5	<p><b>Innovation – Fitness, Orienteering and Gymnastics.</b> Develop knowledge and ability to perform a range of training methods (Fartlek, Interval, Circuit, HIIT and Continuous. Link the components of fitness to sporting actions and activities to achieve success. Introduces fitness testing methods and allowing students to take ownership and self-manage. The students use the knowledge built up over Y7 and 8 to take ownership in their performance and be innovative in both creating and physical performance. To be physically active for a sustained period. 'My Personal Best' programme – innovation and self-motivation.</p>	<p>Assess a range of physical movement skills/ability to take part in fitness training. (Hands). Concepts (Head) Self-management (Heart) 'My Personal Best' evaluation sheet.</p>
Block 6	<p><b>Evaluation and Resilience – Athletic activities.</b> Develop athletic techniques in a range of jumps, runs and throws. Participation in competitive/semi competitive tasks/activities as an individual and as part of a team. To develop technique for maximum personal performance and improve scores building on personal performance from Y8. Evaluate and analyse performance focus on next steps, and support others. Knowledge of speed, cardiovascular endurance and flexibility. Use independent teaching cards and compare to national averages, 'My Personal Best' programme – evaluation and communication</p>	<p>Assess the techniques and record the distance/times for each event completed (Hands) Assess ability to evaluate strengths and development areas (Head). Effort and resilience throughout (Heart) 'My Personal Best' evaluation sheet.</p>



Y9 cont/...	What we learn	Key assessments
Block 7	<p><b>Communication – Tennis, Striking/fielding activities.</b> Developing techniques, tactics and strategies for each. Participation in competitive/semi competitive tasks/activities as part of a team and as an individual during increasingly more difficult situations. Building on previous knowledge and experience to devise innovative ways to communicate effectively and adapt where necessary. Use different communication methods during game play. Shot accuracy and placement, bowling and fielding aspects. Knowledge and understanding of power, co-ordination and speed. Build on performance and knowledge from Y8. 'My Personal Best' programme – resilience and empathy.</p>	<p>Assess knowledge of and technique for striking the ball, catching, throwing and fielding in a semi opposed task (Hands). Improve tactical and communication skills to improve effectiveness (Head). Assess empathy (Heart). 'My Personal Best' evaluation sheet.</p>
Additional information	<p>A focus on Head, Heart and Hands is a prominent feature of the PE departments focus in order to develop the wholes person and focus on all students, giving them all different aspects to focus on and improve transferable skills. 'My Personal Best' will be used alongside the main lesson outcomes to create an environment where students can develop mental, personal and social development that can be used in PE and in life. Clear links will be made as to how these skills apply outside of PE in their future careers in order to be a good British Citizen and be successful as well as developing physically, mentally and socially.</p>	



## Philosophy & Religious Studies

Mr Platts  
Head of PRS

PRS is taught to all students as a core provision and allows students to:

- understand themselves
- build knowledge about different faiths
- understand others and develop empathy
- develop strong awareness of our ever changing multi-cultural society
- explore complex moral issues and understand different viewpoints on them
- develop wider skills – the ability to construct reasoned arguments, develop opinions and listen to others
- be aware of sensitive issues and how to appropriately discuss these in an environment of tolerance

Year 7 students will gain a greater understanding of themselves and develop an understanding of the six main faiths and humanism. They will have a broad overview of the relevance of religion in people's lives and begin to evaluate it. Students will develop a more sophisticated understanding of Islamic and Christian beliefs eg, Sunni and Shia. By year 9 students are applying more detailed knowledge on Christianity and Islam and increasing their knowledge on beliefs, teachings and practices of Christianity and Islam.

### Philosophy & Religious Studies: Year 7

	What we learn	Key assessments
Term 1	<b>Do we need to prove God's existence?</b> A study of the main beliefs about God from different religious, non-religious and philosophical perspectives.	-
Term 2	<b>Do we need to prove God's existence?</b>	Describing, explaining and evaluating different views on the existence and proof of God.
Term 3	<b>Does religion help people to be good?</b> A study of different religious and non-religious viewpoints on morality.	-
Term 4	<b>Does religion help people to be good?</b>	Describing, explaining and evaluating different views on whether religion is what makes people good or not.
Term 5	<b>Should religious buildings be sold to feed the starving?</b> A study of different views on the importance of having a building for worship.	-
Term 6	<b>Should religious buildings be sold to feed the starving?</b>	Describing, explaining and evaluating different views on whether worship is about a building or an action.



## Philosophy & Religious Studies: Year 8

	<b>What we learn</b>	<b>Key assessments</b>
Term 1	<b>Is death the end?</b> A study of different religious and non-religious views on the afterlife and the impact on life.	-
Term 2	<b>Is death the end?</b>	Describing, explaining and evaluating different views on whether believing in the afterlife impacts on living life or not.
Term 3	<b>How can people express the spiritual through the arts?</b> A study on how the different religious express their beliefs through different music and art.	-
Term 4	<b>How can people express the spiritual through the arts?</b>	Describing, explaining and evaluating different views on how music and art express spirituality.
Term 5	<b>What is good and what is challenging about being a teenage Sikh, Buddhist and Muslim in Britain today?</b> A study about the positive elements of religion that help teenagers in Britain follow their faith. We will also consider concepts of the faith that make following the faith challenging in Britain for teenagers today.	-
Term 6	<b>What is good and what is challenging about being a teenage Sikh, Buddhist and Muslim in Britain today?</b>	Describe different ways British teenagers express their faith. Explain what is good and the challenges of religious teenagers in Britain today. Explain how religious practices still sustain believers in Britain today. Evaluate British society's treatment of immigrant religious groups.



## Philosophy & Religious Studies: Year 9

	<b>What we learn</b>	<b>Key assessments</b>
Term 1	<b>Why is there suffering? Are there any good solutions?</b> A study about why there is suffering and whether there are any good solutions?	To describe why we suffer according to Christianity. To explain Biblical teaching on suffering. To evaluate whether the Christian response to suffering is sufficient.
Term 2	<b>Why is there suffering? Are there any good solutions?</b>	To describe religious views on suffering and the solutions given. To explain different views on why we suffer using examples. To evaluate whether suffering is a natural human state or if there is a solution to it or not.
Term 3	<b>Is religion a power for peace or a cause of conflict in the world today?</b> A study of whether religion is a cause of peace in the world or can it create conflict.	
Term 4	<b>Is religion a power for peace or a cause of conflict in the world today?</b>	To describe peace and conflict. To explain how religion could be a power for peace and a possible cause of conflict. To evaluate whether religion is a power for peace or a cause of conflict in the world today.
Term 5	<b>Should happiness be the purpose of life?</b> A study which will look at what happiness is and how it varies between different belief and non-belief systems.	
Term 6	<b>Should happiness be the purpose of life?</b>	To describe how we achieve happiness. To explain different ideas about where happiness comes from. To evaluate whether happiness should be the purpose of life.
Additional information	-	



## PSHE

Mr Waller & Mr Searson  
PSHE Co-Ordinators and Careers Leads

Personal, Social, Health and Economic education is a subject through which students develop the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. The curriculum which is delivered on a spiral basis aims to develop skills and attributes such as resilience, self-esteem, risk management, teamworking and critical thinking. Topics are explored as part of three core themes: health and wellbeing, relationships and living in the wider world community including careers and economic wellbeing. PSHE includes drugs education and sex and relationships education.

Over the 3 years students will develop positive attitudes and values, for example:

- Learning the value of stable and loving relationships, and the diversity of family types
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making
- Learning to respect and value difference and diversity
- Exploring attitudes and values towards drugs, drug use and drug users
- Understand the rights and responsibilities for self and others
- Develop commitment to their own safety and that of others
- Develop commitment to gender equality
- Understand that violence and coercion in relationships are unacceptable

Personal and social skills, for example:

- Learning to manage emotions and relationships confidently and sensitively
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Exploring the risks and consequences of their own and others' actions and choices
- Developing and appreciation of the consequences of choices made
- Coping with and resisting unwelcome peer pressure
- Learning how to recognise and avoid exploitation and abuse
- Having opportunities to develop a positive self-image
- Learning about playing a positive and active role as citizens
- Asking for help and accessing advice and services

Knowledge and understanding:

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships
- Learning about a safe and healthy lifestyle based on accurate information
- Learning about seeking appropriate help and advice
- Learning how to avoid unplanned pregnancy and sexually transmitted infections (STIs)
- Learning about pregnancy and the choices available
- Understanding legal aspects of sexual behaviour
- Learning about the impact of coercion and violence and understanding that consent is critical
- Developing the knowledge, skills and personal values to reflect on current affairs
- Knowledge and understanding of democracy, human rights and responsibilities.
- Knowledge and understanding of extremism and radicalisation



## PSHE: Year 7

	What we learn
Term 1	<b>Personal Wellbeing and Mental Health:</b> Yourself, Identity, Personality and Gender.
Term 2	<b>Relationships and Social Education:</b> Puberty, Periods <b>Personal Wellbeing and Mental Health:</b> Worries and fears, right and wrong, regrets and apologies
Term 3	<b>Relationships and sex education:</b> Families, Friendship, Sex myths and fact, the law, contraception, rights, and responsibilities.
Term 4	<b>Physical Health and Wellbeing:</b> Bullying, online safety, self-management
Term 5	<b>Physical Health and Wellbeing:</b> Smoking, vaping, drug effects and dangers, healthy lifestyle
Term 6	<b>Careers:</b> Pocket money, budget, gaming, First aid

## PSHE: Year 8

	What we learn
Term 1	<b>Relationships and sex education:</b> Becoming an adult, responsibility, relationships, consent
Term 2	<b>Relationships and sex education:</b> Sex, STIs, Sexual health clinics, abuse, grooming, sexting
Term 3	<b>Careers:</b> Identification of personal skills and qualities and creating a careers profile of suitable jobs.
Term 4	<b>Physical Health and Wellbeing:</b> Drugs, addiction, Alcohol, Physical health
Term 5	<b>Personal Health and Wellbeing:</b> Dealing with emotions, Stress, banking.
Term 6	<b>Social Education:</b> Laws and rights of children, Democracy and voting, Human rights, Prejudice

## PSHE: Year 9

	What we learn
Term 1	<b>Personal Wellbeing, Mental Health and Relationships:</b> Confidence and Self-esteem, Problem solving, Sexuality, Gender, Women's rights
Term 2	<b>Relationships and Sex Education:</b> Violence against women, FGM, LGBTQ+ rights, Racism, Safety.
Term 3	<b>Careers:</b> Option choices, Personal Statement, Employability skills, Apprenticeship information, Start careers programme.
Term 4	<b>Physical Health and Wellbeing:</b> Drugs and drug taking, consequences, eating disorders <b>Relationships and Sex Education:</b> Pregnancy and parenthood
Term 5	<b>Social Education:</b> Crime, Fake news, Radicalisation, Online safety, Poverty
Term 6	<b>Personal Wellbeing and Mental Health:</b> Self care, Mindfulness, Mental health, Getting help, Gambling, Environment.



## Science

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Dr Atkins  
Head of Science

Our curriculum is designed to equip pupils with a sound knowledge of Science that is required to understand its uses and profound implications. We seek to inspire curiosity and open students' eyes to the presence of science in all aspects of our lives. We need our young people to be scientifically literate; this is an essential part of the cultural capital required for them to lead informed and fulfilling lives. Many will take science into further study and we raise awareness of the variety of future STEM careers.

Science encompasses all disciplines, including numeracy, literacy, ethics and history. It can inform us about the past and equip us for the future. We enthuse students by engaging them in meaningful practical activities that help them develop a passion for science and appreciation of its breadth. We link our learning to the 'real world' as far as possible.

Through our curriculum students acquire an awareness of environmental issues and the impact of their own and behaviour. We respond to issues as they arise and encourage students to explore new areas of scientific discovery and applications.



Science: Year 7

	What we learn	Key assessments
Term 1	<p>The term starts with a series of lessons looking at equipment, safety and skill required for the year.</p> <p><b>Pd Resistance and Current:</b> We use electrical circuits to complete lots of jobs for us at home and at work. You should understand how these work. Static electricity can be useful and sometimes it can cause problems. We will learn how to create or stop static electricity if you need to.</p> <p><b>Movement and Cells:</b> This topic is designed to introduce students to how the body uses bones, ligament, tendons and muscles to move. A project expands on this and investigates what happens if they fail to work. Cells focuses in on the structures of both plant and animal cells and introduces students to microscopes. Practical's cover using the microscopes to identify stained organelles. Students will also explore organisation within multicellular organisms</p>	<p>Year 7 transition test to assess skills and knowledge from KS2</p>
Term 2	<p><b>Speed, Forces and Gravity:</b> This topic introduces the formula for speed, and a brief introduction to forces. These ideas underpin many topics throughout the GCSE Physics course and students will need to become proficient in applying them.</p> <p><b>Particle model and Separating Mixtures:</b> Introduces solids, liquids and gases in terms of the particle model. Students will learn about the properties of the states of matter and the key words used. This topic introduces separating mixtures. Students will learn about filtration, evaporation, distillation and chromatography. They will have practical opportunities which will improve their manipulative and observational skills. This topic links directly with the Chemistry GCSE which will be studied further in year 9.</p>	<p>A single 50 min written assessment covering:</p> <ul style="list-style-type: none"> <li>• Pd Resistance and Current</li> <li>• Movement and Cells</li> <li>• Speed, Forces and Gravity</li> <li>• Particle model and Separating Mixtures</li> </ul>



Y7 cont/...	What we learn	Key assessments
Term 3	<p><b>Earth Structure and the Universe:</b> This topic looks at the Earth's place in the Universe by looking at stars and galaxies, how and why the Earth experiences seasons, and the phases of the moon. It introduces the structure of the Earth and the different rock types that it is composed of (igneous, sedimentary, and metamorphic). Along the way students look at how each rock type is formed, how they fit into the rock cycle, and the processes that convert one rock type to another.</p> <p><b>Energy Costs and Energy Transfers:</b> This topic is designed to introduce the idea of energy stores and pathways as well as how to calculate the cost of energy use in the home. The practical work has been produced to develop specific investigative skills.</p>	
Term 4	<p><b>Variation and Human Reproduction:</b> This topic involves students learning what is meant by variation and its causes ie genes or environment. They will look at variation between species and the importance of this linked to natural selection, which is studied in further detail at GCSE. In addition, students describe the structure of both the male and female reproductive system. They then learn about the development of the foetus and think critically about factors that may have a negative impact on development.</p> <p><b>Metals and Non-metals, Acids and Alkalis:</b> This topic is practical based to understand the properties of metals and non-metals and how metals react. This allows displacement to be understood. Combustion and displacement are also explored. This is a good introduction, as it is all covered in GCSE. This topic is practical based to understand the hazards associated with acids and alkalis. Indicators, pH scale, neutralization are covered through practicals. As pH scale is only recapped at GCSE full understanding is required in year 7.</p>	



Y7 cont/...	What we learn	Key assessments
Terms 5-6	<p><b>Sound and Light:</b> This topic is designed to introduce the idea of sound as a wave. Sound is further explored and the topic explains how sound waves differ and relates pitch to frequencies of waves and loudness to amplitude of waves providing a grounding for work in GCSE physics. In addition, we look at properties of light. How light travels how it can be reflected and refracted and how light is made up of the colours of the spectrum. It provides a basis for work on light in GCSE physics.</p> <p><b>Interdependence and Plant Reproduction:</b> This topic introduces the relationships between living things within an ecosystem. The need to grasp the keywords associated with this topic so repetition is important. Students will go on to study these relationships in more detail in years 9 and 11 through practical investigations. This topic introduces plant reproduction. Students will learn the different part of a flower and how plants can rely on insects and the wind to reproduce. This topic gives students the background knowledge that will aid them when learning about types of reproduction in GCSE and discussing the impact of humans on the environment in GCSE.</p>	<p>At the start of term 6 there will be a single 50 min written assessment covering all of the topics studied to date.</p>



Science: Year 8

	What we learn	Key assessments
Term 1	<p><b>Forces and Pressure:</b> This topic is designed to build on previous learning from Y7 and KS2 and introduces simple equations and concepts.</p> <p><b>Periodic table and Elements:</b> This topic introduces students to the periodic table of the elements and the symbols for the most commonly used elements. Students are also introduced to the properties and reactions of group 1 metals and group 7 halogens, elements, compounds, and mixtures before going on to look at polymers and ceramic materials. Elements, compounds, and mixtures are an intrinsic fundamental concept that crop up numerous times during GCSE chemistry. Both of these topics are encountered again during the year 9 chemistry scheme of work. Polymers and ceramics are covered in more depth during year 11 GCSE chemistry.</p>	<p>A single 50 min written assessment covering the following topics from Y7:</p> <ul style="list-style-type: none"> <li>• Sound and Light</li> <li>• Interdependence and Plant Reproduction</li> </ul>
Term 2	<p><b>Magnets and Electromagnets:</b> This topic covers a lot of ground quickly regarding the use and properties of magnets and electromagnets and provides a base for more detailed study in year 11.</p> <p><b>Breathing and Digestion:</b> Students will be able to label the respiratory system and describe how we breathe. They will explain the factors that affect the gas exchange system and develop evaluation skills in relation to models of breathing. Students will be able to identify the components of a healthy diet and understand the consequences of an unbalanced diet. They will learn the processes and key organs involved in the digestive system, as well as the role of enzymes which will be covered in the GCSE material.</p>	



Year 8 cont/...	What we learn	Key assessments
Term 3	<p><b>Reactions:</b> This section introduces exothermic and endothermic reactions. It gives students the opportunity to carry out a number of experiments and links their findings to practical examples such as self-heating drinks cans. Part b gives students opportunities to carry out a number of experiments to improve their observational and manipulative skills. It starts by introducing chemical and physical changes followed by looking at combustion and thermal decomposition reactions. This topic links directly with topics of the GCSE Chemistry course where it is covered in more detail.</p> <p><b>Evolution and Genes:</b> This topic introduces students to the theory of evolution by natural selection. Students will learn how living things have changed gradually over time to the variety of organisms we see today and how changes in our environment are putting some living things at risk. Part B introduces students to genes and genetics and how we inherit characteristics from our parents. This is a key introduction to a big scientific concept that will be taught in far greater detail at GCSE. They need to learn important keywords that they will continue to use at GCSE and gives students a good background knowledge for the larger genetics topics at GCSE.</p>	<p>In the first week a single 50 min written assessment covering the following topics from Y7:</p> <ul style="list-style-type: none"> <li>• Forces and Pressure</li> <li>• Periodic table and Elements</li> <li>• Magnets and Electromagnets</li> <li>• Breathing and Digestion</li> </ul>
Term 4	<p><b>Energy:</b> This topic is designed to build on the ideas of Energy from Y7. Section 13b looks in detail at heat transfers, which will only briefly be recapped at GCSE, so it is important that it is done in depth. Section 13a are hands on activities to get students interested in applications of physics.</p> <p><b>Climate and Earth Resources:</b> This topic looks at the atmosphere, the carbon cycle and global warming. It investigates the contribution that natural and human chemical processes make to our carbon dioxide emissions. This topic also looks at the Earth's resources, including ores and the different ways the metal is extracted from the ore because of its position in the reactivity series. This used to be covered in detail at GCSE, but is now just an overview, so a good understanding is required here.</p>	



Year 8 cont/...	What we learn	Key assessments
Terms 5-6	<p><b>Sound and Light:</b> Building on Y7 this topic helps us understand how different items around us that change the way we view things work, from the simplest sunglasses to the most complicated microscopes and telescopes. It also aims to aid describing noises correctly to people who may be trying to help such as mechanics or repair technicians and help understand what medics may be trying to tell us if we have a problem with our hearing.</p> <p><b>Photosynthesis and Respiration:</b> This topic explores the processes of photosynthesis and respiration. Practical investigations introduce the students to structures of a plant and respiration in yeast. This forms the basis of work which will continue all the way through to A Level Biology.</p>	At the start of term 6 there will be a single 50 min written assessment covering all of the topics studied to date in Y8



Science: Year 9

	What we learn	Key assessments
Term 1	<p><b>Biology- Cell structure:</b> This topic builds on the work done in year 7 (organisms and cells). The lessons in year 9 are part of a larger topic that will be covered in detail in year 10. At this stage students need to learn the cell structures and be able to recognise how differentiation of cells is important in all organisms as this is a fundamental concept that will be revisited throughout year 10 and 11. Required practical 1 develops students' skills using a microscope and observing cells. An appreciation of different types of microscopes is not necessary at this stage and will be covered later on.</p> <p><b>Chemistry:</b> These lessons intend to introduce GCSE chemistry. They cover elements, compounds and mixtures including techniques on how to separate these mixtures. Some of this work has been introduced in the year 8 lessons previously.</p> <p><b>Physics-Motion:</b> Building on work from year 7 this topic look as at equations and graphs as a means of calculating and representing different motion. Practical work looks at different methods of measuring and comparing motion using rulers, stopclocks and ticker timers. Different units for velocity are explored. Higher level equations and graph analysis will be explored in year 11 applied forces when this topic is revisited.</p>	<p>Individual 50 min written assessments on: <b>Biology</b> - Cell Structure <b>Chemistry</b> - Elements, compounds and mixtures <b>Physics</b> - Motion</p>
Term 2	<p><b>Biology – Organisation:</b> This topic builds on work done in year 8 (organisms). Students will have learned the structures of the digestive system previously so this should mostly be a reminder and building on previous knowledge. Discussion of enzymes should be limited at this stage as this forms a more detailed topic in year 10. The principle of organisation from cells to organisms is a fundamental concept that will be revisited throughout year 10 and 11.</p> <p><b>Chemistry:</b> These lessons intend to introduce GCSE chemistry. They cover models of the atom, isotopes, electronic structure and links to the periodic table.</p>	<p>Individual 50 min written assessments on: <b>Biology</b> - Organisation <b>Chemistry</b> - Atoms, isotopes, electronic structure</p>



Year 9 cont/...	What we learn	Key assessments
Term 2 cont/...	<p>Very little of this work has been introduced previously. They have only looked at symbols of elements and their position in the periodic table.</p> <p><b>Physics – Forces:</b> Building on work from year 7 and year 8 this topic look Newton’s three laws and their application. The relationship between forces and motion is explored by looking at stopping thinking and braking distances for cars and the terminal velocity of falling objects. Higher level uses of forces will be explored in year 11 applied forces when this topic is revisited.</p>	
Term 3	<p><b>Biology - Discovery and development of drugs:</b> The lessons in year 9 only focus on the discovery and development of drugs. It is a stand-alone topic that has not been covered by students before and will not be revisited in year 10 or 11 so needs to be taught in full. Students need to understand the rigorous process of drug testing and peer review; this a good stage to relate the scientific process of investigations to real life.</p> <p><b>Chemistry:</b> These lessons intend to introduce GCSE chemistry. They cover the development of the periodic table, metals and non-metals and elements and their reactions in groups 0, 1 and 7. Students have been introduced to element symbols and the periodic table previously but the majority of the work is completely new and incorporates information that is of grades 8 and 9.</p> <p><b>Physics- Forces:</b> Continued from term 2.</p>	<p>Individual 50 min written assessments</p> <p><b>Biology</b> - Discovery and development of drugs</p> <p><b>Chemistry</b> - Periodic table, metals and non-metals and elements and their reactions in groups 0, 1 and 7</p> <p><b>Physics</b> - Forces</p>
Term 4	<p><b>Biology Classification of living organisms:</b> The lessons in year 9 only focus on a small section of this topic, classification. This has not been covered by students before but does link into some other topics at GCSE including evolution, cells biology and use of microscopes (covered already in year 9). This topic gives students the opportunity to understand how scientific ideas have developed over time and how advances in technology have assisted in this (e.g. microscopes referring back to work previously done).</p>	<p>Individual 50 min written assessments</p> <p><b>Biology</b> - Classification of living organisms</p> <p><b>Chemistry</b> - Bonding and structure</p>



Year 9 cont/...	What we learn	Key assessments
Term 4 cont/...	<p><b>Chemistry:</b> These lessons intend to introduce part of GCSE chemistry. They cover how bonding and structure are related to the properties of substances and the identification of common gases. Whilst students will be familiar with the models of solids, liquids and gases (and can name some gases) from year 8 they do not know about the forces holding the particles together.</p> <p><b>Physics – Energy:</b> In this topic the concepts of energy stores and pathways introduced in year 7 are explored in more depth. Renewable and non-renewable energy sources are explored in detail with students evaluating advantages, disadvantages and their environmental impact. The use of different energy sources or generating electricity is covered. This application is not on the exam specification but included to further develop critical thinking and an awareness of current issues.</p>	
Terms 5-6	<p><b>Biology - Adaptations and Organisation of an ecosystem:</b> This topic builds on work done in year 7 topic 9. Students should be familiar with many of the keywords from this topic from prior learning. 'Abiotic' and 'biotic' will be new to them and should be used as much as possible when referring to environmental factors. Required practical, the field investigation, is a great opportunity to build on key skills such as data collection, plotting graphs, calculating means and developing conclusions. When writing their conclusions for required practical students should be able to collate knowledge from a variety of topics taught in years 7 and 8, e.g. photosynthesis, adaptations, interdependence.</p> <p><b>Chemistry:</b> There will be a continuation of the topic from last term. Finally there are end of year fun lessons on analysing metals. Some groups may not get to these. The emphasis is on enjoying practical work and gaining confidence when using a range of equipment. They will revisit this topic in year 11, topic 8, if they do GCSE chemistry.</p>	<p>Individual 50 min written assessments <b>Biology</b> - Adaptations and Organisation of an ecosystem <b>Chemistry</b> - Bonding and structure <b>Physics</b> - Energy</p> <p>A summative 1 hour assessment in the sports hall under strict exam conditions on all topics across the specialisms to date in year 9.</p>



Year 9 cont/...	What we learn	Key assessments
Terms 5-6	<b>Physics - Energy:</b> Continued from term 4. In addition this term Hooke's law and the elastic energy stored within a spring will be studied. This includes a GCSE required practical which will be carried out to access skills gained through practical work in year 9.	
Additional information	Science – all students have one lesson a week. These lessons were designed to address generic practical skill and terminology that need to be embedded prior to year 10. They cover variables, tables, graphs and other key words met during GCSE science.	



## Academic words

We are focusing on the development of academic literacy across our curriculum. A key aspect of this focus is to develop confidence with a group of high-frequency words that occur across a variety of subjects and play a large role in the vocabulary of mature language users. Because of their relative rareness in everyday speech, these words can present challenges, but enable students to understand complex texts and communicate in an academic way. Examples of such words are listed below, and the subjects where these words are most commonly encountered appear alongside. You will notice that words such as analysis and evaluation are key terminology in a number of subjects.

Word	Department
<b>Abstract</b>	Computing
<b>Accompany</b>	Music
<b>Accurate</b>	Music
<b>Achieve</b>	Sociology
<b>Adapt</b>	PE
<b>Aid</b>	Geography
<b>Alternative</b>	PRS
<b>Analysis</b>	Art, Business, Computing, Dance, Drama, English, Geography, History, Music, PE, PRS
<b>Appreciate</b>	Dance, Drama
<b>Approach</b>	PE
<b>Area</b>	Art
<b>Aspect</b>	Art
<b>Assemble</b>	D&T
<b>Assemble</b>	D&T
<b>Assign</b>	Computing
<b>Attitude</b>	PE
<b>Bias</b>	History, Psychology
<b>Capacity</b>	Geography
<b>Challenge</b>	Geography, PE
<b>Coherent</b>	English
<b>Communicate</b>	Dance, Drama
<b>Community</b>	Sociology, Business, PRS
<b>Conceive</b>	PRS
<b>Concept</b>	Sociology
<b>Conclude</b>	History, Psychology, PRS, Sociology
<b>Conflict</b>	English, History, PRS
<b>Constant</b>	Maths, Computing
<b>Constrain</b>	D&T



Word	Department
<b>Construct</b>	Art
<b>Context</b>	Dance, Drama, English
<b>Contradict</b>	PRS
<b>Contradict</b>	History
<b>Contrast</b>	Dance, Drama, English, History
<b>Contribute</b>	Dance, Drama
<b>Convert</b>	Computing
<b>Convey</b>	English
<b>Convince</b>	PRS
<b>Coordinate</b>	Maths
<b>Create</b>	Dance, Drama
<b>Criteria</b>	D&T
<b>Debate</b>	PRS
<b>Decade</b>	History
<b>Deduce</b>	PRS
<b>Define</b>	Computing, Psychology, PRS
<b>Demonstrate</b>	Music, PE
<b>Design</b>	Art, Computing, Psychology
<b>Device</b>	Computing, D&T
<b>Dimension</b>	Maths
<b>Diminish</b>	Music
<b>Discrete</b>	Maths
<b>Discriminate</b>	PRS
<b>Economy</b>	Sociology
<b>Element</b>	Art, Music
<b>Emphasis (e)</b>	English, History, PE
<b>Empirical</b>	PRS
<b>Environment</b>	D&T
<b>Equivalent</b>	Maths
<b>Establish</b>	PE
<b>Estimate</b>	Maths
<b>Ethic</b>	PRS, Psychology
<b>Evaluate</b>	Art, Computing, Dance, Drama, English, History, PE, PRS, Psychology, Sociology
<b>Explicit</b>	PE
<b>Extract</b>	History
<b>Factor</b>	Maths
<b>Feature</b>	Dance, Drama, History



Word	Department
<b>Finite</b>	D&T
<b>Fluctuate</b>	Geography
<b>Formula</b>	Maths
<b>Hierarchy</b>	Geography
<b>Hypothesis</b>	Geography, Psychology, Sociology
<b>Identify</b>	Computing, English, Psychology
<b>Ideology</b>	Sociology
<b>Implicit</b>	English
<b>Incentive</b>	Business
<b>Infer</b>	English, History
<b>Infrastructure</b>	Business, Computing, Geography
<b>Innovate</b>	PE
<b>Input</b>	D&T
<b>Integrity</b>	Computing
<b>Interact</b>	Sociology
<b>Interpret</b>	Dance, Drama
<b>Investigate</b>	History, PE
<b>Justify</b>	Art, Computing, History, PE, PRS, Psychology
<b>Label</b>	Computing
<b>Labour</b>	Business, Sociology
<b>Legislate</b>	Business
<b>Mechanism</b>	D&T
<b>Media</b>	Business
<b>Method</b>	English, Psychology
<b>Modify</b>	PE
<b>Norm</b>	Psychology, Sociology
<b>Parallel</b>	Maths
<b>Participate</b>	PE
<b>Perspective</b>	Art, English, History
<b>Philosophy</b>	PRS
<b>Physical</b>	Dance, Drama, Geography, PE
<b>Policy</b>	Sociology
<b>Precise</b>	D&T, PE
<b>Predict</b>	Psychology
<b>Primary</b>	Art
<b>Proportion</b>	Art
<b>Protocol</b>	Computing
<b>Psychology</b>	Psychology



Word	Department
<b>Qualitative</b>	Business, Geography, Psychology, Sociology
<b>Range</b>	Art, Maths
<b>Ratio</b>	Business, Maths
<b>Reluctance</b>	Geography
<b>Research</b>	History, Sociology
<b>Resolve</b>	Music
<b>Resource</b>	Art, History, Sociology
<b>Respond</b>	English
<b>Revenue</b>	Business
<b>Rigid</b>	D&T
<b>Section</b>	Music
<b>Sector</b>	Business, Maths
<b>Sequence</b>	Maths, Geography
<b>Significant</b>	Psychology
<b>Similar</b>	Maths
<b>Sphere</b>	Maths
<b>Strategy</b>	Geography
<b>Structure</b>	English, Maths
<b>Style</b>	Dance, Drama
<b>Summary</b>	English
<b>Symbol</b>	English, Maths
<b>Technique</b>	Dance, Drama, English, PE
<b>Technology</b>	D&T
<b>Theory</b>	PRS, Sociology
<b>Tradition</b>	PRS
<b>Unique</b>	D&T
<b>Visual</b>	Business, Geography
<b>Volume</b>	Maths
<b>Whereas</b>	English



# Highfields School

Upper Lumsdale  
Matlock  
DE4 5NA

01629 581888

[info@highfields.derbyshire.sch.uk](mailto:info@highfields.derbyshire.sch.uk)

[www.highfields.derbyshire.sch.uk](http://www.highfields.derbyshire.sch.uk)

