



Highfields School
BE THE BEST YOU CAN

Key Stage 3 Curriculum

BE THE BEST YOU CAN

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Highfields School's Curriculum

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

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- 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 modules on citizenship.

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

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 on 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 | Basic Skills: 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 | Mexican Day of the Dead: Explore the Mexican Day of the dead Festival . Develop sketchbook presentation. | Coloured pencil shaded decorated skull |
| Term 3 | Mexican Day of the Dead: Explore the Mexican Day of the dead Festival . Develop coloured pencil shading skills. | Slab built decorated ceramic skull |
| Term 4 | Mexican Day of the Dead: Ceramic techniques with a focus on slab construction | Slab built decorated ceramic skull |
| Term 5 | Portraits: Drawing portraits in pencil. Correct facial proportion and how to achieve it. | Eye drawing assessment |
| Term 6 | Portraits: Tone, different viewpoints and facial features. | Pencil self-portrait |

Art: Year 8

| | What we learn | Key assessments |
|--------|---|---|
| Term 1 | Fish: Explore the work of artist Vincent Scarpace Learn about the Japanese technique of Gyotaku | Vincent Scarpace research page, development of design ideas |
| Term 2 | Fish and Aboriginal Art: Ceramic construction techniques with a focus on pinch pots | Pinch pot built ceramic Fish |
| Term 3 | Aboriginal Art: Explore Aboriginal Art and paint techniques | Aboriginal painting |
| Term 4 | Drawing skills: Explore the work of Journal artist Andrea Joseph. Re-visit basic drawing skills. Introduce biro as a drawing medium. | Andrea Joseph research page |
| Term 5 | Food: Explore the work of hyper-realistic food artist Sarah Graham. Develop shading/blending techniques using coloured pencil. | Sarah Graham research page Sweet drawing assessment |
| Term 6 | Food: 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 | Drawing skills: Observational studies of animals. Develop skills in the recording of texture, graduated tone and form. | Insect drawing Animal drawings |
| Term 2 | Animals: 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 | Animals: Ceramic construction techniques combining pinch pots and slabs. Decoration and the use of glazes. | Ceramic mask sculpture inspired by an animal head |
| Term 4 | Urban Art: Learn about urban/graffiti art Explore the work of urban artist Ten Hundred | Research page exploring the work of Ten Hundred |
| Term 5 | Urban Art: Develop range of composition ideas in response to Ten Hundred 'one colour series' | Compositional sketches and final design |
| Term 6 | Urban Art: Introduction to acrylic paints Final outcome developed using 1 colour | 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

Computing: Year 7

| | What we learn | Key assessments |
|--------|---|---|
| Term 1 | E safety The risks of the internet and how to stay safe online Computational thinking Decomposition Abstraction Pattern recognition | Baseline computing test |
| Term 2 | Bebras challenge Coding using scratch Sequencing, variables, loops and selection | End of unit assessed task – Scratch |
| Term 3 | Word processing skills Creating documents with text and images, inserting tables Presentation Skills Creating presentations with text and images and effects | End of unit assessment – Word Processing skills |
| Term 4 | Clear messaging in Digital Media Presenting and evaluating a marketing campaign for a charity | End of unit assessment: Clear messaging in social media presentation |
| Term 5 | Networks Why networks are used and how they work. Network security. How the internet works Internet services including the world wide web | End of unit assessment: networks |
| Term 6 | Hardware Components of a computer, input and output devices and storage devices. Software Application software and Operating systems | End of year examination – covering a mix of topics from the year. |

Computing: Year 8

| | What we learn | Key assessments |
|--------|---|--|
| Term 1 | E safety The risks of the internet and how to stay safe online Bubble sorts How to bubble sort a data set Binary Logic Logic gates (AND, OR and NOT) Logic circuits and truth tables. Data representation Binary number systems, Binary addition | End of unit assessment – Data representation |
| Term 2 | Bebras Bebras Computational thinking challenge Digital images How images are stored on a computer including resolution and compression. Creating digital images using Photopea using layers, selection tools, shapes and text | Bebras challenge |
| Term 3 | Digital images Time chaser project Sound How sound is stored on a computer. | End of unit assessment: Time Chaser graphic |
| Term 4 | Small Basic Programming in Small Basic including inputs and outputs and selection | Programming challenges |
| Term 5 | Small Basic Programming in Small Basic including selection and loops | End of unit assessment: Small Basic |
| Term 6 | AI Students will explore AI and machine learning, examine real-world applications and careers, discuss social and ethical issues, and investigate how machine learning models work. | End of year examination – covering a mix of topics from the years 7 & 8. |

Computing: Year 9

| | What we learn | Key assessments |
|--------|--|--|
| Term 1 | E safety The risks of the internet and how to stay safe online Networks Local Area networks, network hardware, Internet, DNS, world wide web, search engines | End of unit assessed task: Networks |
| Term 2 | Bebras Bebras Computational thinking challenge Cybersecurity: How data is used by different organisations and the laws that protect it. Social engineering methods used to steal data e.g. Phishing Types of security attack e.g. DDos Malware and web bots. How to protect networks from cybersecurity attacks and malware | Bebras challenge End of unit assessment: Cybersecurity |
| Term 3 | Careers Virtual tour of Amazon Search algorithms Binary searches Python Python programming skills, inputs and outputs, using functions including random, using loops AI Uses and benefits and drawbacks of AI | End of unit assessment: Python |
| Term 4 | Python Python programming skills, inputs and outputs, using functions including random, using loops | End of unit assessment: Python |
| Term 5 | Spreadsheets Creating and formatting spreadsheets using formulas and functions, creating graphs. Data Science Big Data What big data is and how it is used | End of unit assessment: Spreadsheets |
| Term 6 | Revision Revision for end of year exams Word processing skills for KS4 Creating documents with text and images, inserting tables Presentation skills for KS4 Creating presentations with text and images, inserting tables and charts, using animations and slide transitions | End of year examination: covering a mix of topics from the years 7 – 9 |

Dance

Miss Bonsall
Head of Dance, Drama & Theatre

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 | Basic Skills: 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. | 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 | They then begin to learn motif development using relationships, action, dynamics and space to support their development process. | 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 | Social dance: Students will learn social dances such as the Cha Cha Cha, Waltz, Charleston and Salsa. | 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 | Sports dance: Students will create dances using sports and their actions as a stimulus. | End of term assessment – students will perform, demonstrating their ability to creatively use actions from a stimulus. |
| Term 5 | Sweetie: Choreographing from a stimulus (sweets!). | End of term assessment – students demonstrate their knowledge of the choreography process. Written exam – Key vocab |
| Term 6 | Site Sensitive: 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 angles to film dance. |

Dance: Year 8

| | What we learn | Key assessments |
|--------|--|---|
| Term 1 | Physical skills: 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 | RADS: 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 | Iconic dances: 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 | Technology: 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 | Street Dance: 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. |
| Term 6 | Parkour/contact: 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. |

Dance: Year 9

| | What we learn | Key assessments |
|----------|--|--|
| Term 1 | Contemporary: 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 2/3 | Stimulus: Students will recap RADSTRS and learn to choreograph using a stimulus. | End of term assessment – students will work as a group to develop motif using RADS and choreographic devices such as repetition and fragmentation to perform in the Evening of Theatre |
| Term 3/4 | Dance leaders: 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. |
| Term 5 | A Linha Curva (ALC): 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 6 | Emancipation of Expressionism (EOE): 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. |

Design & Technology

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 21st 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

| | What we learn | Key assessments |
|--|--|---|
| Project 1 Block Bot Bridges Card | Health & Safety - Personal safety in the workshop, Personal Protective Equipment (PPE) Research and generating ideas Considering our customer Sources and types of timber Design skills & development Basic woodworking skills, use of tools and equipment Wood finishes Structures Mechanisms, levers, linkages, pulleys, types of motion | Designing, making, and assembling of a product: <ul style="list-style-type: none"> Assessments of the design process Practical outcomes Online quiz to test theory comprehension |
| Project 2 Minibeast | Health & Safety - Personal safety, Personal Protective Equipment (PPE) Ferrous and non-ferrous metals - categories, names & properties Engineering equipment and processes - marking out, shaping, joining & finishing 2D sketching of design ideas, basic rendering Evaluation of final product | Designing and making a Minibeast: <ul style="list-style-type: none"> Practical processes Knowledge of materials, processes, equipment and tools End of project quiz (Homework) |
| Project 3 Food For Life | Food safety (4C's) and personal hygiene Health and safety - Hazards in the kitchen and Risk Assessment Fruits & 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 & Evaluation of muffins & salad Practical skills – An introduction to sweet & savoury products starting with the introduction of the bridge & claw techniques. | Designing and making food for life: <ul style="list-style-type: none"> Understanding equipment and food processes Food safety and hygiene, health & safety Product assessment – Vegetable based salad Evaluation of salad practical (WWW & EBI) End of project quiz (Homework) |

Design & Technology: Year 8

| | What we learn | Key assessments |
|------------------------------------|--|--|
| Project 1 Box of Tricks | Ensuring accuracy Quality Assurance Quality Control Types of wood Wood Joints Generating design ideas Marking and cutting Using hand tools | Construct a wooden box to fit themed toys: <ul style="list-style-type: none"> • Design outcomes • Practical outcomes • End of project quiz (Homework) |
| Project 2 Graphics | Structures Mechanisms, levers, linkages, pulleys, types of motion. Units of electricity. Electrical circuits. Electrical components. Vacuum forming process. | Design work Final products End of unit quiz (homework) |
| 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"> • Camera model • Train assembly • Train Carriage Design |
| 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"> • Methods of cake making • Assessment – pizza practical using Eatwell guide • Evaluation of pizza practical (WWW & EBI) • End of project quiz (Homework) |

Design & Technology: Year 9

| | What we learn | Key assessments |
|----------------------------------|---|---|
| Project 1 Engineering | <p>What is engineering? Engineering sectors</p> <p>Engineering drawing skills using Autodesk CAD</p> <p>Properties of Materials</p> <p>Knowledge and understanding of Metals</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"> • Maths test • Orthographic Drawing Test • Engineering practical observation • End of project quiz (Homework) |
| 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"> • End of project quiz (Homework) - Ergonomics/Anthropometrics/iterative design • Prototypes • Practical Skills – Hand tools |
| 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 & white (roux, all in one & blended) Gelatinisation</p> <p>Food provenance & Sustainability - Vegetarianism & 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"> • Lasagne evaluation (WWW & EBI) • Main meal practical assessment • Evaluation of main meal practical • End of project quiz (Homework) |
| Project 4 Design Movements | <p>Work of others (Phillipe Starck & Marcel Breuer)</p> <p>Design Styles & Movements</p> <p>Communication of ideas</p> <p>CAD – 2d design skills (laser cut acrylic)</p> <p>The history of plastics</p> <p>Packaging - materials, processes; vacuum forming, packaging design</p> <p>Making blister packaging</p> <p>Evaluation of final product</p> | <p>Designing and making a keyring to represent a chosen Design movement</p> <ul style="list-style-type: none"> • Relevant Design ideas • Application of 2d design skills evident in final practical outcomes • Evaluation of outcome • End of project quiz (Homework) |

Drama

Miss Bonsall
Head of Dance, Drama & Theatre

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 | Anti-Bullying: 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. | 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. |
| Term 2 | The Expedition: 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. | End of term assessment – students create a TV Show style performance as if interviewing the return of the adventure |
| Term 3 | Macbeth: 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. | End of term assessment – performing a section of the script and remembering the lines of their character. |
| Term 4 | Darkwood Manor: 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. | 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. |
| Term 5 | Evacuation: 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. | End of term assessment – students create a split scene performance that includes a use of music, mime, thought tracks and poetry. |
| Term 6 | Charlie and the Chocolate Factory: Students will return to script work, unpicking famous scenes from the magical story by Roald Dahl. | End of term assessment – performing the golden ticket scene, using a range of vocal and physical skills to demonstrate the characters of all ages. |

Drama: Year 8

| | What we learn | Key assessments |
|--------|--|--|
| Term 1 | Time Travel: Students continue to develop creativity whilst learning the new skill of multi-role and establishing skills learnt in previous topics. | 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. |
| Term 2 | Alice in Wonderland meets Frantic Assembly: 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. | 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 | Our Day Out: 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. | 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 | Commedia Dell'Arte: 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. | 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 | Sustainability: 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. This project involves research and documenting facts and evidence. | End of term assessment – they will perform a self-devised piece using Verbatim Theatre techniques. Their performance should stay true to facts and therefore students realise how important and sensitive it is to do this. |
| Term 6 | Everybody's Talking About Jamie: Students explore extracts of the script from the original musical (now an Amazon film). They develop their empathy when taking on a variety of roles and consider identity, gender, race and sexuality. | End of term assessment – to learn lines and perform an extract from the play, sensitively. Students will develop their vocal and physical skills to demonstrate a convincing character. |

Drama: Year 9

| | What we learn | Key assessments |
|-----------|---|---|
| Term 1 | Discrimination: 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 | Bouncers and Shakers: 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 | Hillsborough Disaster: 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 | Blood Brothers: 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. Cooper
Acting Head of English

Mrs. Grainger
Acting KS3 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 each term, relating to different themes such as 'power', 'tragedy' and 'relationships'. Texts cover a range of literature which includes two Shakespeare plays across the key stage. Students are encouraged to use and enjoy the school library and class teachers guide students to read more challenging material independently. Strong reading comprehension skills are essential for success in all subjects, not just English: they enable students to understand textbooks, follow instructions, and analyse information effectively. These skills are tested regularly both in class and through reading homework challenges as when students understand what they have read, they are more likely to enjoy the experience and develop a lifelong love of reading.

- **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 in order to help them decode texts accurately. Our weekly 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' based lessons, 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, and students producing short pieces of writing, embedding their newly learnt skill. 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 individual presentations.

English: Year 7

| | What we learn | Key assessments |
|--------|---|---|
| Term 1 | <p>Whole Class Novel: Texts studied include Boy by Roald Dahl and The Breadwinner by Deborah Ellis. Students will also work on autobiographical writing and presentation skills with a view to delivering their own short presentation to the class. Students will work on 'Let's Think in English texts' and identify and analyse writers' methods including metaphors and conjunctions. Students will also cover revision of capital letters, full stops, verbs, simple sentences and will also focus on not confusing the homophone words which and witch.</p> | Spoken language presentation assessment based on a hobby, memory or interest. |
| Term 2 | <p>Whole Class Novel: Students will continue their work on the whole class novel but focus on character development, narrative writing methods and structure. Following this, students will produce their own piece of narrative writing. Students will work on 'Let's Think in English texts' and identify and analyse writers' methods including the exploration of colour connotations as well as the effects of varied paragraph structures. Students will also cover adjectives, synonyms and exclamation marks and will learn how to avoid comma splicing.</p> | Narrative writing assessment, with a clearly developed character and linked to the novel that has been studied. |
| Term 3 | <p>Shakespearian Comedy: Students will study the conventions of Shakespeare's comedies and 'A Midsummer Night's Dream.' They will also work on character and theme analysis and gain an insight into the world around us by looking at Elizabethan England. They will practise performance skills with this dramatic text. Students will work on 'Let's Think in English texts' and identify and analyse writers' methods including metaphor and the effect of well-chosen verbs. Students will also cover concrete nouns, antonyms, question marks and learn how to punctuate speech accurately.</p> | A reading assessment based on an extract from 'A Midsummer Night's Dream'. Students will be asked to explore how Shakespeare presents a character within the text, demonstrating their analytical skills. |

Highfields School – Key Stage 3

| Y7 cont/... | What we learn | Key assessments |
|------------------------|--|--|
| Term 4 | <p>'Sport and Leisure':</p> <p>Students will study a variety of texts linked to the theme of 'Sport and Leisure'. They will learn how to write to voice their opinion, exploring varied viewpoints and perspectives of the topics covered. Students will also learn how to write a persuasive letter, structuring their arguments clearly and using plenty of rhetorical methods. They will gain an insight into the world around us by looking at the Olympics and racism in sport. Students will work on 'Let's Think in English texts' and identify and analyse writers' methods including foreshadowing and similes. Students will also cover adverbs, using commas in a list, the rules for writing numbers and paragraphing.</p> | A writing assessment where students will produce a letter, sharing their views about a given topic linked to the theme of 'Sport and Leisure' |
| Term 5 | <p>'Childhood':</p> <p>Students will study a variety of texts linked to the theme of childhood which will include extracts from Dickens' 'Oliver Twist'. Students will study Dickens as an author as well as learn about life in Victorian England. They will then explore how Dickens' writing reflects the time in which he lived. Alongside this, students will explore the Romantic poets and their poems, especially focusing on the poet William Blake. Students will work on 'Let's Think in English texts' and identify and analyse writers' methods including the effect of sibilance and metaphor. Students will also cover consistency with tense past, consistency with tense present, apostrophes for missing letters, not confusing 'their', 'they're' and 'there'.</p> | A reading assessment linked to a chosen extract. Students will be asked to explore how the writer presents a character within the text, demonstrating their analytical skills. |
| Term 6 | <p>'Strange Creatures':</p> <p>Students will explore the art of description, linked to the topic of 'strange creatures'. Students will learn how to effectively structure a description and use powerful figurative language to create imagery. Students will also gain an insight into the world around us by looking at Greek and European mythology and will work together to form a presentation linked to this. Students will work on 'Let's Think in English texts' and identify and analyse writers' methods including third colour imagery and similes. Students will also cover apostrophes for possession, determiners, possessive determiners, homophones and not confusing 'your' and 'you're'.</p> | A descriptive writing assessment, using an image as inspiration for this. |
| 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. They will also spend time reading independently. | |

English: Year 8

| | What we learn | Key assessments |
|--------|---|---|
| Term 1 | <p>Whole Class Novel: Texts include Orwell's Animal Farm, Morpurgo's Private Peaceful, Wells' The Time Machine and Swindells' Stone Cold. Students will explore their text with a specific focus on both theme and character presentation. Students will also study the wider social and political contexts of their novels and begin to consider how these are shown within the texts. Students will work on 'Let's Think in English texts' and identify and analyse writers' methods including past continuous tense, past perfect tense and colloquial language. Students will also cover coordinating conjunctions, subordinating conjunctions, adjective clauses, non-finite clauses and not confusing 'bored' and 'board'.</p> | <p>A reading assessment linked to a chosen extract. Students will be asked to explore how the writer presents a theme within the text, demonstrating their analytical skills.</p> |
| Term 2 | <p>Whole Class Novel: Continued work on the whole class novel. Students will also be introduced to the poem 'Silver' by Walter de la Mare. 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 work on 'Let's Think in English texts' and identify and analyse writers' methods including semantic fields, paragraphing and rhetorical questions. Students will also cover complex sentences, commas to separate clauses, the doubling up spelling rule, homographs and not confusing 'new' and 'knew'.</p> | <p>A speaking and listening assessment in which students learn and perform the poem 'Silver' by Walter de la Mare.</p> |
| Term 3 | <p>'Relationships': Students will study a range of texts linked to the theme of 'relationships'. These include the Vernon Scannell poem, 'Nettles'. Students will build on their skills of language analysis and gain an insight into the world around us by looking at gender, sexuality and marriage. Students will work on 'Let's Think in English texts' and identify and analyse writers' methods including enjambment and interrogatives. Students will also cover minor sentences, pronouns, compound-complex sentences, anaphora and not confusing 'was' and 'were'.</p> | <p>A reading assessment linked to the poem 'Nettles'. Students will be asked to explore how the writer presents the relationship between father and son in the poem, demonstrating their analytical skills.</p> |

| Y8 cont/... | What we learn | Key assessments |
|------------------------|---|---|
| Term 4 | <p>'The Lord of the Flies' - Power:</p> <p>Students will read a selection of extracts from William Golding's 'The Lord of the Flies', exploring the symbolism and imagery within the text and considering how the theme of power is presented. Students will also develop their skills with descriptive writing and take part in group tasks linked to the text. Students will also work on essay writing and gain an insight into the world around us by looking at texts from other cultures. Students will also work on 'Let's Think in English texts' and identify and analyse writers' methods including caesura and monosyllabic words. Students will also cover prepositions, rules for spelling plurals, collective nouns, syntactic parallelism and not confusing 'were' and 'where'.</p> | A reading assessment linked to the theme of power in an extract from 'The Lord of the Flies'. |
| Term 5 | <p>'Crime':</p> <p>Students will study a variety of texts linked to the theme of Crime and Punishment. Students will present their ideas in response to the Steve Earle poem, 'Billy Austin' as well as learn how to write to voice an opinion. Students will learn how to use a range of persuasive devices and structure a formal letter. They will gain an insight into the world around us by looking at the justice system. Students will work on 'Let's Think in English texts' and identify and analyse writers' methods including in media res and iambic pentameter. Students will also cover colons, semi-colons, initialisms, acronyms and not confusing 'is' and 'are'.</p> | A writing assessment. Students will write an argument in response to a given statement. |
| Term 6 | <p>'The World Around Us':</p> <p>Students will study descriptive writing and focus on exploring poetry from other cultures. 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 work on 'Let's Think in English texts' and identify and analyse writers' methods including symbolism, masculine rhyme, assonance and syntactic parallelism. Students will also cover compound words, blends, prefixes, suffixes and not confusing 'lose' and 'loose'.</p> | A descriptive writing assessment, using an image as inspiration for this. |
| 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. They will also spend time reading independently. | |

English: Year 9

| | What we learn | Key assessments |
|--------|--|---|
| Term 1 | <p>'Shakespearian Tragedy': Students will explore the tragedy genre and analyse Shakespeare's 'Romeo and Juliet.' Students will learn about life in Elizabethan England and be able to link aspects of context with plot, character and theme. Students will also gain an insight into the world around us by looking at politics, parliament and government. Students will work on 'Let's Think in English texts' and identify and analyse writers' methods including prepositional phrases, personification and hyperbole. Students will also cover active/passive voice, ellipsis and suspension points, subject-verb-object, complements and adverbials and not confusing 'have' and 'of'.</p> | <p>A reading assessment linked to Shakespeare's Romeo and Juliet. Students will be asked to explore how the writer presents the character of Romeo at the start of the play, demonstrating their critical analysis skills and embedding relevant context.</p> |
| Term 2 | <p>Tragedy continued and 'Power': Continued work on 'Romeo and Juliet' before moving on to look at 'Of Mice and Men' or 'Pigeon English.' Students will also work on using plot, characterisation and setting. They will 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 also study William Blake's poem 'London' and will learn and perform the poem to the rest of the class. Students will work on 'Let's Think in English' texts and identify and analyse writer's methods including climax, possessive determiners and non-finite clauses. They will also cover fronted adverbials, fronted present participles, idioms, collocations and not confusing 'break' and 'brake'.</p> | <p>A speaking and listening assessment in which students learn and perform the poem 'London' by William Blake.</p> |
| Term 3 | <p>'Outsiders': Students will continue reading their class text: Steinbeck's 'Of Mice and Men' or 'Pigeon English'. They will begin to explore the presentation of themes in their novels and how this links to their social and historical contexts. Students will also study the poem 'The Emigree'. This poem is included on the GCSE AQA English Literature syllabus. Students will gain an insight into the world around us by looking at refugees. Students will work on 'Let's Think in English' texts and identify and analyse writer's methods including relative clauses, speech tags and juxtaposition. Students will also cover past continuous tense, present continuous tense, modal auxiliary verbs, phrasal verbs and not confusing 'practice' and 'practise'.</p> | <p>A reading assessment linked to the novel studied. Students will be asked to explore how the writer presents a given theme in the text, demonstrating their critical analysis skills and embedding relevant context.</p> |

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| Y8 cont/... | What we learn | Key assessments |
|------------------------|---|---|
| Term 4 | The Gothic Students will look at Gothic literature conventions through a broad range of extracts and be introduced to conflict literature. They will analyse these texts and aim to embed their contextual understanding into their writing. Students will also learn how to write descriptively in the Gothic style. Students will work on GCSE 'Let's Think in English' texts and identify and analyse a variety of writers' methods. Students will also cover discourse markers, syllables, euphemism, hypernyms, hyponyms and not confusing 'accept' and 'except' | A reading assessment linked to the presentation of a character in a Gothic text. Students will be expected to demonstrate their critical analysis skills and embed relevant context linked to the Gothic genre. |
| Term 5 | Victorian Society and Conflict Poetry: Students will read study a variety of Victorian literature extracts based around the inequality of Victorian England. 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 also focus on Tennyson's poem 'The Charge of the Light Brigade' and Wilfred Owen's 'Exposure', exploring the depiction of war in both poems, working on analysis paragraphs and comparing poetry. Students will cover litotes, hyperbole, alliteration, enjambment and not confusing 'less' and 'fewer'. | Students will complete a reading based assessment, proving that they can evaluate the language and structure of a pre-1900 extract. |
| Term 6 | Identity and Conflict poetry: Students will work on a series of extracts focusing on identity. Texts include 'The Hate U Give' and 'Noughts and Crosses'. They will work on successful presentation A spoken language presentation on an issue that is important to them. skills and spoken delivery in preparation for a speech that will be delivered to the class. Alongside this, they will focus on Armitage's poem 'Remains' and Hughes' 'Bayonet Charge'. Students will focus on creating analysis paragraphs and comparative writing. Students will also cover simile, metaphor, personification, caesura and not confusing 'affect' and 'effect'. | A written essay in which students compare two of the conflict poems studied |
| 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. They will also spend time reading independently. | |

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.

Highfields School – Key Stage 3

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 | Geography Detectives: 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 | Weather and climate: 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 | Country studies (China): 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 | Rivers: 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 | Settlement and shopping: Types of shop, shopping patterns and concept of a clone town. | Settlement and shopping test |
| Term 6 | Fieldwork investigation: 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 | Disaster Strikes: 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. | Tectonics test |
| Term 2 | 21st Century Urban Living 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). | 21 st Century Urban Living test |
| Term 3 | Country studies (Nigeria): 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. | Nigeria test |
| Term 4 | Coasts 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 | Coastal processes and patterns test |
| Term 5 | Ecosystems: tropical rainforest and deserts 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. | Ecosystems test |
| Term 6 | Carsington Fieldwork Enquiry: 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. | Fieldwork portfolio |

Geography: Year 9

| | What we learn | Key assessments |
|--------|--|---|
| Term 1 | 21st Century Challenges A range of issues that threaten our planet in the 21 st Century are studies, 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. | Fieldwork portfolio Extended writing relating to 21 st Century Challenges |
| Term 2 | Ice: 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. | Glacial processes and patterns test |
| Term 3 | Globalisation 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. | Globalisation test |
| Term 4 | Ecosystems: deserts and tropical rainforests 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. | Ecosystems test |
| Term 5 | Physical and Human features in The Horn of Africa: 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 | Extended writing about economic challenges faced by local people in the Horn of Africa |
| Term 6 | Types of rock; tourism and skills 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. | Rocks and landscapes test Fieldwork portfolio |

History

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.
- 5.

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 | Pre-Norman England <ul style="list-style-type: none"> • England in the year 1000 • The rule of Edward the Confessor • The impact of the Viking invasions • Edward's feuds with the Earls • The Norman Conquest including the Battle of Hastings | Why was England so hard to rule? |
| Term 2 | The impact of the Norman Conquest <ul style="list-style-type: none"> • William the Conqueror and his attempts to maintain control • Rebellions and the methods used to end them • Castles • Feudalism • Changes to England's culture and society | How far did the Normans change England? |
| Terms 3 & 4 | Medieval Realms: power of the monarchs and the crusades <ul style="list-style-type: none"> • The power of the church. • The events surrounding Henry II and the murder of Thomas Becket. • Significance of the Crusades. | What is the story of medieval Europe? |
| Term 5 | The Peasants' Revolt of 1381 <ul style="list-style-type: none"> • The impact of the Black Death on England • Life in the 14th Century • The rule of reign of Richard II • The causes and events of the revolt • The death of Wat Tyler | What happened to Wat? |
| Term 6 | Migration to England <ul style="list-style-type: none"> • Ancient migration- Celts and Britons • Early Medieval Migration- Angles, Saxons, Vikings • Medieval Migration- French, Flemings & Walloons • Modern Migration from the Empire, Commonwealth & European Union | What makes a Derbyshire person? |

History: Year 8

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

History: Year 9

| | What we learn | Key assessments |
|--------|--|---|
| Term 1 | World War One: <ul style="list-style-type: none"> The alliance system before World War One The causes of World War One The Battles of the Somme & Passchendaele The role of Field Marshal Haig- a 'donkey' or a hero? | <p>How far was the assassination of Archduke Franz Ferdinand the main cause of WWI?</p> <p>How should we remember Field Marshal Haig?</p> |
| Term 2 | <ul style="list-style-type: none"> Britain in the inter-war period: The rise of foreign challenges- including the USA, Germany, Italy, USSR and Japan Political extremism Social changes Economic challenges | <p>What was the biggest challenge facing inter-war Britain?</p> |
| Term 3 | Key events and aspects of World War Two: Key battles and events, including: <ul style="list-style-type: none"> Dunkirk The Blitz Stalingrad D-day The war in the east The French resistance | <p>What story should we tell about WW2?</p> |
| Term 4 | Post War Britain <ul style="list-style-type: none"> Post war immigration to Britain including the <i>Empire Windrush</i> The fight for civil rights- e.g. the Bristol Bus Boycott and Stephen Lawrence | <p>What stories about Britain must never be forgotten?</p> |
| Term 5 | Genocide in the 20th Century <ul style="list-style-type: none"> The Holocaust The 1990s Bosnian Genocide The 1994 Rwandan Genocide | <p>How does a genocide happen?</p> |
| Term 6 | Cold War Key events of the Cold War, including: <ul style="list-style-type: none"> Causes Mutually Assured Destruction Cuban Missile Crisis As well as other events in this period, such as decolonisation, changes in British society & culture. | <p>How far should the Cold War define the second half of the century?</p> |

Mathematics

Mr M Prescott
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 our students to enjoy the subject without feeling nervous about getting something wrong. Students use mini whiteboards in most lessons to ensure staff can check understanding quickly and regularly, and this allows students the opportunity to develop confidence by acting on instant feedback to improve.

We deliver engaging and challenging lessons covering all aspects of mathematics, including number, algebra, ratio, proportion and rates of change, geometry and measure, probability and statistics. 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 & 2 | <p>Number Theory</p> <p>The Four Operations: Addition, Subtraction, Multiplication and Division.</p> <p>Students will consolidate key skills and knowledge in number theory and methods of addition, subtraction, multiplication and division. New concepts involving estimation, accuracy and algebra will be introduced alongside common applications of the skills acquired. New concepts in geometry involving finding the areas of complex shapes such as trapezia and volume of prisms will also be introduced.</p> | <p>Initial assessment – Students complete an online assessment which provides staff with baseline data.</p> |
| Term 3 & 4 | <p>Discovering Algebra and Bits and Pieces</p> <p>Students will begin this term by discovering types of numbers, including powers and roots, primes, factors and multiples.</p> <p>Students will begin a deep dive into the world of algebra. Students will learn new skills in manipulating algebraic expressions through collecting terms, working with brackets, factorising and using substitution in formulae. They will then use these skills to develop an understanding of balancing to solve equations and construct their own equations to solve real-life problems. Students will also discover the algebra behind sequences. Students will apply these skills to answer questions in real-life settings using these skills.</p> | <p>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.</p> |
| Term 5 & 6 | <p>Fractions, Decimals and Percentages</p> <p>Students will also build upon their knowledge of all things fractional. They will revisit and consolidate the skills required to work with fractions, decimals and percentages. They will then begin to apply these skills to enable them to perform calculations using standard methods. Students will apply these skills to answer questions in real-life settings using these skills. Students will review and extend on the work introduced in Year 6 on statistics. Students will learn how to present data in a range of statistical diagrams, learn how to calculate a variety of averages and develop their understanding of probability to enable them to calculate probabilities of equally likely events. The academic year will end with Enrichment Week, where students design their own Theme Park and look at the mathematics behind what is needed – budgeting, scale drawings, area and perimeter, and plans and elevations.</p> | <p>End of term assessment 3 – 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.</p> <p>End of year assessment – Students complete both a non-calculator and calculator assessment. The assessment is written by AQA 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.</p> |

Maths: Year 8

| | What we learn | Key assessments |
|--------|---|--|
| Term 1 | <p>Number: Four operations with positive and negative integers and fractions, BIDMAS and bank statements.</p> <p>Data handling: Calculating and interpreting all averages. Comparing data.</p> <p>Algebra: Solving equations, using formulae, forming and simplifying algebraic expressions.</p> <p>Shape: Angles review, angles in parallel lines.</p> | 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>Number: 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>Shape: Area and perimeter of 2d shapes, including compound shapes.</p> <p>Data handling: Interpreting data (graphs, charts and averages), comparing data sets.</p> <p>Algebra: Different types of sequences, types of numbers. Coordinates and linear graphs.</p> | |
| Term 3 | <p>Number: Percentage of an amount, percentage increase and decrease, simplifying ratios, split an amount by a given ratio, ratio problems.</p> <p>Algebra: Laws of indices. Real-life graphs.</p> <p>Probability: probability recap.</p> | 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 4 | <p>Number: Proportion.</p> <p>Data handling: Calculating probabilities using Venn diagrams, frequency trees, sample space diagrams and two-way tables.</p> <p>Shape: Calculating the volume and surface area of solids.</p> <p>Algebra: linear graphs.</p> | Assessment 3 – 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. |

Highfields School – Key Stage 3

| Y8 cont/... | What we learn | Key assessments |
|------------------------|--|--|
| Term 5 | <p>Number: 4 operations with negative numbers</p> <p>Algebra: Linear graphs. Expanding brackets and factorising expressions.</p> <p>Shape: Constructions., properties of polygons and 3D shapes. Angles and bearings.</p> <p>Data handling: Scatter graphs, interpreting and drawing pie charts.</p> | Assessment 4 – Students will complete a calculator assessment. The assessment is written by AQA, the exam board we use at GCSE, and includes topics covered since joining Highfields School. The assessment is differentiated into 3 tiers according to class ability. |
| Term 6 | <p>Number: Four operations with decimals, standard form</p> <p>Shape: Rotations, reflections, enlargements and translations. Congruence and similarity.</p> <p>Algebra: Equations and formulae</p> | End of year assessment – Students will complete two assessments. The assessment is written by AQA, the exam board we use at GCSE, and includes topics covered since joining Highfields School. |
| 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. | |

Maths: Year 9

| | What we learn | Key assessments |
|--------|---|--|
| Term 1 | <p>Number: Four operations with integers and fractions, fraction of an amount, percentage of an amount, percentage increase and decrease, reverse percentages, compound interest.</p> <p>Data handling: Collecting and representing data</p> <p>Algebra: Solving equations (and inequalities – Advanced only term 1), substitution and linear graphs (Core and Support only term 1). Coordinates and Collecting Like Terms.</p> <p>Shape: area and perimeter, Pythagoras' Theorem (Advanced only)</p> | Assessment 1 – Students will complete a modified GCSE paper. This could be Higher or Foundation depending on the needs of the students. This will be a non-calculator exam. |
| Term 2 | <p>Number: Rounding to various different degrees of accuracy. Ratio and proportion problem solving</p> <p>Algebra: Substitution (Core and Support only term 2), Sequences and Simultaneous Equations (Advanced only term 2)</p> <p>Shape: Angles, transformations (Advanced only term 2), area and perimeter (Core and Support only term 2)</p> <p>Data Handling: Probability</p> | Assessment 2 – Students will complete a modified GCSE paper. This could be Higher or Foundation depending on the needs of the students. This will be a calculator exam. |
| Term 3 | <p>Number: 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>Shape: Construction and loci, volume and surface area (Core and Support only term 3)</p> <p>Data handling: Cumulative frequency and box plots (Advanced only term 3)</p> <p>Algebra: Sequences (Core and Support only term 3), Expanding and factorising double brackets (Advanced only term 3)</p> | Assessment 3 – this takes the form of a mental maths test, assessing how students can apply their learning when questions are spoken. This helps them to improve upon their listening skills, building upon those demonstrated and tested in year 7 and 8. |
| Term 4 | <p>Number: Advanced term 4 – Indices and standard form Core and Support term 4 – Negative numbers, equivalent FDP, frequency trees and Venn diagrams</p> <p>Shape: Advanced term 4 – Volume and surface area, similar triangles Core and Support term 4 – Transformations, classifying polygons</p> <p>Algebra: Equation of a straight line (Advanced only)</p> <p>Data Handling: averages</p> | Assessment 3 – Students will complete a modified GCSE paper. This could be Higher or Foundation depending on the needs of the students. This will be a calculator exam. |

Highfields School – Key Stage 3

| | | |
|----------|--|---|
| Term 5/6 | <p>Advanced: Trigonometry Bearings and Scale Drawings Solving Quadratics Conditional Probability Transformations Recap Iterations Identities Plotting Quadratic Graphs</p> <p>Core: Linear Graphs Bank Statements Time Calculations Formulae Averages and Spread Indices Transformations Expanding and Factorising Ratio and Proportion Percentages and Compound Interest</p> <p>Support: Bank Statements Bus Timetables Solving Equations Expanding Brackets Percentages Two-Way Tables Area and Volume Venn Diagrams BIDMAS Calculator Skills</p> | <p>End of Year Assessments – Students will complete modified GCSE papers. These could be Higher or Foundation depending on the needs of the students. These will be both calculator and non-calculator exams.</p> |
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Modern Foreign Languages

Mrs Bowen
Head of Modern Foreign Languages

Languages are a window to 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.

Most students at Highfields do a second language of their choice in year 9 whilst continuing with their first language. They will follow a similar curriculum to those below but at an accelerated rate. Our aim is to enable students to confidently choose either or both languages for GCSE.

French: Year 7

| | What we learn | Key assessments |
|--------|--|---|
| Term 1 | Tout sur moi Personal information, physical appearance, favourite objects. How a language works. How to pronounce words and phrases How to listen effectively. How to ask and answer questions. How to guess what a word means. How to write a foreign language accurately. What life in another country is like. How to use the verb 'avoir', nouns and articles, c'est, in +countries | Regular vocab tests and continuous AFL Dictation and reading aloud task. |
| Term 2 | Mon monde perso Personality, family, school subjects, friends. Pronunciation – silent letters Formal and informal language – when to use each one Use and manipulation of comparative/superlative structures Application of transferable language to new contexts – high frequency vocabulary Present tense of etre, possessives, adjectival agreement | Regular vocab tests and continuous AFL Reading task. |
| Term 3 | Autour de moi School, home and animals. Present tense of regular er verbs, pronunciation of vowels and vowel combinations Irregular verbs in present tense – faire, aller Adjectival agreement and position of adjectives Plural nouns and adjectives Set phrases in past and future | Regular vocab tests and continuous AFL Role play. |

Highfields School – Key Stage 3

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| Term 4 | A table Food. Present tense of regular er verbs + manger et boire + using the infinitive constructions Plural nouns and adjectives Negatives Quantities | Regular vocab tests and continuous AFL Writing task. |
| Term 5 | Mon quartier Local area. to the, time expressions, vouloir and pouvoir, prepositions, du/de la/des, il y a/ il n'y a pas de, imperatives, listening strategies | Regular vocab tests and continuous AFL Photo card and conversation questions spoken task. |
| Term 6 | C'est mon truc Lifestyle. good pronunciation, retrieval and rehearsal strategies, how to revise for a test, writing from memory, checking for errors in your writing | Speaking and writing assessment. Listening task. |

French: Year 8

| | What we learn | Key assessments |
|--------|--|--|
| Term 1 | Holidays using different tenses. Choisir, finir, prendre (new verbs), Masculine/Feminine Countries, Near future, J'aimerais/Je voudrais (conditional), Perfect tense with avoir and perfect tense of aller | Regular vocab tests and continuous AFL |
| Term 2 | Sport and Leisure including injuries. Jouer and faire (present tense verbs), Perfect tense of Aller, Pouvoir + Infinitive, Pronouncing past and present tense verbs correctly, Depuis + present tense, listening for past/present, J'ai mal au/a la/ a l'/ aux | Regular vocab tests and continuous AFL |
| Term 3 | Daily life and issues in Francophone countries. 24 hour clock, Reflexives in the present tense, Aller + infinitive, reading strategies, Identify express and justify opinions, Listening and writing strategies, Translation strategies | Regular vocab tests and continuous AFL |
| Term 4 | France and other countries including differences between France and England and famous French people. Direct object pronouns, Review present tense of er verbs, Opinions in the past, Review perfect tense, Verb + infinitive structures. | Regular vocab tests and continuous AFL |
| Term 5 | Entertainment including TV programmes, film genres and music. Direct object pronouns, Faire + infinitive, Rendre + adjective, Opinions in the past | Regular vocab tests and continuous AFL |
| Term 6 | Technology including pros and cons and favourite gadgets. | Speaking and writing assessment |

Highfields School – Key Stage 3

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| | Modal verbs, Using infinitive constructions to say what you do on the internet for fun, good pronunciation, retrieval and rehearsal strategies, how to revise for a test, writing from memory, checking for errors in your writing | |
|--|--|--|

French: Year 9

| | What we learn | Key assessments |
|------------|---|--|
| Term 1 | Issues for teenagers including relationships with family, pocket money and using the imperfect tense. Pronouns me, te and se, Modal verbs: devoir, pouvoir and vouloir, Imperative (commands), Imperfect Tense and revision of perfect tense, Asking and answering questions | Regular vocab tests and continuous AFL |
| Term 2 | A balanced diet including lifestyle and how you will improve it in the future. Impersonal structures The pronoun en, Perfect tense(revision), Expressions of quantity, Future Tense | Regular vocab tests and continuous AFL |
| Term 3 | Transport and holidays including planning a holiday and using different tenses. Present tense of choisir and partir, Perfect tense(revision), Using the conditional | Regular vocab tests and continuous AFL |
| Term 4 | Home, describing different types of home and your ideal home using the conditional. Use y, depuis = present tense, si clauses | Regular vocab tests and continuous AFL |
| Term 5 & 6 | Jobs and ambitions using the conditional and imperfect tense. Conditional plus future, good pronunciation, retrieval and rehearsal strategies, how to revise for a test, writing from memory, checking for errors in your writing | Speaking and writing assessment |

German: Year 7

| | What we learn | Key assessments |
|--------|---|--|
| Term 1 | Introduction - 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> , culture | Regular vocab tests and continuous AFL Dictation and reading aloud task. |
| Term 2 | Family and Christmas culture - 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, culture | Regular vocab tests and continuous AFL Reading task. |
| Term 3 | Freetime - sports, leisure activities, how often, online freetime, listening skills Grammar: use <i>gern</i> , correct word order, present tense as future, culture | Regular vocab tests and continuous AFL Role play. |
| Term 4 | School - 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, culture | Regular vocab tests and continuous AFL Writing task. |
| Term 5 | Travel - 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, culture | Regular vocab tests and continuous AFL Photo card and conversation questions spoken task. |
| Term 6 | Consolidation - 'Ostwind' films, speaking skills, reading skills, culture | Speaking and writing assessment. Listening task. |

German: Year 8

| | What we learn | Key assessments |
|--------|--|--|
| Term 1 | A Past Holiday – describing the past using perfect and imperfect tenses, holiday activities, types of accommodation, modes of transport, the weather, culture | Regular vocab tests and continuous AFL |
| Term 2 | Media – film genres, types of television programme, reading preferences, screen time, speaking a foreign language, modal verbs, perfect tense, giving/understanding opinions, culture | Regular vocab tests and continuous AFL |

Highfields School – Key Stage 3

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|--------|---|--|
| Term 3 | Healthy Living – talking about typical breakfasts, typical German food, understanding and using recipes, talking about healthy lifestyles and giving advice, understanding longer texts, describing and comparing dinner parties, using language creatively, culture | Regular vocab tests and continuous AFL |
| Term 4 | A School Trip – 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, culture | Regular vocab tests and continuous AFL |
| Term 5 | Going Out – 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, culture | Regular vocab tests and continuous AFL |
| Term 6 | Consolidation 'Ostwind' films, Adidas vs Puma story, "Zoom" reading booklet, speaking skills, reading skills, translation skills, culture | Speaking and writing assessment |

German: Year 9

| | What we learn | Key assessments |
|--------|---|--|
| Term 1 | Role-models - 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, culture | Regular vocab tests and continuous AFL |
| Term 2 | Music - 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, culture | Regular vocab tests and continuous AFL |
| Term 3 | My ambitions - 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, improving listening skills, culture | Regular vocab tests and continuous AFL |
| Term 4 | Childhood - talking about your childhood using hatte/ war, talking about childhood activities and memories using modal verbs in the imperfect | Regular vocab tests and continuous AFL |

Highfields School – Key Stage 3

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| | 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, culture | |
| Term 5 | Rights and duties - talking about age limits, practising using the correct word order, talking about what is important to us using <i>well</i> , 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 <i>wir</i> form, describing small changes that can make a difference, reading and responding to authentic literary texts, culture | Speaking and writing assessment |
| Term 6 | Consolidation Grammar recap, consolidation of 3 tenses, word order rules Das Wunder von Bern | Regular vocab tests and continuous AFL |

Spanish: Year 7

| | What we learn | Key assessments |
|--------|--|---|
| Unit 1 | How to introduce oneself and basic Spanish vocabulary such as colours and numbers. How to use simple verbs in the present tense, e.g. <i>ser</i> and <i>ir</i> . Phonics, copying accurate pronunciation. How to write a foreign language accurately, including punctuation and accents. Basic opinions. Regular present tense verbs. | Regular vocab tests and continuous AFL |
| Unit 2 | Family life, pets, physical and character descriptions. How to ask and answer questions and respond effectively to them. Building on our present tense verb bank – using <i>tener</i> – to have. Masculine and feminine, nouns and adjectives. | Regular vocab tests and continuous AFL |
| Unit 3 | Hobbies and weather. Building on our present tense verb bank – using <i>tener/hacer/ir/jugar</i> (irregular verbs) and forming negatives. | Regular vocab tests and continuous AFL |
| Unit 4 | Where we live, different types of accommodation, dream house and household chores. Building on our present tense verb bank – using verb ' <i>vivir</i> ' in present and other tenses. The conditional – describing your ideal house The difference between ' <i>hay</i> ' and ' <i>es</i> '. | Regular vocab tests and continuous AFL. Speaking and writing assessment. |

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. Review of regular and irregular verbs in the present tense. We will build on knowledge of pronunciation and you will actively use skills learnt in Y7. We will further look at accents and how they change the way you pronounce a word. | Regular vocab tests and continuous AFL |
| Unit 2 | Describing school life, rooms in school, timetables, subjects and future study plans. "Qué" + adjective – how ...!, telling the time, Se puede/se debe – you can/you must Antes de/después de + infinitive – before/after doing something Future expressions | Regular vocab tests and continuous AFL |
| Unit 3 | Opinions on food, healthy diet, body, illnesses. Internet and social media, TV, cinemas, music – opinions. Grammar – revision of present tense "er" verbs with "comer" and "beber" and how to use them in past and future. We will learn how about the "tu" and "Usted" forms of you. Using "mucho" and "poco". Using "doler" in the present tense. | Regular vocab tests and continuous AFL |
| 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. Grammar - we will look at the irregular verb "ir" with different prepositions. Preterite (regular and irregular verbs) and near future tenses to describe holidays in the past and future. "Soler" + infinitive – to usually do something Slang expressions of opinion. | Speaking and writing assessment |

Spanish: Year 9

| | What we learn | Key assessments |
|--------|---|---|
| Unit 1 | <p>Internet and social media, TV, cinemas, music – opinions.</p> <p>“preferir” and how modals are followed by an infinitive. We will practise the near future.</p> <p>“Acabar de” + infinitive – to have just done something</p> <p>“Mejor”, “peor” – better/best, worse/worst</p> <p>Making comparisons with “preferir” + a</p> <p>Use of “ser” and “estar”</p> | Regular vocab tests and continuous AFL |
| Unit 2 | <p>Clothes and shopping – dealing with problems when shopping.</p> <p>Grammar - We will revise and practise preterite and near future tenses (going to do something) and look at a second future tense, how to say you will do something. We will also look at how to use the continuous present (I am doing). We will introduce the conditional tense (I would do).</p> <p>“Este”, “ese” - this, that</p> <p>Some useful adjectives – “todos”, “muchos”, “pocos”, “varios”, “ciertos”</p> <p>Ordinal numbers – first, second, third etc</p> <p>Direct object pronouns – how to say eg me, you, them etc.</p> | Regular vocab tests and continuous AFL |
| Unit 3 | <p>Routines with reflexive verbs, talking about global issues.</p> <p>Grammar – Reflexive verbs – a lot of daily routine verbs.</p> <p>Direct and indirect object pronouns – how to say (to/at) me, you etc.</p> <p>Use of certain verbs with prepositions, eg to talk about etc</p> <p>Use of “se” – one/you</p> | Regular vocab tests and continuous AFL |
| Unit 4 | <p>Looking at life in other parts of the Hispanic world.</p> <p>Grammar - Reflexive verbs in different tenses. We will practise the imperfect and introduce the perfect tense.</p> | <p>Regular vocab tests and continuous AFL.</p> <p>End of year assessment.</p> |

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

Mr Rowley
Head of Music

The study of music offers a rich and varied experience, encompassing performance, composition, and appraisal. These core elements are fully embedded within our carefully structured schemes of work, giving students the opportunity to build essential musical skills and paving the way for continued study into Key Stage 4 and beyond.

Alongside skill development, we aim to foster a genuine love and appreciation of music. Through engaging and inclusive lessons, students grow in self-confidence, creativity, and resilience—qualities that support them not only as musicians but as lifelong learners.

Students are encouraged to become confident performers on an instrument of their choice, develop their improvisation and composition skills, and critically evaluate their own work and that of others. They also gain fluency in a range of musical notations and explore a wide variety of musical styles and traditions.

The study of music at Key Stage 3 also promotes broader personal and academic development. Students cultivate self-discipline through rehearsal, take creative risks in performance, and develop innovation through composition. They also strengthen empathy, listening, and communication skills through ensemble work and develop a deeper cultural awareness through exposure to music from diverse backgrounds.

Music: Year 7

| | What we learn | Key assessments |
|--------|---|--|
| Term 1 | Elements: 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 performance task Small group composition task using keyboards demonstrating understanding of the elements through performance and appraisal |
| Term 2 | Basic Skills 1: Musical literacy. How to read and write music Keyboard geography through a series of differentiated performance tasks | Performance task on keyboard or students' own instrument End of topic written test / listening and appraising |
| Term 3 | Baroque Music: The importance and role of music from the Baroque era as well as the instruments used and the techniques employed during the period | Performance assessment based on 'Pachelbel's Canon' – solo or group performance |
| Term 4 | Baroque Music (The Rap): 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 perform a composition based on learning in term 3 in the form of a rap using 'Pachelbel's Canon' as their backing track |
| Term 5 | Sonorities: The sections of the orchestra, the development of orchestral music up to | Students perform a well-known piece of orchestral music on keyboards or students' own instrument |

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| | present day and the importance of group work and discipline in music | |
| Term 6 | Creative Creature: 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 composition based on a visual stimulus This term also includes the Year 7 exam – listening and appraising |

Music: Year 8

| | What we learn | Key assessments |
|--------|---|---|
| Term 1 | Ostinato Odyssey: 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 | Performance assessment based on ostinato task of student's own choice |
| Term 2 | The Beat Goes On: 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 perform a polyrhythmic composition using household objects. Their performance must be musically accurate as well as convey a narrative of some kind |
| Term 3 | Basic Skills 2: Musical literacy. How to read and write music. Bass clef introduced. Keyboard geography through a series of differentiated performance tasks | Performance task on keyboard or students' own instrument End of topic written test / listening and appraising |
| Term 4 | ICT in Music: 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 composition to a specific brief using music technology |
| Term 5 | Keyboard Karaoke: Musical literacy and keyboard geography are enhanced as students learn a series of differentiated keyboard pieces set to 'karaoke' backing tracks | Individual performance assessment based on one or more of a selection of keyboard pieces |
| Term 6 | Band Skills: 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 performance assessment based on one of more of a selection of performance pieces |

Music: Year 9

| | What we learn | Key assessments |
|--------|--|---|
| Term 1 | Basic Skills 3: 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 test – notation, rhythm, time signature, chords Sibelius composition Performance assessment on keyboard |
| Term 2 | Pop Music: 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 | Performance assessment based on 12 bar blues task on keyboard or own instrument – solo or small group. Individual or group performance assessment |
| Term 3 | Film Music: 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. | Performance assessment based on film music task of student's own choice on keyboard or own instrument Listening and appraising based on film examples Students' storyboard in preparation for term 5 |
| Term 4 | Dance Music: How dance music is created and structured. What makes an effective dance music track. | Assessment of arrangement / composition and final remix project in pairs or solo. |
| Term 5 | Film Music: How to utilise ICT to create a soundtrack for an original film, drawing on learning taken place in term 2 | Performance of composition using music technology Opportunities to improve grade in term 3 - Performance assessment based on film music task of student's own choice. |
| Term 6 | Pop Project: How to present information creatively and as a PowerPoint on a band, artist, genre or decade of pop music | Presentation (+option for performance) 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 and its wider benefits. We want each student to find their own area in which they feel empowered and can develop further and hopefully lead to lifelong participation. Students have the opportunity to experience a range of sports and activities aimed at improving physical literacy and 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 and Leadership.

Block 2 – Motivating and influencing others, Participation and Effort.

Block 3 – Collaboration and Self-management.

Block 4 – Communication and Decision Making.

Block 5 – Innovation.

Block 6 – Evaluation and Resilience.

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 their careers and through 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 enrichment clubs and signpost students to these to further develop skills and improve performance (Football, Netball, Basketball, Handball, Cricket, Tennis, Athletics and Tennis) to allow students to be encouraged to take responsibility and experience activities which might take them out of their comfort zone and build resilience. We are ambitious and aim through a range of challenges for students to independently lead warm-ups, take on leadership roles, solve complex problems and apply advanced skills and tactics to gain success.

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 | <p>Motivating and influencing others, participation and effort. Handball/Football. Developing the basics skills requires for success in all activities: Run, Jump, Throw, Catch, Kick. Rules/expectations and self-Management. Getting involved in a range of activities that develop team and personal, tactics strategies and techniques. Taking part in individual and team competitive sports and activities.</p> | <p>Assess skills and techniques such as passing, dribbling and shooting in a semi competitive situation. Head, Heart Hands assessment.</p> |
| Block 2 | <p>Rules/expectations and Leadership – Handball, Netball and Football 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. Leadership will also be developed as part of the process, researching skill drills and warm-ups. 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).</p> <p>Knowledge of the rules and different roles within sport. (Head).</p> <p>Practically developing skills and attributes. (Hands).</p> |
| Block 3 | <p>Communication and self-management – Handball, Netball and Football. 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. Empathy will also be taught through a modified sport, goalball, seated volleyball. Collaboration</p> | <p>Head – Collaborative tasks, listening and deciding on common goals.</p> <p>Heart – Over the 4 weeks demonstration of resilience.</p> <p>Hands – Small sided games, assessed on performance (See assessment grid).</p> |
| Block 4 | <p>Decision Making – OAA, Orienteering. 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. 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).</p> |

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| Block 5 | <p>Innovation – Fitness and Gymnastics. 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. 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>Evaluation and Resilience – Athletic activities. 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 in order to improve. Knowledge of speed, cardiovascular endurance and flexibility. Types of movement. Evaluation and Resilience.</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)</p> |
| Block 7 | <p>Collaboration, Leadership and Decision making – Tennis, Striking/fielding activities. 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. Use of collaboration to create and adapt strategy during game play. Shot accuracy and placement, bowling and fielding aspects. Knowledge and understanding of power, co-ordination and speed, 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).</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. 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. We have created a Head, Heart Hands assessment criteria.</p> | |

Physical Education: Year 8

| | What we learn | Key assessments |
|---------|---|---|
| Block 1 | <p>Motivating and influencing others, participation and effort. Handball/Football. Developing the range of skills requires for success in activities: Run, Jump, Throw, Catch, Kick, Components of fitness. Develop knowledge of how they can influence others and the impact this has. 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.</p> |
| Block 2 | <p>Rules/expectations and Leadership – Handball, Netball and Football 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. leadership will also be developed as part of the process, researching skill drills and warm-ups and motivating others to succeed. Individual and team activities will give opportunity to improve and build on collaboration (Working to common goals) a good understanding will be developed. 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).</p> |
| Block 3 | <p>Collaboration and self-management – Handball, Netball and Football. 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. Students managing behaviours and taking initiative is a main aspect, as is using clear and effective methods of communication. Working with others to share opinions on strategy and formations etc to gain success. Taking part in individual and team competitive sports and activities. Empathy will also be taught through a modified sport, goalball, seated volleyball. 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).</p> |
| Block 4 | <p>Decision Making – OAA, Orienteering and fitness. 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</p> | <p>Assess the cooperation, support and tactical awareness (Head) as well as empathy (Heart) in a structured challenge (Hands).</p> |

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| | solving problems, tackling complex and demanding intellectual and physical challenges. Making informed decisions and links to examples outside of the PE environment. In addition, group balance, travel and locomotion will be incorporated. Motivating and influencing others, responsibility and integrity. | |
| Block 5 | Innovation – Fitness, Gymnastic Activities and Orienteering. Develop a range of movements skills which can be linked together, 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. Innovation and self-motivation. | Assess a range of physical movement skills/ability to take part in fitness training. (Hands). Concepts (Head) Self-management (Heart) |
| Block 6 | Evaluation and Resilience – Athletic activities. 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. Evaluation and communication | 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) |
| Block 7 | Communication and Decision making– Tennis, Striking/fielding activities. 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. Resilience and empathy. | 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). |
| Additional information | 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. 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. We have created a Head, Hear Hands assessment criteria. | |

Physical Education: Year 9

| | What we learn | Key assessments |
|---------|--|---|
| Block 1 | <p>Motivating and influencing others, participation and effort. Handball/Football. Developing the range of transferrable skills required for success in all activities: Run, Jump, Throw, Catch, Kick. Be able to inspire others to succeed and take on leadership roles effectively within lessons. Plus, understanding of components of fitness, Speed, power, strength, agility and flexibility and why they are needed for success. 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.</p> |
| Block 2 | <p>Rules/expectations and Leadership – Handball, Netball and Football In this block students will experience high order challenge which will enable them to develop resilience, effort and character in increasingly difficult situations by closely following the rules and meet high expectations. 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. Leadership will also be developed as part of the process, researching skill drills and warm-ups and motivating others to succeed. 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).</p> |
| Block 3 | <p>Collaboration and self-management – Handball, Netball and Football. 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. 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. 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. To be taught through a modified sport, goalball, seated volleyball. '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).</p> |

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| Block 4 | <p>Decision Making – OAA, Orienteering and fitness.</p> <p>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. 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).</p> |
| Block 5 | <p>Innovation – Fitness, Orienteering and Gymnastics.</p> <p>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)</p> |
| Block 6 | <p>Evaluation and Resilience – Athletic activities.</p> <p>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, 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).</p> |
| Block 7 | <p>Innovation and Decision making – Tennis, Striking/fielding activities.</p> <p>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</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).</p> |

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| | 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. Resilience and empathy. | |
| Additional information | 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. 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. We have created a Head, Heart Hands assessment criteria. | |

Philosophy & Religious Studies

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

Philosophy & Religious Studies: Year 8

| | What we learn | Key assessments |
|--------|--|--|
| Term 1 | Is death the end? A study of different religious and non-religious views on the afterlife and the impact on life. | - |
| Term 2 | Is death the end? | Describing, explaining and evaluating different views on whether believing in the afterlife impacts on living life or not. |
| Term 3 | How can people express the spiritual through the arts? A study on how the different religious express their beliefs through different music and art. | - |
| Term 4 | How can people express the spiritual through the arts? | Describing, explaining and evaluating different views on how music and art express spirituality. |
| Term 5 | What is good and what is challenging about being a teenage Sikh, Buddhist and Muslim in Britain today? | - |

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| | 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 | What is good and what is challenging about being a teenage Sikh, Buddhist and Muslim in Britain today? | Describing, explaining and evaluating the positive elements and the challenges of teenagers following minority faiths in Britain today. |

Philosophy & Religious Studies: Year 9

| | What we learn | Key assessments |
|------------------------|--|---|
| Term 1 | Why is there suffering? Are there any good solutions? A study about why there is suffering and whether there are any good solutions? | |
| Term 2 | Why is there suffering? Are there any good solutions? | Describing, explaining and evaluating different views on whether suffering is a natural human state or if there is a solution to it or not. |
| Term 3 | Is religion a power for peace or a cause of conflict in the world today? A study of whether religion is a cause of peace in the world or can it create conflict. | |
| Term 4 | Is religion a power for peace or a cause of conflict in the world today? | Describing, explaining and evaluating religion as a power for peace or a cause of conflict. |
| Term 5 | Should happiness be the purpose of life? A study which will look at what happiness is and how it varies between different belief and non-belief systems. | |
| Term 6 | Should happiness be the purpose of life? | Describing, explaining and evaluating how we achieve happiness, where it comes from and whether happiness should be the purpose of life. |
| Additional information | - | |

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

Visiting Speakers: Whenever possible we will work with external agencies to support the students learning of the PSHE topics, including careers and current labour market information. We also encourage delivery of a KS3 lesson by sixth form students to facilitate interaction of our younger and older students. Previous

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external speakers in lessons have included – The Department of Work and Pensions, Volker Rail, TARMAC, Derbyshire County Council. We will endeavour to expand our network to ensure students receive relevant, current and engaging workshops that will be scheduled according to availability.

Key Assessment: At the begin of each topic there will be a short quiz to assess the understanding of the previous topic. These marks are collected and used to inform future planning.

PSHE: Year 7

| | What we learn |
|--------|---|
| Term 1 | Personal Wellbeing and Mental Health: Yourself, Identity, Personality and Gender. |
| Term 2 | Relationships and Social Education: Families, Friendship, Bullying, online safety. Personal Wellbeing and Mental Health: Worries and fears, right and wrong, regrets and apologies |
| Term 3 | Relationships and sex education: Puberty, Periods, Sex myths and fact, The law |
| Term 4 | Relationships and sex education: Contraception, Sex rights and responsibilities. |
| Term 5 | Physical Health and Wellbeing: Smoking, vaping, drug effects and dangers, healthy lifestyle |
| Term 6 | Physical Health and Wellbeing: Exercise, First aid, Managing Emotions |

PSHE: Year 8

| | What we learn |
|--------|--|
| Term 1 | Healthy Relationships: Becoming an adult, Responsibility, Relationships |
| Term 2 | Relationships and sex education: Consent, Sex, STIs, Sexual health clinics |
| Term 3 | Relationships and sex education: Abuse, Grooming, Sexting Personal Wellbeing and Mental Health: Drugs, addiction, Physical health |
| Term 4 | Physical Health and Wellbeing: Alcohol, the facts, the risks, Alcoholism, Anger |
| Term 5 | Careers and Social Education: Stress, Laws and rights of children, Democracy and voting, Human rights, Pressure groups |
| Term 6 | Social Education: Prejudice, The Police, Banking, GCSE Choices |

PSHE: Year 9

| | What we learn |
|--------|---|
| Term 1 | Mental Health and Wellbeing: Confidence and Self-esteem, Problem solving, Sexuality |
| Term 2 | Relationships and Sex Education: Gender, Women's rights, Violence against women, FGM, Forced Marriage, LGBTQ+ rights, Racism, Safety. |
| Term 3 | Careers: Option choices, Personal Statement, Employability skills, Apprenticeship information, Start careers programme. |
| Term 4 | Physical Health and Wellbeing: Drugs and drug taking, consequences Relationships and Sex Education: Pregnancy and parenthood |
| Term 5 | Relationships and Social Education: Parenting, Partnerships, Social Media and Body Image, Eating Disorders |
| Term 6 | Social Wellbeing: Crime, Fake news, Radicalisation, Online safety, Mindfulness, Mental health, Getting help |

Science

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>Pd Resistance and Current: 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>Movement and Cells: 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>Speed, Forces and Gravity: 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>Particle model and Separating Mixtures: 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"> • Pd Resistance and Current • Movement and Cells • Speed, Forces and Gravity • Particle model and Separating Mixtures |
| Term 3 | <p>Earth Structure and the Universe: 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</p> | |

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| | <p>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>Energy Costs and Energy Transfers: 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>Variation and Human Reproduction: 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>Metals and Non-metals, Acids and Alkalis: 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> | |
| Terms 5-6 | <p>Sound and Light: 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> | At the start of term 6 there will be a single 50 min written assessment covering all of the topics studied to date. |

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| | <p>Interdependence and Plant Reproduction:</p> <p>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> | |
|--|--|--|

Science: Year 8

| | What we learn | Key assessments |
|--------|--|--|
| Term 1 | <p>Forces and Pressure:</p> <p>This topic is designed to build on previous learning from Y7 and KS2 and introduces simple equations and concepts.</p> <p>Periodic table and Elements:</p> <p>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"> • Sound and Light • Interdependence and Plant Reproduction |
| Term 2 | <p>Magnets and Electromagnets:</p> <p>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> | |

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| | <p>Breathing and Digestion: 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.</p> <p>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> | |
| Term 3 | <p>Reactions: 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>Evolution and Genes: 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"> • Forces and Pressure • Periodic table and Elements • Magnets and Electromagnets • Breathing and Digestion |
| Term 4 | <p>Energy: 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> | |

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| | <p>Climate and Earth Resources: 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> | |
| Terms 5-6 | <p>Sound and Light: 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>Photosynthesis and Respiration: 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>Biology- Cell structure: 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>Chemistry: 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>Physics-Motion: 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:</p> <p>Biology - Cell Structure Chemistry - Elements, compounds and mixtures Physics - Motion</p> |
| Term 2 | <p>Biology – Organisation: 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>Chemistry: 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:</p> <p>Biology - Organisation Chemistry - Atoms, isotopes, electronic structure</p> |

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| 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>Physics – Forces:</p> <p>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>Biology - Discovery and development of drugs:</p> <p>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>Chemistry:</p> <p>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>Physics- Forces:</p> <p>Continued from term 2.</p> | <p>Individual 50 min written assessments</p> <p>Biology - Discovery and development of drugs</p> <p>Chemistry - Periodic table, metals and non-metals and elements and their reactions in groups 0, 1 and 7</p> <p>Physics - Forces</p> |
| Term 4 | <p>Biology Classification of living organisms:</p> <p>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>Biology - Classification of living organisms</p> <p>Chemistry - Bonding and structure</p> |

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| Year 9 cont/... | What we learn | Key assessments |
|-----------------|--|---|
| Term 4 cont/... | <p>Chemistry: 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>Physics – Energy: 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>Biology - Adaptations and Organisation of an ecosystem: 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>Chemistry: 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</p> <p>Biology - Adaptations and Organisation of an ecosystem Chemistry - Bonding and structure Physics - 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> |

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| Year 9 cont/... | What we learn | Key assessments |
|------------------------|---|-----------------|
| Terms 5-6 | Physics - Energy: 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 |
|--------------------|---|
| Abstract | Computing |
| Accompany | Music |
| Accurate | Music |
| Achieve | Sociology |
| Adapt | PE |
| Aid | Geography |
| Alternative | PRS |
| Analysis | Art, Business, Computing, Dance, Drama, English, Geography, History, Music, PE, PRS |
| Appreciate | Dance, Drama |
| Approach | PE |
| Area | Art |
| Aspect | Art |
| Assemble | D&T |
| Assemble | D&T |
| Assign | Computing |
| Attitude | PE |
| Bias | History, Psychology |
| Capacity | Geography |
| Challenge | Geography, PE |
| Coherent | English |
| Communicate | Dance, Drama |
| Community | Sociology, Business, PRS |
| Conceive | PRS |
| Concept | Sociology |
| Conclude | History, Psychology, PRS, Sociology |
| Conflict | English, History, PRS |
| Constant | Maths, Computing |
| Constrain | D&T |

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

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

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