

# Year 9 Progression Maps

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## Introduction

*The Chestnut Grove curriculum provides a **rigorous, knowledge-rich, transformational** education, encapsulated through our PROUD (Positive, Resilient, Open-minded & Determined) values, which prepares our students to **succeed at university, thrive in employment and lead fulfilling lives**. It is the embodiment of our ethos of a creative learning community, which marries traditional with dynamic approaches to teaching and learning.*

Dear Families

At Chestnut Grove, we are very **PROUD** of our curriculum, and the content that we cover over the seven years that students stay with us. In Key Stage 3, this content is carefully chosen so that students can acquire new knowledge and skills and build on what they have already learned. We know that revisiting subject content is just as important as introducing new ones, and our curriculum aims to prepare students of all ages to continue to widen their knowledge and understanding. This is of course important for examinations, but goes so much beyond school – we are preparing you for life!

The progression maps in this booklet give a detailed breakdown of the most important knowledge and skills that students will learn throughout the year. At the beginning of each unit of work, teachers will share the relevant section of the progression map and will continue to refer to it throughout the unit, using a range of different assessment strategies to make sure that learning is secure.

The **secure knowledge and skills** are everything that we expect students to be able to demonstrate in a particular unit. This is this is the knowledge and skill that will lead students to success in their future lives. We know also that many of our students should be continually stretching and challenging themselves, which is why we have thought carefully about the **expert knowledge and skills** that our most able students should be able to demonstrate in each unit.

Each subject has also shared the **assessed pieces** of work for each unit. These pieces of work will be deep marked and used to monitor students' overall attainment at different intervals throughout the year.

We hope that you find these progression maps a useful reference tool when you are talking to your child about the work that they are completing and the learning that they are experience every day.

Richard Cheesbrough  
Deputy Headteacher  
Chestnut Grove Academy – A Creative Learning Community

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Comparative Poetry	Gothic Writing	The Novel 'Purple Hibiscus'	Non-Fiction Campaign Writing	Unit 5a: Revision of Purple Hibiscus (Same as Unit 3) Unit 5b: Reading Plays	Introduction to Tragedy
Maths	Indices and standard form Rearranging formulae Circles and sectors	Expansion and factorisation Trigonometry in right-angled triangles. Coordinate geometry of the straight line	Quantitative data Inequalities Sets and Venn diagrams	Percentage change Simultaneous equations	Quadratics Probability of combined events	Algebraic fractions
Science	Cell Biology (4.1)	Organisation (4.2)	Atomic Structure and the Periodic Table (5.1)	Bonding, Structure and the Properties of Matter (5.2)	Particle Model of Matter (6.3)	Atomic Structure (Physics) (6.4)
French	Ma vie sociale d'ado	Bien dans sa peau	A l'horizon	Spécial vacances	Moi dans le monde	Les droits des jeunes
Spanish	Somos así	¡Oriéntate!	En forma	Jóvenes en acción	Una aventura en Madrid	En el instituto
History	Why did the Civil rights Act get passed in 1964?	How much did the Civil Rights Act actually change the lives of the people living in America?	What does the fate of statues tell us about the ends of empire?	What parallels are there between stories of prejudice and protest in the 20th century?		What can we learn about Britain from pre-history?
Geography	Will some places always be poor?	Can we ever truly protect ourselves from tectonic hazards?	Is the world running out of resources?	Africa: A Continent of hope?	Is the USA's superpower status being threatened by emerging countries?	
PBE	Crime and Punishment		Relationships and the family			
PE	Sporting Values		Redefining Competition		Problem Solving	Power of Positivity
Art	Derelict Cities			Human Form		
Design Technology	Money Monster		Pewter Casting		Jewellery Boxes	Tatty Devine Inspired Jewellery
Music	Music for Moving Image	Dance Music	Music for Games	Ukulele	Podcast	Blues Project
Computing (Year 9 Only)	Computer Systems/Spreadsheet	Data Representation	Mobile Application Development	Text Based Programming	HTML & CSS	Computer Networks

# English

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 3 Vocabulary
<b>Unit 1: Poetry</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- create a convincing argument which explains and compares the best readings of the poems;</li> <li>- select appropriate quotations which are embedded and best support my point;</li> <li>- find a range of sophisticated poetic techniques in both poems;</li> <li>- make links between the poems, recognising and comparing the different techniques the poets use to achieve an effect</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- create a convincing argument which explains and compares the best readings of the poems, whilst also recognising the range of alternative interpretations;</li> <li>- analyse a range of sophisticated techniques, including an analysis of the poetic form;</li> <li>- make a range of comparative points, some embedded, that recognise the different techniques the poets use to achieve an effect</li> </ul>	<p>First piece: scaffolded essay comparing two poems</p> <p>Final: independent essay comparing two poems</p>	<ul style="list-style-type: none"> <li>- Enjambment</li> <li>- Caesura</li> <li>- Lexical Field</li> <li>- Extended metaphor</li> <li>- Anaphora</li> <li>- Structure</li> </ul>
<b>Unit 2: Gothic Writing</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- adapt writing skilfully (using the conventions of genre/form), considering structure and the effect on the reader;</li> <li>- attempt more sophisticated narrative structures;</li> <li>- carefully select vocabulary to achieve specific effect;</li> <li>- use paragraphing to support creation of atmosphere and narrative structure;</li> <li>- use accurate SPAG even with ambitious grammar and vocabulary.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- create an integrated character, setting and situation with deliberate use of motifs;</li> <li>- deliberately and consistently use a range of techniques to craft an appropriate atmosphere;</li> <li>- securely apply more sophisticated narrative structures.</li> </ul>	<p>Autumn Interim Exam: essay comparing two poems studied in the autumn term (a list of poems to revise will be provided)</p> <p>Final: Extended piece of gothic writing</p>	<ul style="list-style-type: none"> <li>- Macabre</li> <li>- Grotesque</li> <li>- Doppelganger</li> <li>- Uncanny</li> <li>- Eerie</li> <li>- Psychological</li> <li>- Femme fatal</li> <li>- Omen</li> </ul>
<b>Unit 3: The Novel <i>Purple Hibiscus</i></b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Structure an essay which creates an argument/ thesis about a theme in the novel.</li> <li>- make sophisticated points and provide alternative interpretations of how the theme is presented</li> <li>- independently choose the best quotations to support my argument;</li> <li>- evaluate the writer's intentions with the theme</li> <li>- integrate contextual factors as a part of my argument.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Structure an essay which creates a convincing argument / thesis about a theme in the novel showing an understanding of a range of interpretations</li> <li>- embed quotations sophisticatedly throughout my argument;</li> <li>- blend contextual factors and writer's intentions to further support my argument about the theme</li> </ul>	<p>First piece: scaffolded essay on a theme in the novel</p> <p>Final: independent essay on a theme in the novel</p>	<ul style="list-style-type: none"> <li>- Colonialism</li> <li>- Authoritarian</li> <li>- Motif</li> <li>- Critique</li> <li>- Post-Colonial</li> <li>- Defiance</li> </ul>
<b>Unit 4: Non-fiction campaign writing</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- adapt writing skilfully (using the conventions of genre/form), considering structure and the effect on the reader;</li> <li>- use a carefully selected range of persuasive techniques, which are appropriate to form, considering the effect on the reader;</li> <li>- select a range of sophisticated punctuation, considering the effect on the reader;</li> <li>- start to use figurative language, along with the persuasive techniques which are appropriate to form</li> <li>- use paragraphing for a specific purpose or effect</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- adapt writing in a convincing and compelling way (using the conventions of genre/form);</li> <li>- carefully craft a wide range of sophisticated techniques, which are appropriate to form;</li> <li>- apply a range of sophisticated punctuation, and shape complex grammatical structures;</li> <li>- confidently use figurative language, along with the persuasive techniques which are appropriate to form;</li> <li>- use varied and effective structural features for a specific effect</li> </ul>	<p>First piece: writing in a specific form of non-fiction (e.g. letter, article) with initial campaign ideas</p> <p>Final: writing in a second, distinct form of non-fiction (e.g. article, speech) with developed campaign ideas</p>	<ul style="list-style-type: none"> <li>- Campaign</li> <li>- Media</li> <li>- Pivotal</li> <li>- Imperative</li> <li>- Declarative</li> <li>- Interrogative</li> <li>- Exclamatory</li> </ul>



	<ul style="list-style-type: none"> <li>- use a range of ambitious vocabulary which fits genre/form</li> <li>- use accurate SPAG even with ambitious grammar and vocab</li> </ul>	<ul style="list-style-type: none"> <li>- use a range of extensive and ambitious vocabulary which fits genre/form;</li> </ul>		
<b>Unit 5a: Purple Hibiscus Revision</b>  <b>Unit 5b: Reading plays</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- use a sophisticated structure in my speech to engage the audience;</li> <li>- use a range of ambitious techniques which engage, argue and evaluate in my speech;</li> <li>- use sophisticated and discerning examples to support my argument</li> <li>- perform my speech to a high standard without detailed prompts, using sophisticated performance strategies.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- consider the coherence and fluidity of my argument, ensuring that each part of the speech builds on what came previously, in order to engage my audience;</li> <li>- use literary techniques, as well as ambitious techniques to argue and persuade, to engage my audience;</li> <li>- perform my speech to the highest standard, without detailed prompts, considering performance strategies such as: pauses, tone and pitch.</li> </ul>	<p>EOY exam: 'Purple Hibiscus' essay on a theme in the novel.</p> <p>Final: Speech or debate based on the play</p>	<ul style="list-style-type: none"> <li>- dramatic irony</li> <li>- stage directions</li> <li>- monologue</li> <li>- modern tragedy</li> </ul>
<b>Unit 6a: Introduction to Tragedy</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- explain clearly how a character meets the conventions of a tragic hero</li> <li>- independently choose the best quotations/examples to support my argument;</li> <li>- understand and use the language of Shakespearean tragedy;</li> <li>- explore contextual factors and how they link to tragic conventions as a part of my argument.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- evaluate Shakespeare's tragic heroes, choosing the hero who most adheres to tragic conventions</li> <li>- give a range of independently found evidence/examples, which address alternative viewpoints/perspectives;</li> <li>- use context confidently to support arguments and link to Shakespeare's literary chronology.</li> </ul>	<p>First piece: critical response arguing how the character is a tragic hero (this may be in writing or speech)</p> <p>Final: critical response arguing how the character is a tragic hero (this may be in writing or speech)</p>	<ul style="list-style-type: none"> <li>- Hamartia</li> <li>- Fatal Flaw</li> <li>- Peripeteia</li> <li>- Anagnorisis</li> <li>- Demise</li> <li>- Catharsis</li> <li>- Fate</li> <li>- Fortune</li> </ul>

### How are you assessed in English?

You are assessed through a mixture of self and peer assessment using criteria taken from the progression maps, with more formal assessment through pieces of extended writing: essays on literary texts, and your own expressive writing (fiction and non-fiction). The Autumn Interim exam and End of Year exam will be completed in exam conditions. Other assessed pieces may be completed in lesson time or as home learning.

### What we expect students to do:

- To have a reading book with them in school every day, and to engage in silent reading when asked.
- To engage actively with reading and directed discussion about texts in lessons.
- Engage in all feedback lessons, thoughtfully completing all directed improvement tasks such as redrafting part of a paragraph.
- Hand in all home learning on time and to best of their ability.
- Self and peer assess work when relevant.
- To take pride in their books, following the presentation policy and keeping all handouts tagged or stuck neatly into books.

### What we expect teachers to do:

- Give feedback on two extended pieces of work per half term.
- Address ways to improve through a feedback lesson after the first piece of extended writing.
- Correct inaccuracies
- Ensure students are target setting in feedback lessons and making annotations and/or improvements to work
- Mark SPAG and other grammatical features.

# Maths

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<b>Unit 1: Indices and standard form</b>	<ul style="list-style-type: none"> <li>Apply the laws of indices to number bases and algebra bases.</li> <li>Apply the laws of indices to negative number bases and algebra bases.</li> <li>Apply the zero index.</li> <li>Represent real world situations in standard form.</li> <li>Multiply and divide numbers written in standard form.</li> <li>Add and subtract numbers written in standard form.</li> <li>Use a calculator to solve problems involving numbers written in standard form.</li> </ul>	<ul style="list-style-type: none"> <li>Apply negative index to number bases and algebra bases.</li> <li>Simplify products and quotients with negative indices.</li> </ul>	Assessed homework	<ul style="list-style-type: none"> <li>Base</li> <li>Exponent</li> <li>Expanded form</li> <li>Index</li> <li>Negative index</li> <li>Power</li> <li>Zero index</li> <li>Standard form</li> </ul>
<b>Unit 2: Rearranging formulae</b>	<ul style="list-style-type: none"> <li>Making a different variable the subject of a formula</li> <li>Use inverse operations to rearrange formulae in 1 step.</li> <li>Use inverse operations to rearrange formulae in 2 steps.</li> <li>Rearranging formulae with brackets</li> <li>Rearrange formulae with fractions.</li> <li>Rearrange formulae used in real-world situations</li> </ul>	<ul style="list-style-type: none"> <li>Rearrange formulae used in other subjects e.g., Science and Geography</li> </ul>	Assessed homework	<ul style="list-style-type: none"> <li>Coefficient</li> <li>Inverse operation</li> <li>Constant terms</li> <li>Like terms</li> <li>Unlike terms</li> <li>Subject</li> </ul>
<b>Unit 3: Mensuration Circles and Sectors</b>	<ul style="list-style-type: none"> <li>Name parts of a circle</li> <li>Find the circumference of a circle.</li> <li>Find the area of a circle.</li> <li>Find the area of a sector.</li> <li>Find the perimeter of a sector</li> </ul>	<ul style="list-style-type: none"> <li>Solving problems involving circles and sectors</li> </ul>	Post-learning assessment	<ul style="list-style-type: none"> <li>Circumference</li> <li>Radius</li> <li>Diameter</li> <li>Sector</li> <li>Segment</li> </ul>
<b>Unit 4: Algebra expansion and factorisation</b>	<ul style="list-style-type: none"> <li>Expand brackets, with and without, negative numbers.</li> <li>Expand brackets with variable outside the bracket.</li> <li>Simplify expressions.</li> <li>Factorise expressions, including negative factors.</li> </ul>	<ul style="list-style-type: none"> <li>Expand and factorise more complex expressions involving two or more variables</li> </ul>	Assessed homework	<ul style="list-style-type: none"> <li>Coefficient</li> <li>Constant terms</li> <li>Expand</li> <li>Like terms</li> <li>Unlike terms</li> <li>Factor</li> <li>Common factor</li> <li>Factorise</li> </ul>
<b>Unit 5: Trigonometry in right-angled triangles</b>	<ul style="list-style-type: none"> <li>Know the trigonometric ratios.</li> <li>Apply these ratios to find angles and side lengths in right angled triangles.</li> <li>Solve problems involving Pythagoras, Trigonometry (angles of elevation and depression) and Bearings.</li> <li>Compare lengths, areas and volumes using ratio notation; make links to similarity (including trigonometric ratios) and scale factors.</li> </ul>	<ul style="list-style-type: none"> <li>Know and apply the sine rule.</li> <li>Know and apply the cosine rule.</li> <li>Know and apply the to calculate the area, lengths and angles.</li> </ul>	Interim exams	<ul style="list-style-type: none"> <li>Adjacent</li> <li>Opposite</li> <li>Hypotenuse</li> <li>Right angle</li> <li>Sine</li> <li>Cosine</li> <li>Tangent</li> </ul>
<b>Unit 6: Coordinate geometry of the straight line</b>	<ul style="list-style-type: none"> <li>Explain how to find the x and y intercepts</li> <li>Accurately draw axes and draw straight line given the gradient and y-intercept.</li> </ul>	<ul style="list-style-type: none"> <li>Find the gradient of a line segment joining two points.</li> <li>Use linear graphs to model real life situations.</li> </ul>	Assessed homework	<ul style="list-style-type: none"> <li>Axes</li> <li>Gradient</li> <li>Intercept: - <math>x</math> and <math>y</math></li> <li>Slope</li> </ul>



	<ul style="list-style-type: none"> <li>- Find the x and y-intercept given the equation of a straight line.</li> <li>- Find the gradient of a given straight line.</li> <li>- Draw a linear graph using the gradient triangle and the intercept.</li> <li>- Find the equation of a straight line using the gradient and intercept.</li> </ul>			Dependent variable Independent variable Gradient-intercept form General form Parallel Perpendicular
<b>Unit 7: Quantitative data</b>	<ul style="list-style-type: none"> <li>- Using large data sets make decisions about how to group data.</li> <li>- Develop a tally table to a frequency distribution table use a pie chart to represent data.</li> <li>- understand that a pie chart is proportional representation of data.</li> <li>- Draw an equal interval histogram.</li> <li>- Use the histogram to draw a frequency polygon</li> <li>- Draw stem and leaf diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>- Find averages from statistical diagrams.</li> <li>- Compare data using a back-to-back stem and leaf diagram.</li> </ul>	Assessed homework	Discrete data Continuous data Grouped data Tally Frequency Frequency distribution table
<b>Unit 8: Inequalities</b>	<ul style="list-style-type: none"> <li>- To understand and use the symbols to express inequalities.</li> <li>- Use a number line to show an inequality.</li> <li>- Solve inequalities in one variable.</li> <li>- Solve linear inequalities in two variables</li> </ul>	<ul style="list-style-type: none"> <li>- Solving inequalities with fractions</li> <li>- Solving inequalities with more fractions in two variables</li> </ul>	Assessed homework	Equality Inequality Included extreme value Excluding extreme value
<b>Unit 9: Sets and Venn diagrams</b>	<ul style="list-style-type: none"> <li>- Apply set notation.</li> <li>- Understand elements of a set</li> <li>- Understand union, intersection of sets.</li> <li>- Understand subsets, and intersection of sets.</li> <li>- Draw Venn diagrams</li> </ul>	<ul style="list-style-type: none"> <li>- Draw Venn diagrams containing three sets.</li> </ul>	Post-learning assessment	Element Set Subset Union Intersection Null set Universal
<b>Unit 10: Percentage change</b>	<ul style="list-style-type: none"> <li>- Find the percentage of a quantity.</li> <li>- Find the percentage increase or decrease using percentage multipliers.</li> <li>- Find the original value before a percentage change.</li> <li>- Calculate simple interest.</li> <li>- Calculate compound interest.</li> <li>- Solving problems involving percentage change</li> <li>- Solving problems involving compound decay</li> </ul>	<ul style="list-style-type: none"> <li>- Find the original value before compound increases or decreases.</li> </ul>	Assessed homework	Decrease Increase Simple interest Compound interest Multiplier Per annum
<b>Unit 11: Simultaneous equations</b>	<ul style="list-style-type: none"> <li>- Decide if a set of equations are ready to add or subtract.</li> <li>- Eliminate a variable from a set of equations.</li> <li>- Solve equations by substituting.</li> <li>- Solve a set of equations by eliminating a variable.</li> <li>- Solve a set of equations graphically.</li> </ul>	<ul style="list-style-type: none"> <li>- Form and solve a set of simultaneous equations.</li> </ul>	Post-learning assessment	Coefficient Eliminate Substitute
<b>Unit 12: Quadratics</b>	<ul style="list-style-type: none"> <li>- Solve a quadratic equation presented as a factor pair.</li> <li>- Solve quadratics of the form <math>x^2 = k</math>, <math>k</math> is a positive integer.</li> <li>- Solve a quadratic equation by factorising (coefficient of <math>x^2</math> is 1)</li> <li>- Solve quadratics presented as the difference of two squares.</li> </ul>	<ul style="list-style-type: none"> <li>- Solve a quadratic equation by factorising (coefficient of <math>x^2</math> is <math>&gt;1</math>)</li> <li>- Complete the square.</li> </ul>	End of year exam	Coefficient Quadratic Integer Difference of two squares



	- Form quadratic equations and solve them.			
<b>Unit 13: Probability of combined events</b>	- Represent probability of two events using <ul style="list-style-type: none"> <li>- Sample Space diagrams</li> <li>- Two-way tables</li> <li>- Tree diagrams</li> <li>- Venn Diagrams</li> </ul> - Calculate probabilities of two events	- Use a tree diagram to calculate the probability of three events	Assessed homework	Probability Number of trials Outcomes Relative frequency Compound events Independent events Mutually exclusive
<b>Unit 14: Algebraic fractions</b>	- Prime decomposition - Find the Highest Common Factor of a pair of numbers (HCF) - Find the Lowest Common Multiple of a pair of numbers (LCM) - Use HCF to simplify fractions. - Use LCM to add and subtract fractions.	- Use HCF to simplify algebraic fractions. - Use LCM to add and subtract algebraic fractions.	Assessed homework.  Post-learning assessment	Evaluate Simplify Factorise Cancel Solve

### How are you assessed in Maths?

You are assessed through one assessed homework and one written assessment each half term.

#### What we expect students to do:

- Engage in assessment feedback lessons using the bespoke feedback sheets to improve performance in future assessments.
- To self-identify targets and strengths after each assessment
- Self and peer assess work when relevant for example in vocabulary tests in class and listening and reading comprehension activities.

#### What we expect teachers to do:

To mark all assessments giving targeted feedback and corrections to be completed in class.

# Science

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<b>Unit 1: Cell Biology (4.1)</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Describe the structures found in animal, plant and bacterial cells.</li> <li>- Describe what a specialised cell is and give examples.</li> <li>- Recall and use the formula for magnification.</li> <li>- Use a microscope to make observations of biological specimens.</li> <li>- Describe where genetic information is stored in an organism.</li> <li>- Describe the different stages of mitosis.</li> <li>- Define the processes of diffusion, osmosis and active transport in biological systems and give examples.</li> <li>- Investigate the effect of concentrations of solution on the mass of plant tissue.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Explain the similarities and differences between plant, animal and bacterial cells.</li> <li>- Link the structures of specialised cells to their function.</li> <li>- Rearrange the magnification equation to calculate the size of an image and object.</li> <li>- Explain the process of mitosis and identify examples.</li> <li>- Explain how surface area:volume ratio affects the exchange of substances in the body.</li> <li>- Predict the effects of different variables on osmosis.</li> <li>- Explain why active transport requires energy.</li> </ul>	<b>Assessment: 6 mark question cell biology</b>	<b>Nucleus, mitochondria, cell membrane, ribosome, cell wall, chloroplast, vacuole, magnification, eukaryote, prokaryote, genes, DNA, mitosis, diffusion, osmosis, active transport, concentration, bacteria, specialisation</b>
<b>Unit 2: Organisation (4.2)</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Define the terms: specialised, tissue, organ, organ system and organism.</li> <li>- Identify the main parts of the digestive system.</li> <li>- Recall the reagents needed to test for proteins, carbohydrates and fats.</li> <li>- Describe the function of enzymes in the digestive system, and give examples of digestive enzymes.</li> <li>- State the optimum conditions for enzymes and how they relate to the active site on an enzyme.</li> <li>- Collect and interpret data on the effect of pH on enzyme action.</li> <li>- Recall the structure of the heart, lungs and blood vessels.</li> <li>- Define the terms: non-communicable disease, risk factors.</li> <li>- Identify named plant tissues from diagrams of photos.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Predict the effect of different environmental variables on enzyme action.</li> <li>- Explain the complete pathway, naming organs and giving their function that food travels along through the human body.</li> <li>- Relate heart and breathing rates to body demand and how these can be regulated artificially.</li> <li>- Relate structure of the components of blood to their function.</li> <li>- Compare the advantages and disadvantages of treatments for coronary heart disease.</li> <li>- Explain how different plant tissues and organs work together.</li> </ul>	<b>Assessment: Interim assessment</b>	<b>Specialised, organ, organ system, organism, digestion, respiration, gas exchange, active transport, enzyme, pH, communicable</b>
<b>Unit 3: Atomic Structure and the Periodic Table (5.1)</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Explain the difference between an element, mixture and compound.</li> <li>- Name and describe the differences between the historical models of the atom.</li> <li>- State the relative masses &amp; charges of the parts of the atom.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Explain and complete balanced symbol equations.</li> <li>- Deduce the structure of a given atom or isotope from the periodic table.</li> <li>- Able to name the scientists, with dates, for each atomic model</li> </ul>	<b>Assessment: Practical data exam question</b>	<b>Element, mixture, compound, mass, charge, period, group, isotope, atomic structure</b>

	<ul style="list-style-type: none"> <li>- Complete RAM calculations from given data.</li> <li>- Draw the electron arrangement for the first 20 elements.</li> <li>- State the similarities and differences in the properties of group 1 and 7 elements.</li> <li>- Describe the development of the modern periodic table and give examples of the different models proposed.</li> <li>- Give the properties of metals and non-metals</li> <li>- Describe the properties of Group 1, 7 and 8 elements.</li> </ul>	<p>and what evidence gave rise to each model</p> <ul style="list-style-type: none"> <li>- Explain how isotopes affect the mass of an element.</li> <li>- Explain how atomic structure explains the reactive behaviour of Group 1, 7 and 8 elements.</li> <li>- Show how atomic structure of metals and non-metals is linked to chemical reactions between the groups.</li> </ul>		
<b>Unit 4: Bonding, Structure and the Properties of Matter (5.2)</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Name and identify the three types of chemical bond.</li> <li>- Describe the formation of ionic and covalent bonds using dot and cross diagrams.</li> <li>- Draw and label the structure of a metal.</li> <li>- State the properties of ionic, covalent and metallic compounds.</li> <li>- Draw particle diagrams to represent the three states of matter.</li> <li>- Describe the structure and properties of diamond, graphite and graphene/fullerenes.</li> <li>- Describe the properties of ionic compounds as solids, molten and in solution.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Explain which elements form ionic and covalent bonds, and name the compounds formed.</li> <li>- Predict the charges of ions formed using the periodic table.</li> <li>- Calculate empirical formula from an ionic diagram.</li> <li>- Explain the physical and chemical properties of ionic compounds in relation to their structure and bonding.</li> <li>- Explain the difference between intra- and inter-molecular forces and use this to explain differences in physical properties.</li> <li>- Link the properties of metals to their structures.</li> </ul>	<b>Assessment: Spring assessment/triple science selection test</b>	<b>Ionic, metallic, covalent, allotropes, diamond, graphite, fullerenes, solution, empirical formula, bonding, inter-molecular forces</b>
<b>Unit 5: Particle Model of Matter (5.2)</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Describe changes of state using the particle model.</li> <li>- Define internal energy, latent heat and temperature.</li> <li>- Investigate the relationship between specific heat capacity and thermal energy.</li> <li>- Apply the specific heat capacity equation.</li> <li>- Use and apply the equation for latent heat.</li> <li>- Define density and use and apply the density calculation.</li> <li>- Investigate the density of regular and irregular objects.</li> <li>- Describe heating and cooling curves for different substances.</li> <li>- Draw the particles in the three states of matter.</li> <li>- Describe the movement of particles in all three states of matter.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Describe changes of state using the particle model.</li> <li>- Define internal energy, latent heat and temperature.</li> <li>- Investigate the relationship between specific heat capacity and thermal energy.</li> <li>- Apply the specific heat capacity equation.</li> <li>- Use and apply the equation for latent heat.</li> <li>- Define density and use and apply the density calculation.</li> <li>- Investigate the density of regular and irregular objects.</li> <li>- Describe heating and cooling curves for different substances.</li> <li>- Draw the particles in the three states of matter.</li> <li>- Describe the movement of particles in all three states of matter.</li> </ul>	<b>Assessment: end of year assessment</b>	<b>Internal energy, particle model, specific heat capacity, latent heat, density, states of matter, temperature, thermal energy,</b>

**Unit 6: Atomic Structure (Physics) (6.4)**

- I can:
- Describe the structure of an atom.
  - State the mass and charge of the parts of an atom.
  - Use mass and atomic number to work out number of neutrons.
  - Define an isotope.
  - Describe how our understanding of atomic structure has changed over time.
  - Describe the properties of alpha, beta and gamma radiation.
  - Describe radioactive decays with equations.
  - Determine the half-life of a material using a graph or table.
  - Propose suitable precautions for different radioactive sources.

- I can:
- Explain how the distance between an electron and nucleus can change.
  - Explain how isotopes have different masses and charges.
  - Explain what happens when atoms gain and lose electrons.
  - Evaluate the differences between the plum pudding and nuclear model of the atom.
  - Compare and contrast the properties of the 3 types of radiation.
  - Balance nuclear equations.
  - Explain how half life is related to the random nature of radioactive decay.

**Assessment: extended task**

**Atomic number, mass number, protons, neutrons, electrons, isotope, alpha, beta, gamma, radioactive, half-life, nucleus, plum pudding model**

**How are you assessed in Science?**

What we expect students to do:

What we expect teachers to do:

# History

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2&3 Vocabulary
<p><b>Unit 1: Why did the Civil Rights Act get passed in 1964?</b></p> <p><i>Causation</i></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- explain a range of causes that led to the passing of the CRA, referring to long term, catalyst and trigger causes and starting to make links between them.</li> <li>- come to a judgement about which cause was most important having started to weigh up the causes relative impact.</li> <li>- use my knowledge of concepts like the Black Church, the Jim Crow Laws, the role of presidents, landmark cases and activist groups when explaining the causes of the CRA in 1964.</li> <li>- apply my secure understanding of causation to this topic, moving towards understanding how causes link and build on each other.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- confidently and sophisticatedly explain how a combination of causes led to the CRA, clearly categorising them as long term, catalyst and trigger causes and identifying valid links between them.</li> <li>- come to a well-supported judgement about why the CRA was passed, after confidently weighing up the different causes relative impact.</li> <li>- use my deep knowledge of concepts like the Black Church, the Jim Crow Laws, the role of politicians and the law alongside activist groups to add depth and quality to my explanation of the causes of the CRA in 1964.</li> <li>- understand that causes do not occur in isolation and apply this strong understanding of causation to this topic.</li> </ul>	<p><b>Interim unit check-in</b></p> <p><b>Essay map/diagram:</b> Why did the Civil Rights Act get passed in 1964?</p>	<p>Civil Rights</p> <p>Race</p> <p>Civil War</p> <p>Jim Crow Laws</p> <p>Discrimination</p> <p>Activist</p> <p>Landmark case</p> <p>De jure</p> <p>De facto</p>
<p><b>Unit 2: How much did the Civil Rights Act actually change the lives of the people living in America?</b></p> <p><i>Change and continuity</i></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- explain examples of change and continuity for people living in America after the CRA of 1964, considering how experiences were similar and/or different.</li> <li>- evaluate how much life actually changed for people living in America, coming to a decision about the extent of change.</li> <li>- use my understanding of concepts and groups like voting, Black Power, Native Americans and Hispanic Americans to help evaluate how much change there was.</li> <li>- apply my understanding of the concepts of change and continuity alongside diversity of experience to this topic, especially when evaluating how life changed for different groups.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- confidently and sophisticatedly explain detailed examples of change and continuity for people living in America after the CRA of 1964, explicitly including how experiences were similar and/or different for different groups of people.</li> <li>- effectively evaluate how much life actually changed for people living in America coming to a decision about the extent of change based on clear criteria.</li> <li>- use my deep understanding of concepts and groups like voting, Black Power, Native Americans and Hispanic Americans to build my effective evaluations of change.</li> <li>- apply my deep understanding of the concepts of change and continuity alongside diversity of experience to my evaluations of how much life changed for different groups.</li> </ul>	<p><b>Group presentations:</b> How much did the CRA actually change the lives of people living in America?</p>	<p>Voting rights</p> <p>Black Power</p> <p>Selma March</p> <p>Protest</p> <p>Black Power</p> <p>FBI</p> <p>Native Americans</p> <p>Hispanic Americans</p>
<p><b>Unit 3: What does the fate of statues tell us about the ends of empire?</b></p> <p><i>Interpretation</i></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- <b>explain why different statues were erected and dismantled</b>, referring to the historical context.</li> <li>- <b>come to a judgement about which statue is the most accurate interpretation</b> of the European empire it represents, using <b>historic examples</b> to back up my points.</li> <li>- <b>use my understanding of concepts</b> like memory, symbolisation and representation, to evaluate the meaning and significance of different statues.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- <b>confidently and sophisticatedly explain why different statues</b> were erected and dismantled, referring to the historical context with specific examples.</li> <li>- come to a well-considered judgement about <b>which statue is the most accurate interpretation</b> the European empire it represents, using <b>specific historical examples</b> to evaluate the relative accuracy of each interpretation.</li> <li>- <b>use my deep understanding of concepts</b> like memory, symbolisation and representation, to evaluate the meaning and significance of different statues.</li> </ul>	<p><b>Interim unit check-in</b></p> <p><b>Essay:</b> Which statue do you think is the most convincing interpretation of the Belgian Empire?</p>	<p>Symbolisation</p> <p>Memory</p> <p>Reclaim</p> <p>King Leopold</p> <p>European Empires</p> <p>Independence</p>

	<ul style="list-style-type: none"> <li>- <b>apply my understanding of interpretation</b> to judge the importance of statues and how they have been used by different groups of people.</li> </ul>	<ul style="list-style-type: none"> <li>- confidently and <b>sophisticatedly explain the similarities and differences between protests, prejudice and experiences</b> in the 20th century.</li> </ul>		Deface
<p><b>Unit 4: What parallels are there between stories of prejudice and protest in the 20th century?</b></p> <p><i>Similarity and difference</i></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- <b>explain the similarities and differences</b> between protests, prejudice and experiences in the 20th century.</li> <li>- <b>come to a judgement</b> about the most significant parallels and what they reveal.</li> <li>- <b>use my deep understanding</b> of the concepts like community action, protest and prejudice to strengthen my answer.</li> <li>- <b>use the concept of similarity and difference</b> to compare and contrast experiences.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- confidently and <b>sophisticatedly explain the similarities and differences between protests, prejudice and experiences</b> in the 20th century.</li> <li>- <b>come to a well-supported judgement</b> about the most significant parallels and what they reveal, demonstrating an understanding of the need to evaluate the relative significance of different factors.</li> <li>- use my deep understanding of the concepts <b>like community action, protest and prejudice</b> to strengthen my answer.</li> <li>- use the <b>concept of similarity and difference to compare and contrast</b> experiences and explain why they might have been different, putting all experiences into context.</li> </ul>	<p><b>Interim unit check-in</b></p> <p><b>Written judgement:</b> What parallels are there between stories of prejudice and protest in the 20th century?</p>	<p>Immigration</p> <p>Windrush generation</p> <p>British Nationality Act</p> <p>Section 28</p> <p>Pride</p> <p>Black Power</p> <p>Colour Bar</p> <p>Intersectionality</p>
<p><b>Unit 5: What difference did the second half of the 20<sup>th</sup> century make to the UK?</b></p> <p><i>Similarity and difference</i> <i>Change and continuity</i></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- describe the main changes and continuities in Britain between WW2 and 2012 and how they affected the people living there.</li> <li>- come to a judgement about whether there was more change or continuity in Britain between WW2 and 2012 by starting to think about the speed and extent of change for different groups of people.</li> <li>- use my knowledge of concepts like race, gender, feminism and sexuality to assess the rate and extent of change.</li> <li>- apply my understanding of change and continuity alongside diversity of experience to this topic.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- confidently and sophisticatedly describe the main changes and continuities in Britain between WW2 and 2012 and how they affected the people living there.</li> <li>- effectively come to a judgement about whether there was more change or continuity in Britain between WW2 and 2012 by confidently evaluating the speed and extent of change for different groups of people.</li> <li>- use my deep knowledge and understanding of concepts like race, gender, feminism and sexuality to assess the rate and extent of change, as well as the intersectionality of different groups.</li> <li>- apply my understanding of change and continuity alongside diversity of experience to this topic.</li> </ul>	<p><b>Assessment:</b> Venn diagram / character task comparing experiences in the UK</p> <p>Prep for exam</p>	<p>Section 28</p> <p>Hunger Strikes</p> <p>Feminism</p> <p>Brixton riots</p> <p>Pride</p> <p>Intersectionality</p> <p>New Labour</p> <p>AIDS crisis</p> <p>Welfare state</p>
<p><b>Unit 6: What can we learn about Britain from pre-history?</b></p> <p><i>Evidence</i> <i>Interpretation</i></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- explain what archaeological evidence reveals about different eras/events in British prehistory.</li> <li>- use evidence of the different eras and events in British prehistory to form my own interpretation of one selected era/event. I begin to explain how my own context impacts my interpretation.</li> <li>- use my knowledge of concepts like warfare, migration, technology, community and agriculture to help interpret the evidence.</li> <li>- apply my understanding of evidence and interpretation, and the job of an archaeologist and/or historian to write my own interpretation.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- confidently and sophisticatedly explain what archaeological evidence reveals about different eras/events of British prehistory acknowledging that others may interpret the evidence differently.</li> <li>- use my well researched evidence of the different eras and events in British prehistory to form my own developed and open-minded interpretation of one selected era/event. I can clearly explain how my own context impacts my interpretation.</li> <li>- use my deep knowledge of concepts like warfare, migration, technology, community and agriculture to add clarity and focus to how I interpret the evidence.</li> </ul>	<p><b>Interim unit check-in</b></p> <p><b>Write your own interpretation:</b> Using evidence for one era/event in prehistory students will write their own interpretations</p>	<p>Palaeolithic</p> <p>Mesolithic</p> <p>Neolithic</p> <p>Bronze Age</p> <p>Hominid</p> <p>Archaeology</p> <p>Agriculture</p>

		- apply my deep understanding of how archaeologists and historians use evidence to form interpretations to the writing of my own interpretation.		
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### How are you assessed in History?

#### What we expect students to do:

- Engage in each assessment feedback lesson using the bespoke feedback sheets to improve performance in the assessment
- To self-assess using history aspect sheets focussing on the four different aspects of the secure and expert knowledge and skills. This self-assessment is completed *after* students have improved their work based on teacher feedback
- To self-identify targets using standardised target sheet for each unit assessment
- Self and peer assess work when relevant
- To use the 'outstanding star' to self- identify praise and targets when relevant
- Write your own praise and targets after interim exam and exam, based on teacher marking
- Respond to teacher feedback through activities following inter unit check-ins

#### What we expect teachers to do:

- To provide feedback for all unit assessments using standardised target sheet for coded feedback
- To provide feedback for all unit assessments using the history aspect sheets to diagnose which area of the secure and expert knowledge needs to be improved upon
- To deliver unit assessment feedback lesson using department planned feedback lessons ensuring students are making improvements with bespoke feedback sheets in lesson or for home learning
- To use the 'outstanding star' to celebrate individual and class success
- To mark exams and interim exams using department planned mark schemes and provide diagnostic feedback to enable students to self-identify praise and targets
- To mark for SPAG keeping in mind SEND reasonable adjustments
- To be responsive to student work and provide in-class feedback based on what students need to improve on

#### Some of the marking and assessment strategies we might use:

- Self and peer assessment of classwork and home learning
- Verbal feedback in class and/or meetings
- Exemplar answers from students
- Praise and progress stickers

# Geography

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<b>Unit 1: Will some places always be poor?</b>	I can: <ul style="list-style-type: none"> <li>- explain the different ways of measuring development.</li> <li>- explain how gender equality and development are linked.</li> <li>- explain the causes of uneven development.</li> <li>- I have accurate knowledge of colonialism and impact on levels of development today.</li> <li>- I am able to construct an argument on the causes of uneven development, however, this may be unbalanced or one-sided.</li> <li>- explain the positive and negative impacts of TNCs in Bangladesh</li> <li>- I have accurate knowledge of the sustainable development goals.</li> </ul>	I can: <ul style="list-style-type: none"> <li>- explain the different ways of measuring development and assess the strengths and weaknesses of the classifications.</li> <li>- explain how gender equality and development are linked using named examples</li> <li>- explain a range of causes of uneven development, using specific case study examples, and make links between the different causes.</li> <li>- I have detailed knowledge of colonialism and impact on levels of development today in Haiti and India.</li> <li>- I am able to evaluate the different causes of uneven development and judge the significance of different arguments based on evidence.</li> <li>- explain the positive and negative impacts of TNCs in Bangladesh and judge the importance of these impacts</li> <li>- I have accurate knowledge of the development goals and I am able to judge the significance of different development goals.</li> </ul>	Interim knowledge check quiz  Whole class feedback throughout the unit of work  Essay – should reparations always be paid	DEVELOPMENT GNI PER CAPITA INDICATOR ECONOMY COLONIALISM TNC INVESTMENT SUSTAINABILITY REPARATIONS TOP DOWN BOTTOM UP INDUSTRY PRIMARY SECONDARY TERTIARY QUATERNARY QUINARY
<b>Unit 2: Can we ever truly protect ourselves from tectonic hazards?</b>	I can: <ul style="list-style-type: none"> <li>- describe where earthquakes and volcanoes occur.</li> <li>- explain how convection currents cause plate movement.</li> <li>- I have accurate knowledge of the difference between plate boundaries.</li> <li>- I have accurate knowledge of the different hazards which occur at volcanoes.</li> <li>- I have accurate knowledge of how the impacts of earthquakes vary between countries.</li> <li>- I am able to construct an argument on how factors can make earthquakes worse, however this may be unbalanced or one-sided</li> </ul>	I can: <ul style="list-style-type: none"> <li>- describe where earthquakes and volcanoes occur and I am able to name a examples of different plate boundaries.</li> <li>- explain how convection currents and slab pull in the mantle cause plate movement</li> <li>- explain the causes of volcanoes and earthquakes at different plate boundaries, using geographical terms.</li> <li>- I have accurate knowledge of the different hazards which occur at volcanoes, and I can evaluate the different risks of the hazards</li> <li>- explain why the impacts of earthquakes are greater in some countries than others, using specific examples.</li> </ul>	Interim knowledge check quiz  Whole class feedback throughout the unit of work  Group essay – ‘Human factors are more important in determining the severity of an earthquake that physical factors’. Do you agree?	TECTONIC PLATES CONVECTION CURRENT CONSTRUCTIVE PLATE DESTRUCTIVE PLATE CONSERVATIVE PLATE MAGMA PYROCLASTIC RISK DISASTER HAZARD



	<ul style="list-style-type: none"> <li>- explain how we can reduce the impacts of earthquakes, using key vocabulary and examples</li> </ul>	<ul style="list-style-type: none"> <li>- I am able to judge the significance of different human and physical factors which make earthquakes worse using evidence.</li> <li>- explain the difference between prediction, monitoring, protection and planning, and judge the effectiveness of the strategies in reducing the impacts of earthquakes</li> </ul>		<p>PREPARATION</p> <p>VULNERABILITY</p> <p>ADAPTATION</p> <p>MITIGATION</p> <p>MONITORING</p> <p>PREDICTION</p> <p>PROTECTION</p> <p>PREPARATION</p>
<p><b>Unit 3: Is the world running out of resources?</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- explain how we consume resources every day.</li> <li>- explain the rock cycle and know the difference between sedimentary, igneous and metamorphic rocks.</li> </ul> <p>explain some impacts of coal mining, but may focus on people or the environment</p> <ul style="list-style-type: none"> <li>- explain the social, economic, environment impacts of oil</li> <li>- the impacts of the fashion industry and decide which is the most important impact, but this may be unbalanced or one-sided</li> <li>- I can explain what palm oil is and some of the impacts of its production.</li> <li>- I have an accurate knowledge of what the circular economy is and some of the benefits.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- explain how we consume resources every day and link these to the different spheres in the earth system.</li> <li>- explain the rock cycle and know the difference between sedimentary, igneous and metamorphic rocks. I am able to describe where you can find these different rock types in the UK.</li> <li>- explain the impacts of coal mining on people and the environment in Colombia</li> <li>- explain why land is important to indigenous communities, such as the Wayuu people, and how they live sustainably</li> <li>- explain the social, economic, environment impacts of oil and judge the significance of them based on evidence.</li> <li>- explain how the current day trade routes link to colonialism.</li> <li>- explain the local and global impacts of the fashion industry and assess the significance of impacts on people and places.</li> <li>- explain why palm oil is used in so many products and what the impact is on people and the environment</li> <li>- explain what the circular economy is and the benefits of it in comparison to the linear economy and the reuse economy</li> </ul>	<p>Interim knowledge check quiz</p> <p>Overconsumption poster presentation</p> <p>Whole class feedback throughout the unit of work</p>	<p>IGENOUS</p> <p>METAMORPHIC</p> <p>SEDIMENTARY</p> <p>CONSUMPTION</p> <p>MINING</p> <p>INDIGENOUS</p> <p>FAST FASHION</p> <p>INDIGENOUS</p> <p>CIRCULAR ECONOMY</p> <p>DEGROWTH</p> <p>COLONIALISM</p> <p>EXTRACTION</p> <p>POLLUTION</p> <p>SACRIFICE ZONES</p>
<p><b>Unit 4: Africa: A continent of hope?</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- describe the location of physical features Africa and describe the climate there.</li> <li>- explain how historical events have had an impact on development.</li> <li>- explain why variations in development occurs across the continent.</li> <li>- describe the variation in biomes across the continent and describe the characteristics of these biomes.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- describe the location of physical features in Africa and explain the climate with consideration of how this links to world biomes.</li> <li>- explain how historical events have had an impact on development with reference to specific countries and events.</li> <li>- explain why variations in development occurs across the continent using a wide range of factors.</li> </ul>	<p>Interim knowledge check quiz</p> <p>Whole class feedback throughout the unit of work</p> <p>Essay: The opportunities in Africa outweigh the challenges. To what extent do you agree with this statement?</p>	<p>COLONIALISM</p> <p>DEVELOPMENT</p> <p>BIOME</p> <p>DESERTIFICATION</p> <p>TROPICAL STORM</p> <p>CLIMATE JUSTICE</p>



	<ul style="list-style-type: none"> <li>- explain the causes, consequences, and solutions to desertification in the Sahel.</li> <li>- explain the reasons for population change on the continent and consider the opportunities and challenges of population change.</li> <li>- explain the causes, impacts and solutions to extreme weather in Mozambique.</li> </ul>	<ul style="list-style-type: none"> <li>- describe the variation in biomes across the continent, describe the characteristics of these biomes and explain why these variations exist.</li> <li>- explain the physical and human causes, consequences and solutions to desertification in the Sahel, and consider how conflict is making the situation worse.</li> <li>- explain the reasons for population change on the continent and evaluate the opportunities and challenges of population change, considering the most significant issues.</li> <li>- explain the causes, impacts and solutions to extreme weather in Mozambique and consider the significance of these, with a consideration of climate justice.</li> </ul>		<p>SUB-SAHARAN</p> <p>SAHEL</p> <p>DESICCATION</p> <p>ARID</p> <p>STEREOTYPE</p> <p>AFFORESTATION</p>
<p><b>Unit 5: Is the USA's superpower status being threatened by emerging countries?</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- explain the characteristics of superpowers and I am able to construct an argument about which type of power is the most important.</li> <li>- explain the difference between uni-polar, bi-polar and multi-polar patterns of power.</li> <li>- explain the arguments for and against the USA as a global hyperpower.</li> <li>- I have accurate knowledge of the intergovernment organisation which promote free trade.</li> <li>- explain the difference between commercial and subsistence farming</li> <li>- I have accurate knowledge of the arguments for China being a developmental power and colonial power in Africa. I am able to construct an opinion but this may be one-sided and not use all of the evidence.</li> <li>- explain how China is extending influence through its belt and road initiative and influence in the China Sea. I am able to explain the benefits and drawbacks of this.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- explain the characteristics of superpowers and the differences between hard and soft power.</li> <li>- evaluate the strengths and weaknesses of types of hard and soft power, using examples</li> <li>- explain the different patterns of power: uni-polar, bi-polar and multi-polar, and I am able to assess how stable each pattern of power is, using examples</li> <li>- evaluate the extent to which the USA is a hyperpower based on evidence.</li> <li>- explain how intergovernment organisations (WTO, World Bank, IMF) promote globalisation and free trade. I understand how they differ in their roles. I am able to evaluate the strengths and weaknesses of structural adjustment programs.</li> <li>- explain the difference between commercial and subsistence farming and understand why the Latin American organisation for farmers 'the Semillas' are fighting to grow their food in traditional ways.</li> <li>- explain how transnational corporations can impacts farming practices and I am able to use the example of India's cotton industry to evaluate the benefits and drawbacks of this.</li> <li>- I have detailed knowledge of the arguments for China being a developmental power and colonial power in Africa. I am able to assess the significance of different pieces of evidence to construct an opinion.</li> </ul>	<p>Interim knowledge check quiz</p> <p>Whole class feedback throughout the unit of work</p> <p>Model United Nations General Assembly</p>	<p>UNIPOLAR</p> <p>BIPOLAR</p> <p>MULTIPOLAR</p> <p>SOFT POWER</p> <p>HARD POWER</p> <p>SUBSISTENCE</p> <p>NEOCOLONIALISM</p> <p>GLOBALISATION</p> <p>INTERGOVERNMENT</p> <p>PROXY WAR</p> <p>COLONIALISM</p> <p>MILITARY</p> <p>DEMOGRAPHY</p> <p>INTERVENTION</p> <p>TNC</p>

- |  |  |   |  |  |
|--|--|---|--|--|
|  |  | <ul style="list-style-type: none"> <li>- explain how China is extending influence through its belt and road initiative and influence in the China Sea. I am able to evaluate the benefits and drawbacks of their influence on specific countries.</li> <li>-</li> </ul> |  |  |
|--|--|---|--|--|

## How are you assessed in Geography?

### What we expect students to do:

- Engage in each assessment feedback lesson using the bespoke feedback sheets to improve performance in the assessment
- To respond to targets from the target sheet for each unit assessment
- Self and peer assess work when relevant
- To use the 'outstanding geographer' statements to self- identify praise and targets when relevant

### What we expect teachers to do:

- To mark all unit assessments using target sheet for coded feedback
- To deliver unit assessment feedback lesson using department planned feedback lessons ensuring students are making improvements with bespoke feedback sheets in lesson or for home learning
- To use the 'outstanding geographer' to celebrate individual and class success
- To mark exams and interim exams using department planned mark schemes and provide diagnostic feedback to enable students to self-identify praise and targets
- To mark for SPAG keeping in mind SEND reasonable adjustments
- To assess the structure and level of precise detail in written answers.

### Some of the marking and assessment strategies we might use:

- Self and peer assessment of classwork and home learning
- Verbal feedback in class and/or meetings
- Exemplar answers from students
- Praise and progress stickers

# P.B.E

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<b>Unit 1: Crime and Punishment</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- give two clear developed points supported by examples, quotes or further explanations</li> <li>- explain what different quotes or academic texts mean</li> <li>- evaluate in more depth e.g. provide developed reasons on either side of the debate (PDD, PDD)</li> <li>- offer a conclusion with clear reasons for your opinion</li> <li>- describe key concepts clearly</li> <li>- outline a few differences <i>within</i> religions</li> <li>- express my opinion clearly in a debate</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- develop reasons (PDD + PDD) using several examples or further explanations</li> <li>- explain how sources of authority can be interpreted differently to produce differences <i>within and between</i> religions</li> <li>- use a range of quotes and specialist vocabulary</li> <li>- evaluate in more depth e.g. provide developed reasons on either side of the debate (PDD+PDD // PDD+PDD)</li> <li>- state which side of the debate is better giving stronger arguments, some of which refer back to points already made</li> <li>- offer a conclusion which sums up the debate and states a justified opinion based on the arguments laid out</li> <li>- explain key concepts articulately and in detail</li> <li>- express myself articulately in debates, referring to the points made by others</li> </ul>	<p>Detailed marking (2 x 1 marker, 2 marker, 4 marker, 5 marker and 1 X 12 marker); Final assessment: (2 x 1 marker, 2 marker, 4 marker, 5 marker and 1 X 12 marker)</p>	
<b>Unit 2: Relationships and the family</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- give two clear developed points supported by examples, quotes or further explanations</li> <li>- evaluate in more depth e.g. provide developed reasons on either side of the debate (PDD, PDD)</li> <li>- offer a conclusion with clear reasons for your opinion</li> <li>- describe key concepts clearly</li> <li>- outline differences <i>within</i> religions based on how people interpret sources of authority</li> <li>- express my opinion clearly in a debate, referring to points made by others</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- explain the impact of historical, religious and scientific ideas on beliefs held today</li> <li>- explain how a range of sources of authority can be interpreted differently to produce differences <i>within and between</i> religions</li> <li>- use a range of quotes and specialist vocabulary</li> <li>- evaluate in more depth e.g. provide developed reasons on either side of the debate (PDD+PDD+PDD // PDD+PDD+PDD)</li> <li>- create logical chains of reasoning by referring back to previous arguments</li> <li>- state your thesis throughout your work and in a conclusion which sums up the debate and states a justified opinion based on the arguments laid out</li> <li>- explain key concepts articulately and in detail</li> <li>- express yourself articulately in debates, referring to the points made by others</li> </ul>	<p>Detailed marking (2 x 1 marker, 2 marker, 4 marker, 5 marker and 1 X 12 marker); Final assessment: (2 x 1 marker, 2 marker, 4 marker, 5 marker and 1 X 12 marker)</p>	

## How are your assessed in PBE?

What we expect students to do:

What we expect teachers to do:

# French

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<p><b>Unit 1: Ma vie sociale d'ado</b> Students will learn how to talk about social media and going out or to a party with their friends. They will give their opinion and discuss social media. They will practice using the past, present and future tense, particularly by talking about a music event</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Use the present, near future and perfect tense with regular verbs</li> <li>- Using direct object pronouns</li> <li>- Using adjectives</li> <li>- Using time phrases to say how often I do things</li> <li>- Give my opinion about social media</li> <li>- Describe someone and make adjectives agree</li> <li>- Arranging to go out and describing a party</li> <li>- Describing a music event and giving an opinion about it, in all tenses</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Using direct object pronouns in all tenses</li> <li>- Use Vouloir (to want) and pouvoir (to be able to)</li> <li>- Use both regular and some irregular French verbs in 3 tenses in written and speaking tasks</li> </ul>	<p>Detailed written feedback will be given in books on at least one piece of short writing using the vocabulary from Unit 1.</p>	<ul style="list-style-type: none"> <li>- Infinitives</li> <li>- Regular and irregular verbs</li> <li>- Present tense</li> <li>- Stem (of the verb)</li> <li>- Near future tense</li> <li>- Perfect tense</li> <li>- Time phrases</li> <li>- Conjugate</li> <li>- Adjectives</li> <li>- Agreement</li> <li>- Connectives</li> <li>- Qualifiers</li> <li>- Direct object pronoun</li> <li>- Past participle</li> </ul>
<p><b>Unit 2: Bien dans sa peau:</b> Students will be focusing on healthy living by learning different types of food, daily routine, illnesses and getting fit. Students are now starting to use more complex French giving suggestions and advice.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Talk about different types of food</li> <li>- Talk about different sports, giving my opinion</li> <li>- Say when I played sport in the past</li> <li>- Describe the daily routine in the present tense (using reflexive verbs)</li> <li>- Discuss living a healthy life</li> <li>- Using "il faut" (it is necessary to) to give advice</li> <li>- Talk about illnesses / pains</li> <li>- Use the future tense</li> <li>- Use negatives</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Use negatives in all three tenses</li> <li>- Use nous in the present tense</li> <li>- Use depuis + present tense to say how long you have been doing sports</li> </ul>	<p>Listening and reading exams during assessment week.</p> <p>Detailed written feedback will be given in books on at least one piece of short writing using the vocabulary from Unit 2.</p>	<ul style="list-style-type: none"> <li>- Il faut</li> <li>- Future tense</li> <li>- Negatives</li> <li>- Definite article</li> <li>- Reflexive verbs</li> <li>- Infinitive</li> </ul>
<p><b>Unit 3: A l'horizon:</b> Students will learn how to talk about jobs and their future aspirations. They will also talk about the jobs they wanted to do when they were little. They will discuss why we learn languages and how this will help them in their professional life.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Describe jobs, using masculine and feminine nouns</li> <li>- Use modal verbs (pouvoir (be able to), vouloir (want) and devoir (have to)) in the present</li> <li>- Use the imperfect tense to talk about what you used to do</li> <li>- Use the future simple to describe your future life</li> <li>- Discuss your plans using imperfect and future tense</li> <li>- Understand someone talking about their job</li> <li>- Discuss the importance of learning languages</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Use all three tenses with il/elle</li> <li>- Use connectives to compare</li> <li>- Use colloquial phrases to show uncertainty (je ne sais pas/voyons... etc)</li> </ul>	<p>Extended writing will be completed in exam conditions.</p> <p>Detailed written feedback will be given in books on at least one piece of short writing using the vocabulary from Units 1-3.</p>	<ul style="list-style-type: none"> <li>- Nous form</li> <li>- Imperfect tense</li> <li>- Imperfect endings</li> <li>- Modal verbs</li> <li>- Connectives</li> <li>- Future</li> <li>- Infinitive</li> </ul>
<p><b>Unit 4: Spécial vacances</b> Students will learn how to describe the activities they like doing during their holidays. They will also</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Say where you went on holidays, using the perfect tense (regular and some irregular verbs, such as être)</li> <li>- Describe the activities you did and give opinions</li> <li>- Use reflexive verbs with je and nous</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Form questions about holidays</li> <li>- Use the pronoun y</li> <li>- Use the conditional with some regular verbs</li> <li>- Use emphatic pronouns</li> <li>- Use quel in exclamations</li> </ul>	<p>Translation exam from French-English and English- French, based on all the vocabulary covered so far in Units 1-4.</p> <p>Detailed written feedback will be given in books on at least one piece of short writing using the vocabulary from Units 1-4.</p>	<ul style="list-style-type: none"> <li>- Conditional tense</li> <li>- Emphatic pronouns</li> <li>- Perfect tense</li> <li>- Subject and verb</li> <li>- Reflexive verbs</li> <li>- Reflexive pronouns</li> <li>- Past participle</li> </ul>



describe a trip to a tourist attraction and how to prepare their suitcase	<ul style="list-style-type: none"> <li>- Use J'aimerais (I would like) and ce serait (it would be)</li> <li>- Use the different forms of "some" (de la/de l'/des) when describing activities</li> </ul>			<ul style="list-style-type: none"> <li>- Agreements</li> <li>- Être verbs</li> </ul>
<b>Unit 5: Moi dans le monde</b> Students will learn how to discuss what they are allowed to do or not. They will also describe what matters to them and what makes them happy.	I can: <ul style="list-style-type: none"> <li>- Use avoir in different expressions</li> <li>- Describe and discuss what they are allowed to do or not</li> <li>- Use irregular adjectives like meilleur (best)</li> <li>- Discuss where products come from and Fair Trade</li> <li>- Discuss what makes you happy in the present tense</li> </ul>	I can: <ul style="list-style-type: none"> <li>- Use avoir in different tenses</li> <li>- Use the imperative to tell someone to do or not to do something</li> <li>- Use direct object pronouns</li> <li>- Using longer phrases to discuss what makes you happy, using the conditional</li> <li>- Using the 'we/nous' part of speech</li> </ul>	Listening, Reading, Translation and Writing exams this half term using the vocabulary and grammar from Units 1-5.	<ul style="list-style-type: none"> <li>- Adjectives</li> <li>- Agreements</li> <li>- Direct object pronouns</li> <li>- Conditional</li> </ul>
<b>Unit 6: Les droits des jeunes</b> Students will learn how to discuss global issues such as human rights, world hunger and religion. They will also study and discuss the inspirational lives of some famous human rights activists	I can: <ul style="list-style-type: none"> <li>- Use possessive adjectives</li> <li>- Compare and give an opinion on the English school system and the French one</li> <li>- Describe what jobs they can do to earn pocket money</li> <li>- Discuss child labour around the world, including French-speaking countries</li> <li>- Use modal verbs in the conditional (je pourrais/devrais/voudrais)</li> <li>- Give advice about what we could do to help charities around the world</li> <li>- Discuss and give an opinion about the law regarding secularism in France</li> <li>- Use the perfect tense to describe someone's life and actions</li> </ul>	I can: <ul style="list-style-type: none"> <li>- Use possessive adjectives in the plural</li> <li>- Use indirect object pronouns</li> <li>- Justify/use complex structures to give opinion</li> <li>- Explain who you admire and why, using the past tense and the present tense</li> </ul>	Detailed written feedback will be given in books on at least one piece of short writing using the vocabulary from Units 1-6.	<ul style="list-style-type: none"> <li>- Possessive adjectives</li> <li>- Perfect tense</li> <li>- Être verbs</li> <li>- Past participle</li> <li>- Conditional</li> <li>- Modal verbs</li> </ul>

### How are you assessed in French?

#### What we expect students to do:

- Engage in assessment feedback lessons using the bespoke feedback sheets to improve performance in future assessments
- To self-identify targets and strengths after each assessment
- Self and peer assess work when relevant for example in vocabulary tests in class and listening and reading comprehension activities

#### What we expect teachers to do:

- To mark all assessments giving targeted feedback and corrections to be completed as MRI in class
- To mark all end of term assessments following the department mark schemes
- To use stickers in books for all examples of 'Outstanding Learning' evidenced in books
- To mark assessments and interim exams using department planned mark schemes and provide diagnostic feedback to enable students to self-identify praise and targets
- To mark for SPAG keeping in mind SEND reasonable adjustments

#### Some of the marking and assessment strategies we might use:

- Self and peer assessment of classwork and home learning
- Verbal feedback in class and/or meetings
- Exemplar answers from students
- Praise and progress stickers

# Spanish

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<b>Unit 1: Somos así</b> Students will learn how to talk about things they like and their free time. They will give their opinion on their favourite free time activities and also discuss films and going to the cinema. They will practice using the past, present and future tense, particularly by talking about famous people	I can: <ul style="list-style-type: none"> <li>- Talk about my free time activities</li> <li>- Use time phrases to say how often I do things</li> <li>- Give my opinion about free time activities</li> <li>- Describe types of films and actors</li> <li>- Say what I am going to watch at the cinema and why</li> <li>- Describe past birthday celebrations</li> <li>- Listen to and talk about the lives of famous people</li> </ul>	I can: <ul style="list-style-type: none"> <li>- Start to use the past, present and future tenses in written and spoken Spanish</li> <li>- Use both regular and some irregular Spanish verbs in 3 tenses in written and speaking tasks</li> <li>- Use a range of times phrases to discuss your free time</li> </ul>	Detailed written feedback will be given in books on at least one piece of short writing using the vocabulary from Unit 1.	<ul style="list-style-type: none"> <li>- Infinitives</li> <li>- Regular verbs</li> <li>- Present tense</li> <li>- Stem (of the verb)</li> <li>- Future tense</li> <li>- Preterite tense</li> <li>- Time phrases</li> <li>- Conjugate</li> <li>- Adjectives</li> <li>- Agreement</li> <li>- Connectives</li> <li>- Qualifiers</li> </ul>
<b>Unit 2: ¡Oriéntate!</b> In the context of a hotel, students learn about different jobs and responsibilities at work. They will learn how to describe people's jobs and say what they would like to do in the future by considering personal values and characteristics. They will also learn how to improve their accuracy by learning how to effectively use a dictionary.	<ul style="list-style-type: none"> <li>• I can:               <ul style="list-style-type: none"> <li>- Talk about different types of jobs</li> <li>- Understand and write about different types of responsibilities in the workplace</li> <li>- Use adjectives to describe personal qualities</li> <li>- Say what you would like to do in the future</li> <li>- Use a Spanish – English dictionary effectively</li> </ul> </li> </ul>	I can: <ul style="list-style-type: none"> <li>- Use 'tener que' in the present tense</li> <li>- Use 'me gustaria' to talk about what job you would like to do</li> <li>- Use the impersonal 'se' to understand job adverts</li> <li>- Use the past, present and future tenses</li> <li>- Use a dictionary to check for accuracy such as spellings and use of accents</li> </ul>	Listening and reading exams at the end of term. Detailed written feedback will be given in books on at least one piece of short writing using the vocabulary from Unit 1.	<ul style="list-style-type: none"> <li>- Infinitives</li> <li>- Regular verbs</li> <li>- Present tense</li> <li>- Stem (of the verb)</li> <li>- Future tense</li> <li>- Preterite tense</li> <li>- Conditional tense</li> <li>- Conjugate</li> <li>- Adjectives</li> <li>- Agreement</li> <li>- Connectives</li> <li>- Qualifiers</li> <li>- Gender</li> <li>- accent</li> </ul>
<b>Unit 3: En forma</b> Students will be focusing on healthy living by learning different types of food, daily routine, illnesses and getting fit. Students are now starting to use more complex Spanish giving suggestions and advice.	I can: <ul style="list-style-type: none"> <li>- Talk about different types of food</li> <li>- Use time phrases</li> <li>- Talk about different sports, giving my opinion</li> <li>- Say when I played sport in the past</li> <li>- Describe the daily routine in the present tense</li> <li>- Discuss living a healthy life</li> <li>- Use colloquial expressions such as 'claro que si' 'en serio'</li> <li>- Talk about illnesses / pains</li> </ul>	I can: <ul style="list-style-type: none"> <li>- Accurately use the correct definite article</li> <li>- Use stem changing verbs such as 'jugar' and 'preferir'</li> <li>- Use reflexive verbs</li> <li>- Say the time in Spanish</li> <li>- Use impersonal expressions like 'se debe'</li> <li>- Use the past and present tense to describe health problems</li> <li>- Use 'dolerse', 'tener' and 'estar'</li> </ul>	Translation exam from Spanish-English and English- Spanish, based on all the vocabulary covered so far in Units 1-4. Detailed written feedback will be given in books on at least one piece of short writing using the vocabulary from Units 1-3.	<ul style="list-style-type: none"> <li>- Preterite, present and future tenses</li> <li>- Se debe / no se debe</li> <li>- Reflexive verbs</li> <li>- Stem-changing verbs</li> <li>- Direct object pronouns</li> <li>- Me duele/ me duelen</li> </ul>
<b>Unit 4: Jóvenes en acción</b> In this unit students learn how to discuss global issues such as human rights, Fair Trade and the environment. By using the conditional tense they are able to say	I can: <ul style="list-style-type: none"> <li>- Understand and use vocabulary to discuss human rights</li> <li>- Give opinions on the lack of human rights using phrases like 'no es justo etc'</li> <li>- Discuss where products come from and Fair Trade</li> </ul>	I can: <ul style="list-style-type: none"> <li>- Use the verb 'poder' in the present tense</li> <li>- Use possessive pronouns (mi /mis etc)</li> <li>- Masculine/feminine agreements for nationalities</li> <li>- Focus on the use of the 3<sup>rd</sup> person (he/she/it)</li> <li>- Using longer phrases to discuss exploitation and the use of Fair Trade (lo bueno es / a partir de ahora etc)</li> <li>- Use 'se debería/no se debería'</li> </ul>	Extended writing assessment will be completed in exam conditions using the vocabulary from Units 1-4.	<ul style="list-style-type: none"> <li>- Poder in the present tense</li> <li>- Giving opinions</li> <li>- Conditional tense</li> <li>- Imperfect tense</li> <li>- Using complex phrases such as 'no es justo.../ lo bueno es'</li> <li>- Focusing on the different parts of speech</li> </ul>



<p>what should be done to improve situations. They also take a closer look at their neighbourhood, discussing problems and comparing it now, with the past.</p>	<ul style="list-style-type: none"> <li>- Talk about recycling and looking after the environment</li> <li>- Describe what your city used to be like and how it is now</li> </ul>	<ul style="list-style-type: none"> <li>- Focus on 'we/nosotros' part of speech</li> <li>- Use para + infinitive)</li> <li>- Imperfect tense</li> </ul>		
<p><b>Unit 5: Una aventura en Madrid</b> Through the setting of a Spanish student exchange students will learn how to introduce themselves and meet a Spanish family. They will learn key phrases and vocabulary to express what they need or want. They will then learn about tourism activities like buying souvenirs and exploring the city.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Introducing yourself and meeting a Spanish family on a student exchange</li> <li>- Talk about places around town</li> <li>- Go shopping for souvenirs</li> <li>- Talk about the weather</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Use 'tener' in key expressions</li> <li>- Use este / esta etc</li> <li>- Use expressions hay que / tenemos que / vamos a + infinitive</li> <li>- Use the superlative</li> <li>- The comparative to compare souvenirs</li> <li>- Learn about the different ways to say 'you' in Spanish</li> <li>- Use the near future tense (compraré)</li> <li>- Use the past, present and future tenses</li> </ul>	<p>Listening, Reading, Translation and Writing exams at the end of the half term.</p>	<ul style="list-style-type: none"> <li>- Idiomatic expressions</li> <li>- Hay que/tenemos que/vamos a</li> <li>- Preterite tense</li> <li>- Present tense</li> <li>- Future tense (simple and near future)</li> <li>- Different ways of saying you in Spanish</li> </ul>
<p><b>Unit 6 En el instituto:</b> In this unit students learn to talk about their life at school, covering topics such as their school facilities, subjects, teachers, rules and after school clubs. Students build their confidence in expressing their opinions and talk about what they will study next year for their GCSE's and why.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Describe the facilities at my school</li> <li>- Talk about the subjects I study at school</li> <li>- Give my opinion about school life</li> <li>- Describe my school teachers</li> <li>- Talk about the rules in my school</li> <li>- Say what after-school clubs I go to and why</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Ask and answer questions</li> <li>- Use a mí, a tí for emphasis</li> <li>- Use superlatives</li> <li>- Use se debe and se puede for school rules</li> <li>- Use the Preterite, present and future tenses</li> </ul>	<p>Detailed written feedback will be given in books on at least one piece of short writing using the vocabulary from Units 1-6.</p>	<ul style="list-style-type: none"> <li>- Adjectives</li> <li>- Agreement</li> <li>- Opinions</li> <li>- Gender</li> <li>- Qualifiers</li> <li>- Expressions of frequency/time expressions</li> <li>- Present tense</li> <li>- Near future tense</li> <li>- Qualifiers</li> <li>- Connectives</li> </ul>

### How are you assessed in Spanish?

#### What we expect students to do:

- Engage in assessment feedback lessons using the bespoke feedback sheets to improve performance in future assessments
- To self-identify targets and strengths after each assessment
- Self and peer assess work when relevant for example in vocabulary tests in class and listening and reading comprehension activities

#### What we expect teachers to do:

- To mark all assessments giving targeted feedback and corrections to be completed as MRI in class
- To mark all end of term assessments following the department mark schemes
- To use stickers in books for all examples of 'Outstanding Learning' evidenced in books
- To mark assessments and interim exams using department planned mark schemes and provide diagnostic feedback to enable students to self-identify praise and targets
- To mark for SPAG keeping in mind SEND reasonable adjustments

#### Some of the marking and assessment strategies we might use:

- Self and peer assessment of classwork and home learning
- Verbal feedback in class and/or meetings
- Exemplar answers from students
- Praise and progress stickers





# D.T

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<b>Unit 1: Money Monster</b> Product design based project using a range of skills such as cutting, drilling, CAD/CAM and chiselling. This project builds on a variety of areas in D&T learnt in previous years.	I can: <ul style="list-style-type: none"> <li>- Identify the two types of woods and be able to explain at least one working property for each.</li> <li>- work independently during practical work.</li> <li>- select and use a range of tools and equipment accurately, skilfully and safely – including using a chisel and mallet.</li> <li>- produce a product which has a high level of making and finishing with minimal errors.</li> </ul>	I can: <ul style="list-style-type: none"> <li>- Identify the two types of woods and be able to produce a product which is rigorous and demanding in its range of skills.</li> <li>- produce a product which has a very high level of accuracy in its making and finishing including using a chisel and mallet.</li> <li>- My product has no errors and I understand what quality control measures have been put in place to ensure high precision.</li> </ul>	Design pages in design journals. Final outcome – quality and finish of the monster money will be assessed.	function, innovative, design specification, design brief, user, purpose design brief, design specification, prototype, annotated sketch, purpose, user, innovation, research, functional, mock-up, prototype
<b>Unit 2: CAD/CAM light</b> Product design and electronics based project using a range of skills such as cutting, drilling, CAD/CAM and chiselling. This project builds on a variety of areas in D&T learnt in previous years.	I can: <ul style="list-style-type: none"> <li>- design a variety of design ideas based on my research.</li> <li>- demonstrate my CAD and CAM skills.</li> <li>- produce a product which has a high level of making and finishing with minimal errors.</li> <li>- Explain what is meant by thermoforming and thermosetting plastics.</li> </ul>	I can: <ul style="list-style-type: none"> <li>- recall in detail the differences between thermoforming and thermosetting plastics. I can also name 3 examples of each and their properties. I know how these plastics are used in industry and what processes this includes.</li> <li>- show in-depth knowledge of CAD and CAM by making the laser cutting component of my light,</li> <li>- produce a product which is extremely high quality with no errors.</li> </ul>	Design pages in design journals. Final outcome – quality and finish of the final product will be assessed.	CAD (Computer Aided Design), CAM (Computer Aided Manufacture), Axis, laser cutter, precision, accuracy, mass production, polymers, thermoplastics, thermosetting plastics, electronics, LED, USB connector, luminous, switch, current limiting resistor, soldering, PCB (printed circuit board)
<b>Unit 3: Design Movement Clocks</b> A project which involves using all the materials and skills you have learnt in the last two years to make a clock based on a design movement of your choice: Art Nouveau Memphis	I can: <ul style="list-style-type: none"> <li>- Investigate the work of other designers and explain how this has had some influence over my design thinking.</li> <li>- Label my ideas with some comments about functionality, aesthetics and innovation. I can also explain my design decisions in my designs and developments.</li> <li>- work independently at times during my practical work – I may need some assistance when using the machines.</li> </ul>	I can: <ul style="list-style-type: none"> <li>- Investigate the work of others in detail and explain, with justifications, how this has had influence over my design thinking.</li> <li>- Design a range of design ideas which fully fulfil the brief and show excellent creativity, innovation and imagination. I can also explain my design decisions with detailed justifications.</li> <li>- Manufacture a product that has no errors and shows an extremely high level of precision.</li> </ul>	Design pages in design journals. Final outcome – accuracy of the clock will be assessed. Final written evaluation.	Memphis, Art Nouveau, asymmetrical, organic motifs, sculptural, bright colours, geometric shapes, bold patterns, eighties vibrant, clashing, Ettore Sottsass

## How are your assessed in D.T?

Projects will be assessed against the curriculum structure outlined in their design journals (theoretical knowledge, design, make and evaluate). Students also sit two exams during the year to assess their progress (including practical progress where they are asked to recall previous making skills).

## What we expect students to do:

- To self-assess any research or design work in their D&T booklets.
- To complete any practical work to a high quality and degree of precision.
- To peer assess any design work to provide another viewpoint and opinion of how to alter and improve ideas.
- Read through and proofread all extended written task. Add a detailed MRI.



- To respond to every end of project feedback and progress grades with at least one target for the following term.
- To write a self-evaluation for every product made in D&T: looking at what went well, any mistakes made during making and further improvements which can be made to the final prototype.
- Explain how each project links back to prior knowledge and skills.

**What we expect teachers to do:**

- Make suggestions on improving accuracy of practical skills and making.
- Correct any inaccurate technical language relating describing materials, manufacturing methods and production techniques.
- To mark books once every three weeks and provide targets to students (based on theoretical knowledge, designing, making and evaluating).
- To assess homework tasks.
- To mark tests and give a % to each student (also run through the exam with students).

# Music

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<p><b>Unit 1: Music for Moving Image</b> Composition based project in which students will learn about techniques such as Mickey Mousing and Leitmotif with a final task of composing music to a given film scene</p>	<p>I can explain what Mickey Mousing and Leitmotifs are. I can explain what makes music effective in a film using key words in my answer. I can compose a piece of music to go with a given film scene.</p>	<p>Key knowledge and skills plus I can explain in more depth how a given composer has created effective music in a film scene relating to all of the key musical elements including Melody, Pitch, Rhythm, Dynamics, Harmony, Texture, Timbre, Articulation, Tempo.</p>	<p>Finished composition</p>	<p>Melody, Pitch, Rhythm, Dynamics, Harmony, Texture, Timbre, Articulation, Tempo, Leitmotif</p>
<p><b>Unit 2: Dance Music</b> Students will learn about Waltz, Disco and Line Dancing and the elements that make up those musical genres. Students will learn how to play an example of each on the keyboard.</p>	<p>I can explain the differences between three musical Dance genres. I can perform a piece of music using treble and bass parts.</p>	<p>Key knowledge and skills plus explain the historical context behind the development of these dance styles.</p>	<p>Individual keyboard assessment.</p>	<p>Rhythm Tempo Pitch Structure Dynamics Melody Harmony Texture Chords</p>
<p><b>Unit 3: Music for Games</b> A project to introduce the concept of music in computer games. Students will create a conception powerpoint of their own computer game and the sounds that would be incorporated into the game.</p>	<p>I can create multiple different sounds that would be suitable for a computer game. I understand the development of computer games and can use this knowledge to create my own concept for a game.</p>	<p>Key knowledge and skills plus I can explain how the development of computer games links to the development of music technology.</p>	<p>Finished composition</p>	<p>Rhythm Tempo Pitch Structure Dynamics Melody Harmony Texture Chords</p>
<p><b>Unit 4: Ukulele</b> Students will chose a minimum of one song to learn and perform using tab and chords.</p>	<p>I can demonstrate effective use of time for practise and perform a song of my choice. I can play at least one basic tab. I can play the four basic chords – C, G, F, Am.</p>	<p>Key knowledge and skills plus an additional song and additional chords. .</p>	<p>Individual ukulele assessment.</p>	<p>Tab Chords Structure</p>

<p><b>Unit 5: Podcast</b> Students will learn about what makes an effective podcast. Students will create their own podcast on a topic of their choice and record it using Logic.</p>	<p>I can demonstrate an understanding of how to record, input and use Logic to create a Podcast that incorporates a backing track and relevant sound effects.</p>	<p>Key knowledge and skills plus I can use dynamics and tempo to emphasise parts of the spoken element.</p>	<p>Finished Podcast.</p>	<p>Recording Balance Jingle Stereo Input Dynamics Automation</p>
<p><b>Unit 6: Blues Project</b> Students will culminate their three years of music education with a Blues Project. This will be a live performance using any instruments they choose. Students will need to compose their own piece and perform it to the class.</p>	<p>I can compose a piece of music in a structured way using the conventions of Blues Music. I can perform this piece as part of a group to my peers.</p>	<p>Key knowledge and skill plus I am able to either improvise using the Blues scale freely and at will, or create a more complex structure to a piece of music.</p>	<p>Finished composition and performance.</p>	<p>Major Minor Scale Roman Numerals Rhythm Tempo Pitch Structure Dynamics Melody Harmony Texture Chords Blues Scale Swung Quavers.</p>

**How are you assessed in Music?**

What we expect students to do:

What we expect teachers to do:

**Drama**

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Key Vocabulary	Co-curricular links
<p>Unit 1: Theatre Practitioners</p>	<p>I can offer a relevant individual contribution to the creation, development</p>	<p>I can offer a highly relevant individual contribution to the creation, development</p>	<p>AO1 – rehearsal process and portfolio of devising process</p>	<p>Antonin Artaud Bertolt Brecht Constantin Stanislavski Gestus</p>	<p>History/PBE – developing understanding of how the historical, cultural and social</p>

	<p>and refinement of ideas for theatrical performance</p> <p>I can use a few techniques associated with the chosen practitioner or genre</p> <p>I can identify and explain the key features of each practitioner</p>	<p>and refinement of ideas for theatrical performance</p> <p>I can creatively incorporate a good range of relevant techniques associated with the chosen practitioner or genre as the piece is developed</p> <p>I can identify and explain the key features of each practitioner and their artistic intention</p>	<p><b>AO3 – quiz on theatre practitioners</b></p>	<p>Naturalism Spass Subtext Surrealism Theatre practitioner Verfremdungseffekt</p>	<p>contexts influenced practitioners</p>
<p><b>Unit 2: Devising Theatre</b></p>	<p>I can create and develop mostly imaginative ideas in response to the chosen stimulus to communicate meaning</p> <p>I can develop, amend and refine performance ideas during the process to communicate meaning in an effective way</p> <p>I can perform using mostly effective performance skills throughout most of the performance</p> <p>I can perform an interpretation of my character using some relevant aspects of the practitioner/genre to realise some artistic intentions</p> <p>I can sensitively interact with other performers to communicate meaning and</p>	<p>I can create and develop highly imaginative ideas that are informed by research in response to the chosen stimulus to communicate meaning</p> <p>I can creatively incorporate an excellent range of relevant techniques associated with the practitioner or genre with a clear artistic intention</p> <p>I can perform a fully coherent and successful interpretation of the character/role using highly relevant aspects of the practitioner/genre style to successfully realise artistic intention</p>	<p><b>AO1 - portfolio of devising process including use of research</b></p> <p><b>AO2 – final performance of a devised piece</b></p>		

	sustain audience interest for most of a performance				
<b>Unit 3: Performing From A Text</b>	<p>I can perform with effective application of performance skills including sensitive interaction with other performers, throughout the performance</p> <p>I can perform a good, mostly effective and coherent interpretation of character sustained throughout the performance</p> <p>I can refer to a range of elements when making directorial and design decisions</p> <p>I can articulate a clear artistic intention with an understanding of the impact on the audience</p> <p>I can justify my decisions with reference to my understanding of the text, atmosphere and character motivation</p> <p>I can evaluate and analyse how a live theatre</p>	<p>I can perform with excellent and highly effective performance skills including highly sensitive interaction with other performers to successfully realise artistic intentions</p> <p>I can offer an excellent, highly effective individual contribution to the performance which fully enhances the piece and clearly realises the artistic intentions</p> <p>I can make informed, detailed and imaginative decisions for the direction and design of theatre with an understanding of the impact on the audience</p> <p>I can evaluate and analyse how a live theatre production communicates meaning with reference to performance skills, and design and technical elements</p>	<p><b>AO2 – final performance of a text</b></p> <p><b>AO3/AO4 - exam questions on making directorial and/or design decisions and a live theatre review</b></p>	<p>Artistic intentions</p> <p>Interpretation</p> <p>Proxemics</p> <p>Subtext</p>	<p>English – analysis and evaluation of language, study of a play</p>

	production communicates meaning with reference to either performance skills or design and technical elements				
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**How are you assessed in Drama?**

Students are assessed on their ability to create, review and refine performance through their practical work in lessons. Students are also assessed on their understanding of and ideas for performance through home learning tasks and a written exam in the summer term.

**What we expect students to do:**

- To self and peer assess work using the success and/or assessment criteria
- To respond to and use feedback to refine their practice
- To identify successes, areas for improvement and next steps using assessment criteria

**What we expect teachers to do:**

- To provide verbal feedback within lessons
- To provide mid unit written feedback/targets
- To mark home learning (1 per half term)

# Art

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<p><b>Unit 1: Derelict Cities:</b> In this unit, students continue to build on key drawing, painting and/or building techniques, whilst being introduced to new forms of printmaking, digital manipulation and drawing process. This project focuses on approaches to creating responses to the structures and unique aesthetic of derelict/informal buildings.</p>	<p><b>Practical (Productive)</b></p> <ul style="list-style-type: none"> <li>- Drawing technique extended to more complex consideration of proportion and perspective, inclusion of reductive rubber and observational drawing from still life</li> <li>- Sight sizing and scaling techniques in observational drawings of buildings; exploring contour drawing techniques</li> <li>- Perspective drawing techniques (buildings) extended to include one-point perspectives (linear perspective/convergence/vanishing point) and two-point. Extending further to include multiple vanishing points.</li> <li>- 3D model painting techniques: base coats, dry brushing, shades, highlights, gestural marks and stippling for textural and surface effects</li> <li>- Paper (cardboard) manipulation techniques for maquettes: use of tabs, feet, flanges, slots, gussets, peeling, curling and scoring/bending</li> <li>- Using specialist glue and cutting tools (craft knives)</li> <li>- Print-making techniques extended to mono-print and block printing using cardboard: focusing on even coverage of ink (feathering), shading technique and carving techniques (embossing)</li> <li>- Mono-print extended to include chine-colle.</li> <li>- Digital manipulation extended to include Photoshop techniques to edit buildings: layers, cropping, masking, colour editing</li> </ul> <p><b>Practical (Receptive)</b></p> <ul style="list-style-type: none"> <li>- Compositional principles associated with complex spatial depiction: two-point perspective.</li> <li>- Foreshortening and depth in observational drawings of buildings</li> <li>- The uses and functions of graphic design/digital art as a design tool and artmaking process</li> <li>- Translating architectural details (structure, colour and surface quality) into model making using a variety of materials, techniques and tools/media</li> <li>- Role of printing presses and inks in creating prints</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>- Contemporary printmakers: Gemma Gunning and Karen Wicks</li> <li>- Film art/concept art (Nigel Phelps, Batman), set-design (Weta Workshop) and contemporary anime (Q Hayashida, Dorohedoro) to explore architectural drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing from still life</li> <li>- Using more complex reference imagery</li> <li>- Three-point perspective extension</li> <li>- Chine-colle printmaking/collage</li> <li>- Extended approaches to model making: textural additions/embellishments (texture materials: e.g. sand/saw-dust, stand creations, embellishments)</li> </ul>	<ul style="list-style-type: none"> <li>- Pencil Tonal Study (AO3)</li> <li>- Artist Research: Printmakers (AO1)</li> <li>- Two-Point Perspective Drawing (AO2/3)</li> <li>- Digital Edit of Building (AO2)</li> <li>- Favela Sculpture (AO4)</li> <li>- End of project marking</li> </ul>	<p>Contrast, observational, composition, proportion, stencil, scalpel, silhouette, cityscape, fine-motor-skills, proportion.</p>



	<ul style="list-style-type: none"> <li>- Sculptor Eric Cremers and game design (Fallout) to inspire sculpted outcome</li> </ul> <p><b>Disciplinary</b></p> <ul style="list-style-type: none"> <li>- A variety of careers art can prepare students for: film, concept art, architecture, game design, graphic design, animation.</li> <li>- What can be labelled as "art": films, videogames, anime, hobbycraft. And the value/quality we place on these disciplines within art and design</li> <li>- Quality and value placed on materials (hierarchy): clay vs cardboard; computer-based vs non computer based; printmaking vs painting.</li> <li>- The use of art to depict political/social/economic/historic issues: derelict cities and the inferences made around them</li> </ul>			
<p><b>Unit 2: Human Form</b> In this unit, students continue extend key skills and concepts, with the introduction of more complex visual challenges (human proportion/anatomy) and new media/techniques (acrylic painting). The focus of this project is on the human form, with attention given to the proportions and details of the human face, body and structural anatomy.</p>	<p><b>Practical (Productive)</b></p> <ul style="list-style-type: none"> <li>- Drawing technique extended to more complicated forms and observational drawing approaches: construction lines/geometry and pentimento in breaking down complicated visual information with accurate proportions (skull)</li> <li>- Grid drawing method extended to create accurate drawings of the face/facial features</li> <li>- Tonal work extended to include under-drawing technique and mapping for paint work</li> <li>- Oil pastels extended to include shades and tints with harmonious colours</li> <li>- Monochromatic (grisaille) painting of portraits</li> <li>- Painting technique and colour theory extended to creating a variety of skin tones</li> <li>- Gestural and expressive painting techniques to create energy and surface quality in painting</li> <li>- Colour theory extended to create tone using warm and cool colours</li> <li>- Exploring underpainting and washes</li> <li>- The role of the camera in image making/recording</li> </ul> <p><b>Practical (Receptive)</b></p> <ul style="list-style-type: none"> <li>- Role of chiaroscuro in creating impactful, moody outcomes/images</li> <li>- Accurate use of anatomical proportion of the human body and face</li> <li>- Translating tonal quality to colour quality when using paint</li> <li>- Understanding value (tonal and temperature) when mixing skin tones, and how to achieve these</li> </ul>	<ul style="list-style-type: none"> <li>- Using still life objects for reference</li> <li>- Using more complex reference images</li> <li>- More advanced compare/contrast and contextual reference/analysis within writing pieces</li> <li>- Using gestural brush stroked and paint thickness to explore style in painting</li> <li>- Exploring more complex composition and refined outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- Skull Drawing (AO3)</li> <li>- Face Grid Drawing (AO3)</li> <li>- Skull Painting (AO2)</li> <li>- Artist Research: Andrew Salgado (AO1)</li> <li>- Final Painting (AO2/4)</li> <li>- End of project marking</li> </ul>	<p>Anatomy, proportion, flesh, scale, geometry, stroke, gesture, texture, pattern, bold, bright, observation.</p>

- Painterly vs realist approaches to rendering human form and how to achieve these
- Theoretical**
- Extension of critical studies through longer essay writing, extended research and presentation
  - Renaissance portrait and figure art
  - Chuck Close, Lucien Freud, and Andrew Salgado
  - Forensic artists and anatomical artists
  - Representation/semiotics in contemporary portraiture
- Disciplinary**
- The use of anatomical artists and forensic artists to inform archaeology/anthropology and areas of science
  - The influence of renaissance art on more contemporary artwork
  - The development and LGBTQ+ relevance of Andrew Salgado's work

**How are you assessed in Art?**

- Students are assessed on one homework and one piece of classwork per half term

**What we expect students to do:**

- To self-assess 25% of work in books
- To complete any practical work to a high quality and degree of precision.
- To peer assess 25% of work
- To respond to all teacher feedback

**What we expect teachers to do:**

- To provide summative marking with actionable feedback to 25% of classwork and homework (2 pieces per half term)
- To provide formative, "skim" marking to remaining 25% of work

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<b>Unit 1: Sporting Values</b>	<ul style="list-style-type: none"> <li>- Students will learn respect through sports and sporting etiquette. They will learn what the term means, and how to demonstrate respect.</li> <li>- Students will follow on from the lesson on respect and continue to reflect on the importance of and how to show good etiquette.</li> <li>- Students will learn the value and importance of rules and its role in ensuring fairness.</li> <li>- Students will consider determination and resilience and when/how it is importance to continue trying.</li> <li>- Students will have the chance to reflect on the importance of Equality in different settings.</li> <li>- Students will learn about what courage is and attempt to reflect on what may look like in PE and different settings.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will show very good, advanced skill and technique for the activity in competitive type practice situations and in the competitive situation itself.</li> <li>- Students will also demonstrate a clear understanding of the rules when taking part and very good application of strategies and tactics and positional sense as appropriate for the activity.</li> <li>- Students will be able to evaluate performances, indicating strengths and areas for development, and be able to give some positive feedback.</li> <li>- As a leader, you will be confident in most situations, displaying good organisational and communication skills.</li> </ul>	<p><b>Continual Teacher observations:</b> The curriculum has been planned to apply to holistic assessment frameworks. On-going formative assessment will inform summative judgements.</p> <p><b>Peer discussions and feedback:</b> Peer discussions and feedback will enable students to support each others development, understand current strengths and areas of development and further embed learning.</p> <p><b>Questioning:</b> During every lesson there will be opportunities to confirm learning through questioning. Using the questions provided as part of the link phase will ensure students can apply learning to their PE lesson and will provide formative assessment opportunities to gauge depth of understanding.</p>	<p><b>Badminton:</b> Backhand, forehand, ace, backcourt, baseline, tram line, service line, clear, drop shot, smash, serve, return, kill, shuttle, net shot, let, racket, rally,</p> <p><b>Football:</b> Attacker, corner, defender, direct, indirect, dummy, far post, near post, foul, free kick, give &amp; go, 1, 2, goal keeper, outswinger, inswinger, obstruction, marking ,offside, one touch, sweeper, throw in, volley, nut meg,</p> <p><b>Fitness</b> Aerobic, Agility, anaerobic, balance, beats per minute, body composition, cardiovascular, circuit, continuous, coordination, endurance, fartlek, flexibility, heart rate, frequency, interval, lactic acid, training, muscular endurance, power, recover, repetitions sets, resistance, speed, strength,</p> <p><b>Netball,</b> Centre, wing attack, wing defence, goal shooter, goal keeper, wing defence, goal defence, third pivot, chest pass, footwork, rebound</p> <p><b>Hockey:</b></p>
<b>Unit 2: Redefining Competition</b>	<ul style="list-style-type: none"> <li>- Students will have an understanding of the self-determination theory (SDT) and begin to reflect on their own personal motivations.</li> <li>- Students will understand and experience the power of autonomy, competence and flow to individual motivations in line with the self-determination theory.</li> <li>- Students will understand good sportsmanship and the importance of demonstrating good behaviours after competition.</li> <li>- Students will understand the term self-motivation and focus on improving individual self-motivation through a range of challenging activities</li> <li>- Students will understand the meaning of term persistence and to improve individual persistence</li> <li>- Students will understand the positive impact of balancing competition with cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will show excellent advanced skills and techniques for the activity in competitive type practice situations.</li> <li>- Students will also demonstrate a very clear understanding of the rules when taking part and an excellent application of strategies and tactics and positional sense as appropriate for the activity.</li> <li>- Students will thorough knowledge and very clear understanding of the rules /laws /regulations and safety issues related to the selected physical activity.</li> <li>- Students can plan advanced skills practices and fitness sessions aiming to improve the performance of the group/team or individual.</li> <li>- Students will be an inspirational leader, and confident, highly organised, and display excellent communication skills.</li> </ul>		
<b>Unit 3: Problem Solving</b>	<ul style="list-style-type: none"> <li>- Students will understand what problem solving is and how to identify potential problems to ensure success through a range of problem solving techniques.</li> <li>- Students will learn how to identify and analyse 'issues' from</li> </ul>	<ul style="list-style-type: none"> <li>- Students can demonstrate a very good standard of technical, tactical and psychological aspects related to your physical activity.</li> </ul>		



	<p>different perspectives, considering ways to tackle the problem.</p> <ul style="list-style-type: none"> <li>- Students will understand the importance of cooperation and being a good team player.</li> <li>- Students will have a chance to practice and reflect on planning skills.</li> <li>- Students will have a chance to continue to develop skills taught in this unit, this time by enhancing their decision-making skills.</li> <li>- Students will understand what is meant by the term 'reflection' and to be able to apply this knowledge to PA, Sport and further aspects of life.</li> </ul>	<ul style="list-style-type: none"> <li>- Students can produce consistent performances in a variety of competitive formats and are able to cope with the pressure of expectation to achieve successes at their level of performance/participation.</li> <li>- Students can produce a high level of performance in leading a group, team or individual in one physical activity context during the length of the assessment period.</li> <li>- Students can recognise and act upon the strengths and weaknesses of the group, team or individual and are proficient in communicating, displaying very good organisational abilities and motivational skills.</li> <li>- Student analysis has technical accuracy and depth, and the range of information is very good.</li> </ul>		<p>Dangerous pay, dribble, drive, foul, slap, hit push, tackle, jockey, flick, scoop, free hit, obstruction, reverse.</p> <p><b>Basketball</b> Assist, backboard, basket, block, bounce, double dribble, drive, foul, free throw, guard, hoop, jump shot, lay up, possession, rebound set shot, 3 point, travelling, turn over, violation, zone, back court, side-line, baseline.</p> <p><b>Dance:</b> Travelling, stillness, gestures, choreography, canon, direction, duet, elevation, motif, pathway, posture, repetition, solo, group, performance, stimuli, style, timing, unison</p> <p><b>Athletics:</b> Athlete, baton, false start, lap, middle distance, relay, throw, jump, sprint, pacing</p> <p><b>Cricket:</b> Attacking, batting, bowling, fielding, catch, out, runs innings, no ball, wide, run out, stumped, wicket keeper.</p> <p><b>Rounders:</b> Rounder, half rounder, no ball, body ball, bowling batting, first, second, third, forth, innings, obstruction, stumped, box, batter, posts, base,</p>
<p><b>Unit 4: Power of Positivity</b></p>	<ul style="list-style-type: none"> <li>- Students will understand how a fixed mindset will limit success.</li> <li>- Students will understand the differences between a growth and a fixed-mindset and demonstrate the traits of a growth mindset.</li> <li>- Students will develop and demonstrate the tools required to think and act positively.</li> <li>- Students will continue to develop and demonstrate the tools required to think and act positively.</li> <li>- Students will understand the importance of a positive attitude and the impact it can have upon team dynamics.</li> <li>- Students will continue to develop and demonstrate the tools required to think and act positively.</li> </ul>	<ul style="list-style-type: none"> <li>- Students can produce a very high level of consistent performance in both the short-term and the long-term training.</li> <li>- Students produce dominant performances in a variety of competitive formats and are able to respond to, and use, the pressure of expectation to achieve successes.</li> <li>- Students are able to fully recognise and act upon the strengths and weaknesses of the group, team or individuals and are highly proficient in communicating</li> <li>- can use both varied and appropriate forms of analysis, you have been able to demonstrate and discuss with others full and extensive application of your own performance in a range of scenarios.</li> </ul>		

**Softball:**  
 Back stop, base,  
 Bases loaded, bat, plate,  
 bowling, ball caught, diamond,  
 double out, foul ball, home run,  
 obstruction, out, home, first,  
 second, third, runs, safe,  
 fielding, order, walk. Innings

**How are your assessed in PE?**

The PE department uses a variety of both formative and summative assessment methods to ensure that level students attain is a true reflection of their ability. This will take place in every lesson with judgements made taking into account performance and leadership, Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills.

**What we expect students to do:**

- Self-assess ability in practical situations.
- Peer assess others ability in practical situations.
- To suggest areas for improvement in their own and others work.
- Produce a written reflection each term on their performance related to the criteria being assessed.

**What we expect teachers to do:**

- Correct misconceptions
- Provide regular verbal / visual feedback within lessons.
- Use a combination of formative and summative assessment to make end of unit assessment decisions.
- Correct the use of Verbal Standard English within lessons.
- Keep observation records of practical performance

## Computing

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<b>Unit 1: Computer Systems / Spreadsheet</b> Students will develop knowledge of computer systems, importance of computer systems in modern society and why computers	<ul style="list-style-type: none"> <li>- develop a mental model of a computer system which comprises hardware and software and in which:</li> <li>- data is input and converted into the computer's internal representation by input devices</li> <li>- Data is processed</li> </ul>	<ul style="list-style-type: none"> <li>- An understanding that this model applies to the personal computer, but <b>experts</b> should be aware of how it also applies to equipment which uses computer technology.</li> <li>- Explain how common characteristics of CPUs such as clock speed, cache size and</li> </ul>	Define a computer system  Describe the importance of computer systems in the modern world  Explain the need for reliability in computer systems  State the purpose of the CPU	CPU – Central Processing Unit FDE – Fetch Decode Execute RAM – Random Access Memory ROM – Read Only Memory Cache size MHz - MegaHertz GHz - Gigahertz

<p>need to be reliable. They will have the opportunity to demonstrate their knowledge by providing solutions to the scenario questions that will accompany each of the lessons.</p> <p>As an introduction to software, students will have an opportunity to create a spreadsheet model with multiple formulas.</p>	<ul style="list-style-type: none"> <li>- the results of the processing are converted from the computer's internal representation and output by an output device</li> <li>- Data may be stored for later use or transmitted to another computer system, while it is still in the computer's internal representation.</li> <li>- Spreadsheet formulas/ functions</li> </ul>	<ul style="list-style-type: none"> <li>- number of cores affect their performance.</li> <li>- Explain how the amount of RAM in a personal computer affects the performance of the computer.</li> <li>- Select suitable storage devices and storage media for a given application and justify their choice using characteristics such as capacity, speed, portability, durability and reliability.</li> <li>- Complex spreadsheet formulas/ functions</li> <li>- Presenting data graphically using charts.</li> </ul>	<p>Describe the function of the CPU as fetching and executing instructions stored in memory</p> <p>Describe the difference between RAM and ROM</p> <p>Explain the need for ROM in a computer system</p> <p>Describe the purpose of RAM in a computer system</p> <p>Understand the need for input and output devices</p> <p>Discuss input and output devices for users with specific needs</p> <p>Explain the need for secondary storage</p> <p>Describe common storage technologies such as optical, magnetic and solid state</p> <p>Define the term software</p> <p>Categorise software into system and application</p>	<p>Clock Speed</p> <p>Secondary Storage</p> <p>Optical storage</p> <p>Magnetic storage</p> <p>Solid State storage</p>
<p><b>Unit 2: Data Representation</b></p> <p>Students will learn how each type of data is stored in memory, and how to convert from binary the bits of computer storage into the data types and vice versa.</p> <p>They will also learn how to stimulate a memory inspector by showing memory bytes in Binary and in Hexadecimal.</p> <p>Learning computer architecture and language and should enable them to successfully transition into KS4 GCSE in Computing.</p>	<ul style="list-style-type: none"> <li>- To know the different units of storage in computer's memory and be able to differentiate sizes and most appropriate use.</li> <li>- Know the difference between base2, base10 and base16 numbers and understand how to use conversion table to calculate values between the different numbering systems.</li> <li>- Know that computers translate information using electric switches.</li> <li>- Produce logic diagrams using AND, OR and NOT gates.</li> <li>- Complete logic tables using logic diagrams or scenarios</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to convert values from one of the following formats to another: Binary, Decimal, and Hexadecimal.</li> <li>- Link with ASCII or Unicode.</li> <li>- Encrypt simple sentences using binary code</li> <li>- Use binary numbers in calculations and identify when an overflow error has occurred.</li> <li>- draw logic diagrams from given scenario</li> <li>- Able to convert a Hexadecimal number into its Binary and Decimal number equivalent.</li> </ul>	<p><u>Class activity</u></p> <p>Crack a binary coded message and respond with a coded answer (Encrypt and decrypt binary message)</p> <p>Tell the time on the binary clock and evaluate arrival times of journeys using binary departure and arrival times.</p> <p>Complete the Logic Gates Truth Table Challenge</p> <p>Why use Hexadecimal? – Research task</p>	<p><u>Decimal</u></p> <p>Hexadecimal</p> <p>Bit</p> <p>Byte</p> <p>Nibble</p> <p>Kilobyte</p> <p>Megabyte</p> <p>Gigabyte</p> <p>Terabyte</p> <p>Binary</p> <p>Denary</p> <p>Overflow</p> <p>Base 2</p> <p>Base 10</p> <p>Switch</p> <p>Logic gates</p> <p>Truth Table</p> <p>NOT gate</p> <p>OR gate</p> <p>AND gate</p> <p>NAND gate</p> <p>NOR gate</p>
<p><b>Unit 3: Mobile Application Development</b></p> <p>Students will develop programming and creative skills as they use a simple drag-and-drop design canvas and logic blocks create useful</p>	<ul style="list-style-type: none"> <li>- Demonstrate knowledge of application design which includes creating user interfaces, developing programming logic for each component and methods of manipulating/ storing data generated.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing user interfaces that are fit for purpose and target audience</li> <li>- Develop efficient programming logic through the use of user-defined functions.</li> <li>- Manage app data effectively by using meaningful variable names.</li> <li>- Demonstrate knowledge of primitive data types and beyond</li> </ul>	<p><u>Practical assessment 1 :</u></p> <p>Creating a slideshow app which demonstrates IF-ELSE statements, use of lists and images.</p> <p><u>Practical assessment 2:</u></p> <p>Creating a quiz app which demonstrates use of lists and iteration.</p>	<p>Operand</p> <p>Conditional Statements</p> <p>Count Controlled loop</p> <p>Condition controlled loop</p> <p>Application</p> <p>Selection</p> <p>Iteration</p> <p>Data type</p> <p>Integer</p> <p>Float</p> <p>Boolean</p>



<p>application for a native mobile and tablet device.</p>				<p>Char String List Variable IF statement IF- ELSE statement IF – ELIF – ELSE statement Debug Run Output Input Variable Iteration Boolean Modules/ Code Library Random number</p>
<p><b>Unit 4: Text Based Programming</b> Students will develop a range of skills required for writing programs to satisfy a scenario, taking user inputs, identifying and correcting errors. Develop algorithms with Select statement and Iterations.  These skills should enable them to successfully transition into KS4 GCSE in Computing.</p>	<ul style="list-style-type: none"> <li>- Apply the most appropriate datatypes to given situations.</li> <li>- Programming <b>two-way</b> decision pattern using a Python <b>if-else</b> statement.</li> <li>- Identify syntax, logic and runtime errors which may occur while developing a program</li> <li>- FOR/ WHILE LOOPS</li> <li>- Create a <b>loop</b> in Python and use a <b>Boolean variable</b> to define when to stop</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate the suitability of the data types used in Python programs</li> <li>- Programming <b>multi-way</b> decision pattern using a Python <b>if-elif-else</b> statement.</li> <li>- Analyse programs with errors and apply appropriate solution.</li> <li>- Determine and use most appropriate Loop based on scenario</li> <li>- Develop programming solution to given scenario</li> </ul>	<p><u>Practical assessment:</u> IF statement task – Write Python program to take user’s age and produce <u>different outputs</u> if they are under 13, teenagers or over 19 years old. IF –ELSE statement task – Write Python program that will take user’s <b>name</b> and <b>year of birth</b> and produce <u>different outputs</u> depending on if they are born before or after 1999. The outputs will include the user inputs. IF – ELIF – ELSE statement task – Write Python programs that will store a password in a <b>variable</b> and then prompt the user to <b>guess the password</b>. The program should output a message if the password is correct or if it has been accepted.  Write a program that asks user to guess a password. The program will continue asking the user for a guess until the password is guessed correctly and it will output the number of attempts. <u>Written Report</u> explain use of error handling, casting, testing based on given inputs</p>	<p>Selection Iteration Conditional Statements Count Controlled loop Condition controlled loop Data type Integer Float Boolean Char String List Variable IF statement IF- ELSE statement IF – ELIF – ELSE statement Debug Run Output Input Variable Iteration Boolean Modules/ Code Library Random number</p>
<p><b>Unit 5: HTML &amp; CSS</b> Students will understand how CSS can affect the formatting of a HTML page  Understand the benefits of using CSS as opposed to formatting individual HTML tags.</p>	<ul style="list-style-type: none"> <li>- Create a simple webpage which opens in a browser</li> <li>- Use tags to undertake simple formatting of HTML code</li> <li>- Insert an image into their web page</li> <li>- Use a pre-prepared CSS sheet to change the formatting of a HTML page</li> <li>- Plan own web pages, linked their CSS file to their HTML page and tested it to ensure that it works</li> </ul>	<ul style="list-style-type: none"> <li>- Inherently understand the code structure required to set up a web page.</li> <li>- Insert hyperlinks and appropriate link text into their web page.</li> <li>- Write own CSS sheet, be able to add other CSS commands to their sheets beyond those demonstrated.</li> <li>- Write style and formatting ideas on paper then translate these to CSS</li> </ul>	<p><u>Practical Assessment</u> Developed a website consisting of 3-4 pages.  Write these pages without a WYSIWYG tool using HTML code and control the formatting and style through an external CSS file (which they will also write themselves)</p>	

	<ul style="list-style-type: none"> <li>- Be able to write the code for their HTML pages with some assistance from the teacher or other students.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to write the code for their HTML pages and CSS sheet with no assistance.</li> </ul>		
<p><b>Unit 6: Computer Networks</b> Provides an introduction to computer networks and the internet. Student will use their knowledge and understanding of computer networks to source suitable images for use in an educational video.</p>	<ul style="list-style-type: none"> <li>- Be able to explain the term, 'computer network' and give a reason as to why they are useful</li> <li>- Be able to identify a range of benefits and problems of computer networks. They will also be able to identify at least two pieces of hardware required to set up a network.</li> <li>- Understand that computer networks can be laid out using different topologies</li> <li>- Be able to describe at least two network topologies and give reasons why one might be a better option than another</li> <li>- Understand that local area networks can be connected together to form a wide area network</li> <li>- Be able to explain the difference between a LAN and a WAN. They will also be able to briefly explain how the internet developed.</li> <li>- Understand that files are broken down into smaller components, called data packets, prior to being transmitted via a network</li> <li>- Understand that undersea cables are used to relay internet data between different continents</li> <li>- Be able to describe the physical process of sending data from a home network to a server located in a different country</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to clearly explain the difference between a hub, a switch and a router.</li> <li>- Be able to clearly explain the difference between at least three network topologies and give a comprehensive set of reasons as to why one might be chosen over another.</li> <li>- Be able to clearly explain the difference between a LAN and WAN, providing additional information which they have researched themselves. They will have a clear understanding of how the internet was developed. They will be able to briefly explain the need for protocols.</li> <li>- Be able to describe how each data packet is sent via a different route and also what happens to the packets once they arrive at their destination</li> <li>- Be able to clearly explain how data packets are transmitted via the internet with reference to trace routes</li> <li>- Be able to clearly explain the physical process of sending data from a home network to a server located in a different country. They will be able to make a comparison between using Wi-Fi, Ethernet cable and fibre optic cable to transmit data.</li> </ul>	<p>Peer Feedback</p> <p>Students work in pairs to think of the things that a garden centre need to think about before they set up a new computer network.</p> <p>Take feedback from the class. Some of the things they might come up with are:</p> <ul style="list-style-type: none"> <li>• How large does the network need to be?</li> <li>• What hardware will they need?</li> <li>• What is the best topology to use?</li> <li>• Who will set up and maintain the network?</li> <li>• How will they connect to the internet?</li> <li>• Does their broadband connection speed matter?</li> </ul>	





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**How are you assessed in Computing?**

What we expect students to do:

What we expect teachers to do: