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| **Subject**  | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Art** | The Day of the Dead Cultural identity. Clay Skulls inspired by sugar skulls. Create paintings, drawings, print making and ceramics.Researching artists for example: Frida Kahlo, and Guadalupe Posada.  | The Day of the Dead Cultural identity. Clay Skulls inspired by sugar skulls. Create paintings, drawings, print making and ceramics.Researching artists for example: Frida Kahlo, and Guadalupe Posada.  | Magical LandscapeBeginning with one point perspective. Three-dimensional drawing. Exploring composition, space and collage mixed media. Researching artists for example: Salvador Dali.  | Magical LandscapeBeginning with one point perspective. Three-dimensional drawing. Exploring composition, space and collage mixed media. Researching artists for example: Salvador Dali.  | Sculpture/typography3D letters. Students create their initials out of box card. Researching contemporary artists such as Alecks Cruz and various typefaces.  | Sculpture/typography3D letters. Students create their initials out of box card. Researching contemporary artists such as Alecks Cruz and various typefaces.  |
| **Design****Technology** Carousel between DT,Food, and Textiles on a nine week rotation. | Rotation 1 | Rotation 2 | Rotation 3 | Rotation 4 |
| Clock Project**Practical Assessment** Design and construct a free-standing clock from MDF.**Theory Assessment –**Plan and write a step by step guide of how to make the clock that has been designed. | Racer Project**Practical Assessment** Construct a racing car in pairs.**Theory Assessment –** Complete a soldering assessment showing an understanding of the equipment, material and practical process. | Bag Project**Practical Assessment** Design and use the sewing machine to produce a draw string bag.**Theory Assessment –** Produce a creative set of design ideas. | Food**Aims are to ensure pupils:-**Understand the principles of hygiene and safety, nutrition and health, raising agents and become competent in a range of cooking techniques.**Practical Assessment****Theory Assessment –** End of topic test. |
| **Drama** | **Developing Drama** **Skills**This half term focuses on developing vocal and physical skills. Using both devised and text-based tasks to explore a range of performance skills. Students will learn about how to communicate emotions and active listening. **Assessment:**Participation in an ASSESSMENT WORKSHOP**Homework**:Terminology quizzes on Google Classroom | **Exploring Genres**Concentrating on three distinctive genres students will explore the common features, demands and elements of each genre.They will participate in 3 mini-assessments allowing each student 3 opportunities to demonstrate skills in all 3 genres. **Assessment:**3 Mini Assessments**Homework**:Terminology quizzes on Google Classroom | **Developing Devising**Using artwork as a stimulus students will build upon their skills in devising. Learning about structure, conventions, devices and techniques. Developing themes, characters and crucially, ideas. Creativity and research required!**Assessment:** Small group performance**Homework**:Terminology quizzes on Google Classroom& Research | **Exploring Scripts**Using Verbatim Theatre texts by Mark Wheeller students will explore two plays which challenge them to develop their performance ability. Adding layered vocals, choral movement and breaking the 4th wall and the foundations of Epic Theatre. **Assessment:**Choice of Monologues, Duologues and Groups Scripts.**Homework**:Terminology quizzes on Google Classroom | **Performing Shakespeare**This half term we explore getting Shakespeare on its feet!Student will discover the relevance of the ‘Bard’ in today’s society and even discover experimental ways of building a site-specific performance of a Shakespearean comedy classic.  **Assessment:**Group performance**Homework**:Terminology quizzes on Google Classroom | **Impact of Drama**Theatre In Education is our focus for this last half term. Students will create a performance for young children or their peers to discuss something positive and motivational. Student will use all the skills learned across the two KS3 years and working closely as a team to produce a high quality performance. **Assessment:** Group performance**Homework**:Terminology quizzes on Google Classroom& Research |
| **English** | Gothic Students will learn about the gothic genre. They will read and study a range of gothic literature.**Assessment:**  **Students will produce a gothic story inspired by a stimulus. They will be assessed on their writing skills.** | PoetryStudents will study a cluster of poems inspired by the theme ‘love’. **Assessment:** **Students will write an analytical essay comparing two of the poems they have studied. They will be assessed on their reading skills** | NovelStudents will read and study the novel: ‘The Boy in the Striped Pyjamas’by John Boyne. **Assessment:** **Students will produce a piece of creative writing inspired by the story so far. They will be assessed on their writing skills.** | NovelStudents will read and study the novel: **‘**The Boy in the Striped Pyjamas’by John Boyne. **Assessment:**  **Students will write an analytical essay on the novel. They will be assessed on their reading skills.** | Non-Fiction WritingStudents will learn about different non-fiction writing styles through a study of different types of modern media.**Assessment:** **Students will produce a piece of non-fiction writing. They will be assessed on their writing skills.**  | ShakespeareStudents will read and study Shakespeare’s play: ‘Macbeth’. **Assessment:** **Students will write and deliver a monologue inspired by the play. They will be assessed on their spoken language and presentation skills.****Students will be presented with an extract from a part of the play they have studied and they will be asked to write analytically about it. They will be assessed on their reading skills.** |
| **French** | M5 – En ville (In the town)Discussing where we goat the weekend and the near future tense**Assessment****End of module 5 assessment L R W** | M1 – Vive les vacances! (Long live the holidays!)Talking about our school holidays using the perfect tense | M1 – Vive les vacances! (Long live the holidays!)Talking about our school holidays using the perfect tense**Assessment****End of module assessment L R W** | M4 – Le monde est petit (It’s a small world)Talking about festivals/special days, our daily routine and where we live**Assessment****End of module assessment L R W** | M3 & 5 – Mes loisirs et le sport (My leisure time and sport)Technology, cinema, hobbies and sport | M3 & 5 – Mes loisirs et le sport (My leisure time and sport)Technology, cinema, hobbies and sport |
| **German** | Module 4-stimmt 1Future plans/school | Module 5-stimmt 1town an areashopping/ future | Module 1-stimmt 2Holidays /weather/past tense  | Module 2-stimmt 2Media/cinema/reading | Module 3-stimmt 2Health/healthy eating/keeping fit  | Module 4-stimmt 2Young travel/daily routine |
| **Geography** | **Emerging Giants** - What is a superpower?-Who could be the next superpower?- Will China’s physicalgeography help?- Will China’s population hinder?- How did China fuel its Growth?-The Three Gorges Dam-Setting up beautiful work in geography**Assessment** Assessment – should the Three Gorges have been built? | **Emerging Giants**- India’s Location - Industry in India - Migration in India- Dharavi **Assessment**Beautiful work – Poster Activity to answer the questionIs China the next Superpower? | **Hazardous Earth**- Plate Tectonics & Structure of the Earth- Volcanoes - Earthquakes - Tsunamis  | **Geography of Russia**- Russia’s Location- Population - Glaciation - Ice Cores  | **Fragile Environments** - Antarctica’s Location- People and Cultures - Tourism - Threats **Assessment**Russia assessment | **End of Year Project****Assessment**Group Project Assessment |
| **History** | How far did industrialisation have a positive impact upon people’s lives?**Assessment on** **19th Century inventors** **and entrepreneurs** **– extended writing.** | How and when did the working classes find their voice?**Assessment: source evaluation – the Suffragettes.** | Was it all just “mud, rats and poppies” in the first World War?**Assessment: evidence based evaluation on the Treaty of Versailles.** | Why did civilians find themselves in the front line in WW2?**Assessment: evidence based evaluation on allied bombing campaign.** | Was the Cold War really cold? (1)**Assessment:** **Extended writing on****the bombing of** **Hiroshima** **and Nagasaki.** | Was the Cold War really cold? (2)**Assessment:** **Extended writing -** **The Cuban Missile** **Crisis**. |
| **ICT**  | What is on the inside of a computer? What affects the speed of a computer? | Storage and Memory* Why do computers need different types of storage?
* What are embedded devices?
 | Python:Using Turtle to create repeating patterns | Spreadsheets:* Advanced formulas and functions
 | Word Processing:* Key skills for

laying out a document | E-safety:* Threats to your

 computer.* Computing

Laws |
| **Maths** | Higher * Analysing and displaying data
* Number skills
* Equations, functions and formulae

Foundation* Analysing and displaying data
* Number skills
* Equations, functions and formulae

**Assessment**Topic tests – 50 minsEnd of term Assessment – 50 mins | Higher * Real-life graphs
* Transformations
* Fractions, decimals and percentages

Foundation* Real-life graphs
* Decimals and ratio
* Lines and angles

**Assessment**Topic tests – 50 minsEnd of term Assessment – 50 mins | Higher * Constructions and loci
* Probability

Foundation* Calculating with fractions
* Straight-line graphs

**Assessment**Topic tests – 50 minsEnd of term Assessment – 50 mins | Higher * Scale drawings and measurements
* Graphs

Foundation* Percentages, decimals and fractions
* Statistics, graphs and charts

**Assessment**Topic tests – 50 minsEnd of term Assessment – 50 mins | Higher * Sequences
* Straight Line Graphs

Foundation* Approximations
* Powers & Roots

**Assessment**Topic tests – 50 minsEnd of term Assessment – 50 mins | Higher * Equations
* Pythagoras & Trigonometry

Foundation* Multiples & Factors
* Fractions
* Ratios

**Assessment**Topic tests – 50 minsEnd of term Assessment – 50 minsEnd of Year Exams |
| **Music** | Jamaican Music Historyand Culture:Mento –Reggae – SkaReggae off beat rhythmsKeyboard melody/chordsRiffs – playing techniques **Assessment:** **Keyboard Skills-** **A Message to You Rudy** | Jamaican MusicEnsemble skills Bass guitar riff playingDrum Ska rhythmsKeyboard Ska techniqueVocal Ska technic**Assessment:****Ensemble performance of A Message To You Rudy** | Rock and RollSlavery to Civil RightsBlues to Rock and RollInstruments: walking bass12 bar blues structureKeyboard techniques**Assessment:****Keyboard Skills- 12 bar blues chord pattern and walking bass** | Rock n Roll Two Rock and Roll songs ensemble performanceAdvanced bass skillsAdvanced drum skillsVocal techniques **Assessment:****Ensemble performances of 2 well-known rock and roll songs** | Dance Music and Music Technology Introduction to EDMHistory of music technology1877-2020Synths: samplers: DawsIntroduction to GarageBand | Composing a DanceTrack Using Music Technology**Assessment:** **Final structured dance****track composition** |
| **PE** | “Winter Sports”Generally, students will follow any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness. | “Winter Sports”Generally, students will follow any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness. | “Winter Sports”Generally, students will follow any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness. | “Winter Sports”Generally, students will follow any 2 sports/activities from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness. | “Summer Sports”Generally, students will follow any 2 sports/activities from cricket, athletics, rounders and tennis.Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness. | “Summer Sports”Generally, students will follow any 2 sports/activities from cricket, athletics, rounders and tennis.Students are graded on their achievement within the sport and on their knowledge and understanding of concepts surrounding sport, leadership, officiating, health and fitness. |
| **RE** | Judaism**Assessment****Base Line Test/Mid Unit Test** | 1Judaism2.Holocaust3.Religion and HumanRights**Assessment****End of Unit Test/** **Poster** | Religion and war**Assessment****Mid Unit Test/ End of Unit assessment** | Relationship and Sexual Education**Assessment****Mid Unit Test**  | Religion and Life**Assessment****Mid Unit Test and Class Presentation** | Crime and Punishment**Assessment****Mid Unit Test and Class Presentation** |
| **Science**Please note topics follow on from themes of Y7 so are denoted with “2”.  All topics in Y7 are denoted with a “1” | Enquiry Processes 2 science skillsUnit 1: Forces 2Unit 2: Electromagnets 2**Assessment:**Baseline assessment (50 min)End of half term test 35 min | Unit 3: Energy 2Unit 4: Waves 2Unit 5: Matter 2**Assessment:**Revision & End of Term test (Any topics since Sept) 50 min | Unit 5: Matter 2Unit 6: Reactions 2**Assessment**End of half term test 35 mins | Unit 7: Earth 2Unit 8: Organisms 2**Assessment:** Revision & End of term test (Any topics since Sept)50 mins  | Unit 8: Organisms 2Unit 9: Ecosystems 2**Assessment**End of half term 35 minutes | Unit 10: Genes 2**Assessment** End of year exam.(covers all topics from September) 2 x 45 minute papers |
| **Spanish** | VivaL1Module 2 – *Mi tiempo* *Libre* (saying what you like to do, me gusta + infinitive, present tense –ar verbs, weather, verbs ‘jugar’ and ‘hacer’, different hobbies.)**Assessment****End of module****assessment****L W R**  | VivaL1Module 5 – *Mi cuidad*(describing your town, using ‘some’ and ‘many’, telling the time, ordering food, near future tense, what are you going to do at the weekend)**Assessment**End of module assessmentL W R  | VivaL2Module 1 & 5-  *Mis vacaciones* (saying what you did on holiday, using preterite verbs, talking about the last day of holiday, describing what holiday was like) | VivaL2Module 1 & 5 -  *Mis vacaciones* (saying what you did on holiday, using preterite verbs, talking about the last day of holiday, describing what holiday was like)**Assessment**End of moduleassessmentL W R | VivaL2Module 2 – *Todo sobre**Mi vida* (present tense revision, what you use your phone for, what type of music you like, giving opinions, comparatives, talking about TV, saying what you did yesterday)**Assessment**End of moduleassessmentL W R | VivaL2Module 4 – *Que* *Hacemos?* (arranging to go out, me gustaria + infinitive,making excuses, using ‘querer’ and ‘poder’,getting ready to go out reflexive verbs, clothes, sporting events. |