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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 Landscape  Beginning with one point perspective. Three-dimensional drawing. Exploring composition, space and collage mixed media. Researching artists for example: Salvador Dali. | Magical Landscape  Beginning with one point perspective. Three-dimensional drawing. Exploring composition, space and collage mixed media. Researching artists for example: Salvador Dali. | Sculpture/typography  3D letters. Students create their initials out of box card. Researching contemporary artists such as Alecks Cruz and various typefaces. | Sculpture/typography  3D 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.** | Poetry  Students 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** | Novel  Students 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.** | Novel  Students 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 Writing  Students 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.** | Shakespeare  Students 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 go  at 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 1  Future plans/school | Module 5-stimmt 1  town an area  shopping/ future | Module 1-stimmt 2  Holidays /weather/past tense | Module 2-stimmt 2  Media/cinema/reading | Module 3-stimmt 2  Health/healthy eating/keeping fit | Module 4-stimmt 2  Young travel/daily routine |
| **Geography** | **Emerging Giants**  - What is a  superpower?  -Who could be  the next superpower?  - Will China’s physical  geography 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 question  Is 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 mins  End 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 mins  End of term Assessment – 50 mins | Higher   * Constructions and loci * Probability   Foundation   * Calculating with fractions * Straight-line graphs   **Assessment**  Topic tests – 50 mins  End of term Assessment – 50 mins | Higher   * Scale drawings and measurements * Graphs   Foundation   * Percentages, decimals and fractions * Statistics, graphs and charts   **Assessment**  Topic tests – 50 mins  End of term Assessment – 50 mins | Higher   * Sequences * Straight Line Graphs   Foundation   * Approximations * Powers & Roots   **Assessment**  Topic tests – 50 mins  End of term Assessment – 50 mins | Higher   * Equations * Pythagoras & Trigonometry   Foundation   * Multiples & Factors * Fractions * Ratios   **Assessment**  Topic tests – 50 mins  End of term Assessment – 50 mins  End of Year Exams |
| **Music** | Jamaican Music History  and Culture:  Mento –Reggae – Ska  Reggae off beat rhythms  Keyboard melody/chords  Riffs – playing techniques  **Assessment:**  **Keyboard Skills-**  **A Message to You Rudy** | Jamaican Music  Ensemble skills  Bass guitar riff playing  Drum Ska rhythms  Keyboard Ska technique  Vocal Ska technic  **Assessment:**  **Ensemble performance of A Message To You Rudy** | Rock and Roll  Slavery to Civil Rights  Blues to Rock and Roll  Instruments: walking bass  12 bar blues structure  Keyboard techniques  **Assessment:**  **Keyboard Skills- 12 bar blues chord pattern and walking bass** | Rock n Roll  Two Rock and Roll songs ensemble performance  Advanced bass skills  Advanced drum skills  Vocal techniques    **Assessment:**  **Ensemble performances of 2 well-known rock and roll songs** | Dance Music and Music  Technology  Introduction to EDM  History of music technology  1877-2020  Synths: samplers: Daws  Introduction to  GarageBand | Composing a Dance  Track 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** | 1Judaism  2.Holocaust  3.Religion and Human  Rights  **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 skills  Unit 1: Forces 2  Unit 2: Electromagnets 2  **Assessment:**  Baseline assessment (50 min)  End of half term test 35 min | Unit 3: Energy 2  Unit 4: Waves 2  Unit 5: Matter 2  **Assessment:**  Revision & End of  Term test  (Any topics since  Sept) 50 min | Unit 5: Matter 2  Unit 6: Reactions 2  **Assessment**  End of half term test 35 mins | Unit 7: Earth 2  Unit 8: Organisms 2  **Assessment:**  Revision & End of term test  (Any topics since Sept)  50 mins | Unit 8: Organisms 2  Unit 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** | VivaL1  Module 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** | VivaL1  Module 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  assessment  L W R | VivaL2  Module 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) | VivaL2  Module 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 module  assessment  L W R | VivaL2  Module 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 module  assessment  L W R | VivaL2  Module 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. |