



Lower School Curriculum Booklet



Message from Head Teacher Anthony Wilson

Our school motto is Always Aiming for Excellence. We believe passionately that students in Newham have the right to as good an education as at any other school in the country. We challenge our students to work hard, and to excel in every area that they can. We seek to equip our students to go on to the very best sixth forms and universities which they are able to enter. The effectiveness of this approach can be seen in the results at Lister which have improved each year for the last seven years.

Alongside our focus on academic excellence, we are also completely committed to being an inclusive school which values every member of the school community, and which gives everyone the chance to succeed. Our approach is to ensure that every child gets individual support, tailored to their needs. Most important of all in our improvement has been the creation of a calm, safe, orderly environment where everyone – staff and students – are encouraged to treat others with Kindness, Politeness and Consideration.

This booklet is intended to share with parents the main aims of the curriculum and learning opportunities at Lister. We thank you for your support.

Message from Kate Naylor, Assistant Head Teacher for Lower School

Welcome to Lister. This is a guide for parents and carers to the Lister curriculum. We are a school that prides itself on meeting the needs and challenging all students, whether highly attaining or in need of nurture and support. Throughout Lister, we put the highest value on supporting students to develop excellent skills in English and Maths. We are also a Specialist School for Science and Music, which are additional areas of strength: but we are proud of our ability to provide a broad and balanced curriculum* with excellent teaching across the subject range. Our highest attaining students will leave with twelve GCSEs, many at the top Grade 9: for others, there will be a range of successes in different subjects and qualifications. All students are expected to participate in all subjects in Years 7, 8 and 9. There is the right to disapply from RS and PSHE, but this needs to be arranged through a formal application to the Head Teacher. Our lessons are taught in periods of 50 minutes. On the next page you will see a table outlining how subject learning develops over the five years.

In order to raise the challenge and standard of education from the very start, learning at Lister is split into two stages: Lower School and Upper School. Lower School covers Years 7 and 8, and at the end of Year 8 students graduate into Year 9 and start their GCSE option choices.

Contents

Page 5	Curriculum Allocation
Page 6	English - Year 7
Page 9	English - Year 8
Page 11	Maths - Year 7
Page 14	Maths - Year 8
Page 18	Science - Year 7
Page 22	Science - Year 8
Page 25	Geography - Year 7
Page 27	Geography - Year 8
Page 30	History - Year 7
Page 31	History - Year 8
Page 33	Religious Studies
Page 36/46	Modern Foreign Languages - Year 7
Page 40/49	Modern Foreign Languages - Year 8
Page 52	PE and Dance
Page 57	Computing - Year 7
Page 58	Computing - Year 8
Page 60	Creative Arts - Year 7
Page 62	Creative Arts - Year 8
Page 65	Drama - Year 7
Page 69	Drama - Year 8
Page 73	Music - Year 7
Page 76	Music - Year 8
Page 77	Assessment and reporting deadlines
Page 78	PSHE
Page 81	The Scholars' Programme
Page 83	Deaf Support Department (DSD)
Page 84	Inclusion Curriculum
Page 87	The School Day, Tutoring and the House System
Page 89	Reading

Curriculum Allocation

During Years 7 and 8 students pursue a broad and balanced curriculum, developing their core skills of English and Maths while enjoying the detailed and challenging subject teaching across a wider range of subjects.

- There are five lessons of English, in which students are taught to develop their reading, writing and analysis skills. This includes one lesson a fortnight in the Library. Maths and Science each have four lessons.
- Students are taught Integrated Humanities with units specialising in History, Geography and Religious Studies, and this changes to five discrete Humanities in Year 8. PSHE is also taught as a unit of Humanities, as well as through Super Learning Days.
- There are two PE lessons a week, ensuring that students are healthy.
- Students study Spanish (three lessons a week) or Mandarin (5 lessons a week), and learn a range of disciplines within Creative Arts.
- They also have a lesson of Drama and Computing, and two of Music every week. Music is taught as an instrumental model, and students will learn to perform as soloists and as part of an ensemble, as well as developing the responsibility of looking after their instrument for the three years.

A special feature of the curriculum is the Specialist Curriculum. Every week for two lessons Year 7s study a range of additional subjects from the following: Theatre, Art (including Pottery, Photography, Textiles and Fine Arts), Mandarin, PE, Computing, Music, Technology, Business Studies and Media. Having tried each subject out once they make a decision about where to specialise for the rest of the year. This is a chance for students to take responsibility before they choose their options at the end of Year 8.

Subject / Year	English	Maths	Science	PE	History	Geography	RS	MFL	Art	Music	DT	Drama	Computing	SC*
Year 7	5	4	4	2	4			3	1	2	1	1	1	2
Year 8	5	4	4	2	2	2	2	2	1	1	1	1	1	2

- SC = Specialist Curriculum

They will be taught in mixed ability linear teaching groups except in Maths, Science and English, for which sets will be set up after the first assessment.



Year 7 English

Subject: Year 7 English		Subject leader: Jyoti Careswell
Key skills being taught across the year: Reading: identifying evidence, making inferences, analysing the effect on the reader, exploring levels of meaning, evaluating the writer's success. Writing: spelling, punctuation, sentence structure, vocabulary, language techniques, structural techniques Academic Writing: writing a thesis and conclusion; writing successful IEEAE paragraphs.		
Unit of work	Key knowledge	Key words
Novel: <i>A Monster Calls</i> by Patrick Ness	The novel and narrative structure Fantasy genre Analysing language	Characterisation Setting Figurative Language Metaphor Simile Personification Emotive language Word class (verb, adverb, adjective, noun) Senses Feelings Onomatopoeia Repetition Connectives Sentence type Hyperbole Rhetorical questions Punctuation Lists Tension Imagination Nightmare Bullying Grief/bereavement Fear Family Friendship Denial Tension Anti-climax Anger
Useful texts and websites http://patrickness.com/	Home learning Spelling and vocabulary Research tasks	Further stretch http://www.carnegiegreenaway.org.uk/

	Google Quizzes	
ASSESSMENT 1 Section A: essay based on an extract from 'A Monster Calls' Section B: imaginative writing		
Unit of work	Key knowledge	Key words
Non-Fiction: Travelling the World	Travel writing Journalism Literary non-fiction Commenting on writers' perspectives and feelings	In addition to key words from the novel unit Genre Audience Purpose Writers' perspective
Useful texts and websites https://www.telegraph.co.uk/travel/just-back-travel-writing-competition/	Home learning Spelling and vocabulary Research tasks Google Quizzes	Further stretch National Geographic Magazine Books by Bill Bryson and Michael Palin
ASSESSMENT 2 Section A: essay based on an unseen piece of travel writing Section B: imaginative writing		
Unit of work	Key knowledge	Key words
Drama: <i>The Tempest</i> by William Shakespeare	Drama and theatre Jacobean context (including colonialism) Analysing language Analysing structure Quote selection	In addition to key words from the previous units Playwright Transformation Dramatic irony Iambic pentameter Rhyming couplets Stage directions Props Dialogue Soliloquy
Useful texts and websites http://nfs.sparknotes.com/tempest/ http://www.bbc.co.uk/education/topics/z37mn39	Home learning Spelling and vocabulary Research tasks Google Quizzes	Further stretch https://www.rsc.org.uk/education/f-or-young-people
ASSESSMENT 3		

Section A: essay based on an extract from 'The Tempest' Section B: persuasive writing		
Unit of work	Key knowledge	Key words
Poetry: love and relationships	Poetry forms - e.g. sonnet, ballad, dramatic monologue Analysing language Analysing structure	In addition to key words from the previous units Rhythm Rhyme Caesura Stanza
Useful texts and websites https://www.scottishpoetrylibrary.org.uk/poet/carol-ann-duffy/	Home learning Spelling and vocabulary Research tasks Google Quizzes	Further stretch https://poetrysociety.org.uk/competitions/foyle-young-poets-of-the-year-award/
ASSESSMENT 4 Section A: essay based on an unseen poem Section B: Writing to argue/persuade		

Year 8 English

Subject: Year 8 English		Subject leader: Jyoti Careswell
Key skills being taught across the year: Reading: identifying evidence, making inferences, analysing the effect on the reader, exploring levels of meaning, evaluating the writer's success, linking a text to the context in which it is set Writing: spelling, punctuation, sentence structure, vocabulary, language techniques, structural techniques Academic Writing: writing a thesis and conclusion; writing successful IEEAE paragraphs.		
Unit of work	Key knowledge	Key words
Novel: <i>Frankenstein</i> by Mary Shelley	The Gothic genre Romanticism Industrial revolution Analysing language Analysing structure	In addition to key words from Y7 Ambition Fear Family Friendship Regret
Useful texts and websites https://www.biography.com/people/mary-shelley-9481497	Home learning Spelling and vocabulary Research tasks Google Quizzes	Further stretch https://www.cliffsnotes.com/literature/f/frankenstein/mary-shelley-biography
ASSESSMENT 1 Section A: essay based on an extract from <i>Frankenstein</i> Section B: imaginative writing		
Unit of work	Key knowledge	Key words
Non-Fiction: Identity and voice	Autobiographical and biographical writing Political polemic Literary non-fiction	In addition to key words from previous units Feminism Gender Stereotype Prejudice Inequality
Useful texts and websites	Home learning	Further stretch

https://www.theguardian.com/world/malala-yousafzai	Spelling and vocabulary Research tasks Google Quizzes	The Diary of Anne Frank I Am Malala
ASSESSMENT 2 Section A: essay questions based on a piece of non-fiction and a piece of unseen non-fiction Section B: writing to argue/persuade		
Unit of work	Key knowledge	Key words
Drama: <i>Romeo and Juliet</i> by William Shakespeare	Elizabethan context: role of women, the patriarchy Analysing language Analysing structure Quote selection	In addition to key words from previous units Tragedy Romance Feud Loyalty Patriarchy Arranged marriage
Useful texts and websites https://www.sparknotes.com/nofear/shakespeare/romeojuliet/	Home learning Spelling and vocabulary Research tasks Google Quizzes	Further stretch Make links to other Shakespearean couples, e.g. Ferdinand and Miranda, Lady Macbeth and Macbeth
ASSESSMENT 3 Section A: essay based on an extract from <i>Romeo and Juliet</i> Section B: writing to argue/persuade		
Unit of work	Key knowledge	Key words
Poetry: <i>Pink Mist</i> by Owen Sheers	Middle East conflict Post Traumatic Stress Disorder	In addition to key words from previous units Flashback Colloquial language
Useful texts and websites https://www.theguardian.com/books/2013/may/26/pink-list-owen-sheers-review	Home learning Spelling and vocabulary Research tasks Google Quizzes	Further stretch War poetry by Simon Armitage and Siegfried Sassoon 'All Quiet on the Western Front' by Erich Maria Remarque
ASSESSMENT 4 Section A: essay based on an extract from <i>Pink Mist</i> by Owen Sheers Section B: imaginative writing		

Year 7 Maths

Subject: Maths Year 7		Subject leader: Angela Tulsie	
Key skills being taught across the year: <ul style="list-style-type: none"> - Recall and apply knowledge - Select and apply mathematical methods to a range of contexts - Interpret, analysis and solve problems - Explain mathematical thinking clearly using precise language. 			
Assessment		Useful Texts and Websites	
Formative pre and post topic tests.		Maths Watch	
Bi-annual cumulative assessments.		Corbett Maths	
		BBC Bitesize	
		CGP KS3 Revision Guide	
Further Stretch		Home Learning	
STEM Club		Weekly topic based homework completed in homework books and marked by class teacher.	
Scholars Maths Activities		Learning key words and definitions	
UKMT Maths Challenge			
Cipher Challenge			

Autumn Term

Number systems and the axioms	<ul style="list-style-type: none"> ● Place value systems including base 10 and other bases ● Commutativity, associativity and distributivity
Factors and multiples and order of operations	<ul style="list-style-type: none"> ● Factors, primes and multiples ● Square and cube numbers ● Representing the structure of number ● Establishing the order of operations
Positive and negative numbers	<ul style="list-style-type: none"> ● Negative numbers in context ● Using negative numbers with all four operations

Expressions, equations and sequences	<ul style="list-style-type: none"> • Finding missing terms in sequences • Finding the nth term • Writing expressions • Recognising equivalent expressions • Forming equations
--------------------------------------	--

Spring

Angles	<ul style="list-style-type: none"> • Measuring and drawing angles • Angles on a straight line and around a point • Angles in parallel lines • Creating expressions from angle facts
Classifying 2-D shapes	<ul style="list-style-type: none"> • Classifying polygons according to their properties • Rotational and line symmetry • Area of triangles and quadrilaterals • Formulae and solving equations
Constructing triangles and quadrilaterals	<ul style="list-style-type: none"> • Using a ruler, protractor and compasses to construct 2D shapes • Using properties of quadrilaterals and triangles to explore standard constructions.
Coordinates	<ul style="list-style-type: none"> • Plotting points in all four quadrants • Horizontal and vertical lines • Midpoints of line segments • Problem solving on a coordinate grid
Area of 2-D shapes	<ul style="list-style-type: none"> • Area of triangles and quadrilaterals • Formulae and solving equations
Transforming 2-D figures	<ul style="list-style-type: none"> • Translation, rotation and reflection of an object on a cartesian plane • Enlargement by a positive scale factor

Summer

Primes, factors and multiples	<ul style="list-style-type: none"> • Prime factor decomposition • LCM and HCF • Square roots and cube roots
Fractions	<ul style="list-style-type: none"> • Equivalent fractions • Converting between fractions and decimals

	<ul style="list-style-type: none"> ● Recurring decimals ● Multiply and divide fractions ● Fractions of amounts ● Mixed numbers and improper fractions ● Addition and subtraction of fractions
Ratio	<ul style="list-style-type: none"> ● Ratio notation ● Understand the relationship between ratio and fractions ● Working with ratios and quantities
Percentages	<ul style="list-style-type: none"> ● Equivalence to fractions and decimal fractions ● Percentage of an amount ● Percentage increase and decrease ● Finding the original amount ● Using percentages, fractions and decimals in different contexts including probability

Year 8 Maths

Subject: Maths Year 8		Subject leader: Angela Tulsie			
Key skills being taught across the year: <ul style="list-style-type: none"> - Recall and apply knowledge - Select and apply mathematical methods to a range of contexts - Interpret, analysis and solve problems - Explain mathematical thinking clearly using precise language. 					
Assessment		Useful Texts and Websites			
Formative pre and post topic tests.		Maths Watch			
Bi-annual cumulative assessments.		Corbett Maths			
		BBC Bitesize			
		CGP KS3 Revision Guide			
Further Stretch		Home Learning			
STEM Club		Weekly topic based homework completed in homework books and marked by class teacher.			
Scholars Maths Activities					
UKMT Maths Challenge				Learning key words and definitions	
Cipher Challenge					

Autumn Term

Unit 1: Primes and factorising	<ul style="list-style-type: none"> ● Find the factors and multiples of a number ● Find the prime factors of a number ● Determine HCF and LCM by prime factorisation ● Find squares, square roots, cubes and cube roots using prime factorisation ● Use indices to record repeated multiplication
Unit 2: Add and subtract fraction	<ul style="list-style-type: none"> ● Use equivalent fractions ● Add and subtract fractions with like and unlike denominators ● Add and subtract fractions mixed numbers and improper fractions ● Convert between improper fractions and mixed numbers ● Add and subtract fractions mixed numbers and improper fractions

<p>Unit 3: Positive and negative numbers</p>	<ul style="list-style-type: none"> ● Represent and order positive and negative integers on a number line (using the symbols $>$, \geq, $<$, and \leq) ● Show addition and subtraction on a number line ● Apply the four basic operations on positive and negative integers ● Calculate with rational and decimal numbers (including negative numbers)
<p>Unit 4: Sequences, expressions and equations</p>	<ul style="list-style-type: none"> ● Recognise and represent number patterns (including finding an algebraic expression for the n th term) ● Distinguish between terms and coefficients in algebraic expressions ● Distinguish between like and unlike terms in algebraic expressions ● Simplify expressions, collect like terms and expand and factorise linear expressions Substitute numerical values into formulae and expressions ● Solve linear equations in one unknown ● Solve simple fractional equations that can be reduced to linear

Spring

<p>Unit 5: Triangles, quadrilaterals and angles in parallel lines</p>	<ul style="list-style-type: none"> ● Construct a triangle from given information (sides/angles) ● Classify special quadrilaterals on the basis of their properties: define a parallelogram, rhombus and trapezium ● Construct a quadrilateral from given information (sides/angles) ● Identify the different types of angles formed by parallel lines and a transversal such as corresponding angles, alternate angles and interior angles ● Use the various properties of angles to find unknown angles ● Find unknown angles in geometrical figures involving square, rectangle, parallelogram, rhombus, trapezium and triangle
<p>Unit 6: Length and area: parallelograms and trapezia</p>	<ul style="list-style-type: none"> ● Convert between cm^2 and m^2 ● Find the area and perimeter of a figure made up of some of the following shapes: square, rectangle, triangle ● Find the areas of parallelograms and trapezia ● Find the areas and perimeters of composite plane figures ● Solve word problems involving area and perimeter

Unit 7: Percentage change	<ul style="list-style-type: none"> ● Use percentages greater than 100% ● Express one quantity as a percentage of another ● Compare two quantities by percentage ● Increase or decrease a quantity by a given percentage ● Understand how to compare quantities using percentages ● Reverse percentages: find the original quantity given a part of it and its percentage ● Reverse percentages: find the original quantity when we know its final value after the percentage increase or decrease ● Solve problems involving percentages and reverse percentages
Unit 8: Ratio (and SDT)	<ul style="list-style-type: none"> ● Interpret $a : b$ and $a : b : c$, where a, b and c are whole numbers ● Compare two or more quantities by ratio ● Understand the relationship between ratios and fractions ● Write equivalent ratios, and find the missing term in a pair of equivalent ratios ● Express ratios involving rational numbers in their simplest form ● Divide a quantity in a given ratio ● Find the whole/ one part when a whole is divided into parts in a given ratio ● Solve word problems involving ratio ● Use the relationship between distance, time and speed ● Write speed in different units such as km/h, m/min, m/s and cm/s ● Convert from one unit of speed to another (e.g. km/h to m/s) ● Solve word problems involving speed, uniform speed and average speed

Summer

Unit 9: Rounding (>1)	<ul style="list-style-type: none"> ● Round off a number to a required number of decimal places ● Round off a number to a required number of significant figures ● Estimate the answer to a given problem ● Identify rounding and truncation errors
Unit 10: Circumference and area of a circle	<ul style="list-style-type: none"> ● Use formulae to calculate the area and circumference of a circle ● Find the area and perimeter of o semicircle (half circle) o quarter circle ● Solve word problems involving area and perimeter
Unit 11: 3D shapes and nets	<ul style="list-style-type: none"> ● Recognise nets of 3D shapes ● Build and name 3D shapes ● Draw plans and elevations of a given solid ● Identify a solid from its plans and elevations

<p>Unit 12: Surface area and volume</p>	<ul style="list-style-type: none"> ● Find the volumes of cubes and cuboids ● Find the volumes of prisms and cylinders ● Find the volumes of composite solids ● Explore the surface area of cubes, cuboids, cylinders other prisms and composite solids ● Convert between cm^3 and m^3
<p>Unit 13: Statistics (2)</p>	<ul style="list-style-type: none"> ● Find the mean, median mode and range from raw datasets ● Use the mean/median/mode to compare data sets ● Use an average plus the range to compare datasets ● Find the mode, median and mean from tables and graphical representations (not grouped) ● Explore methods of data collection including surveys, questionnaires and the use of secondary data ● Appreciate the difference between discrete and continuous data ● Classify and tabulate data ● Conduct statistical investigations using collected data ● Draw, analyse and interpret graphs including those met in year 7

Year 7 Science

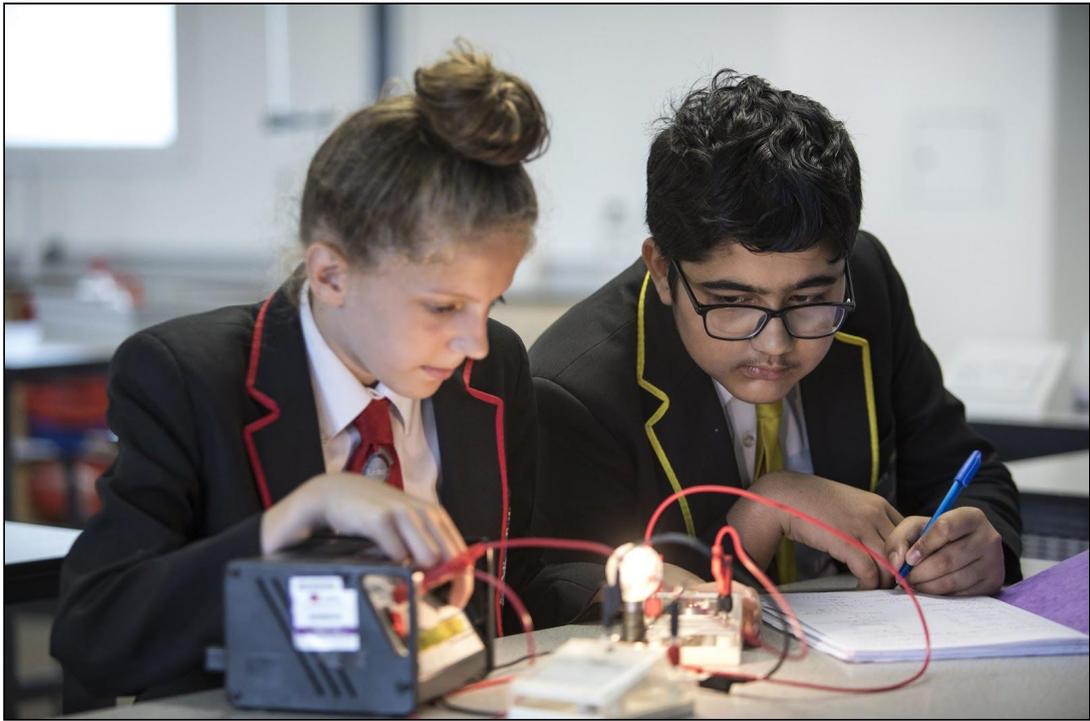
Subject: Year 7 Science		Subject leader: Charlotte Smith
Key skills being taught across the year: -Scientific enquiry -Experimental skills -Analysis and evaluation of results (tables and graphs) -Calculations -Unit conversion -Use of equations -Statistical analysis of data (mean, mode, median, range, uncertainty)		
Unit of work	Key knowledge	Key words
Intro to Science Organisms Energy	Health and Safety in the lab Scientific enquiry process Animal and plant cells Microscopes Law of conservation of energy Energy stores	Hazard, risk , control Apparatus, variables, method, conclusion Organelles, nucleus, mitochondria, cell membrane, cell wall, ribosome, cytoplasm specialised Conservation, energy store, Kinetic, elastic potential, gravitational potential, renewable
Useful texts and websites Collins KS3 Revision Guide (Highly recommended all students buy this - available in school) https://www.kerboodle.com/users/login http://www.rsb.org.uk/students http://rsc.org/periodic-table http://www.iop.org/education/student/index.html https://www.bbc.com/bitesize/subjects/zng4d2p	Home learning Weekly homework in the form of self testing knowledge quizzes	Further stretch STEM Club Scholars Science activities

ASSESSMENT 1

Multiple Choice Test after each topic
Summative Assessment on all topics (exam-style)

<p>Useful texts and websites</p> <p>Collins KS3 Revision Guide (Highly recommended all students buy this - available in school)</p> <p>https://www.kerboodle.com/users/login http://www.rsb.org.uk/students http://rsc.org/periodic-table http://www.iop.org/education/student/index.html https://www.bbc.com/bitesize/subjects/zng4d2p</p>	<p>Home learning</p> <p>Weekly homework in the form of self testing knowledge quizzes</p>	<p>Further stretch</p> <p>STEM Club Scholars Science activities</p>
<p>Unit of work</p>	<p>Key knowledge</p>	<p>Key words</p>
<p>Atoms, molecules and mixtures</p> <p>Living processes</p>	<p>Structure of the atom</p> <p>Atoms, elements and compounds</p> <p>Separation techniques</p> <p>Genes Reproductive system Variation</p>	<p>Sub-atomic particle, proton, neutron, electron, nucleus</p> <p>Element, compound, mixture</p> <p>Filtration, distillation, chromatography,</p> <p>Gene, DNA, chromosome Sexual and Asexual Environmental, Inherited</p>
<p>Useful texts and websites</p> <p>Collins KS3 Revision Guide (Highly recommended all students buy this - available in school)</p> <p>https://www.kerboodle.com/users/login http://www.rsb.org.uk/students http://rsc.org/periodic-table http://www.iop.org/education/student/index.html</p>	<p>Home learning</p> <p>Weekly homework in the form of self testing knowledge quizzes</p>	<p>Further stretch</p> <p>STEM Club Scholars Science activities</p>

https://www.bbc.com/bitesize/subjects/zng4d2p		
ASSESSMENT 2 Multiple Choice Test Summative Assessment on all topics covered so far (exam style)		
Unit of work	Key knowledge	Key words
Forces	Contact and non contact forces Balanced and unbalanced forces	Resultant force, contact, non-contact, friction, air resistance, Newton, Pascal, mass, weight, gravity, thrust,
Science and the wider world: Space	Discovery of space Solar system	Theory, orbital, solar system
Useful texts and websites Collins KS3 Revision Guide (Highly recommended all students buy this - available in school) https://www.kerboodle.com/users/login http://www.rsb.org.uk/students http://rsc.org/periodic-table http://www.iop.org/education/student/index.html https://www.bbc.com/bitesize/subjects/zng4d2p	Home learning Weekly homework in the form of self testing knowledge quizzes	Further stretch STEM Club Scholars Science activities
ASSESSMENT 3 End of Year Exam covering all topics from the year.		



Year 8 Science

Subject: Year 8 Science		Subject leader: Charlotte Smith
Key skills being taught across the year: Scientific enquiry -Experimental skills -Analysis and evaluation of results (tables and graphs) -Calculations -Unit conversion -Use of equations -Statistical analysis of data (mean, mode, median, range, uncertainty)		
Unit of work	Key knowledge	Key words
Organisms:respiration and photosynthesis	Word and symbol equations for respiration and photosynthesis Factors affecting photosynthesis	Reactant, product, glucose, aerobic, anaerobic, mitochondria, chloroplast
Electricity	Static electricity, Series and parallel circuits	Electrostatic, current, potential difference, charge, resistance, amps, volts, ohms, coulombs
Useful texts and websites Collins KS3 Revision Guide (Highly recommended all students buy this - available in school) https://www.kerboodle.com/users/login http://www.rsb.org.uk/students http://rsc.org/periodic-table http://www.iop.org/education/student/index.html https://www.bbc.com/bitesize/subjects/zng4d2p	Home learning Weekly homework in the form of self testing knowledge quizzes	Further stretch STEM Club Scholars Science activities
ASSESSMENT 1 Multiple Choice Test Summative Assessment on all topics covered so far (exam style)		
Unit of work	Key knowledge	Key words

Periodic Table Chemical Reaction - Acids and alkalis	Trends in Periodic table pH scale Neutralisation reactions	Groups, period, Acid, alkali, pH scale, Neutralisation
Useful texts and websites Collins KS3 Revision Guide (Highly recommended all students buy this - available in school) https://www.kerboodle.com/users/login http://www.rsb.org.uk/students http://rsc.org/periodic-table http://www.iop.org/education/student/index.html https://www.bbc.com/bitesize/subjects/zng4d2p	Home learning Weekly homework in the form of self testing knowledge quizzes	Further stretch STEM Club Scholars Science activities

ASSESSMENT 2

Multiple Choice Test

Summative Assessment on all topics covered so far (exam style)

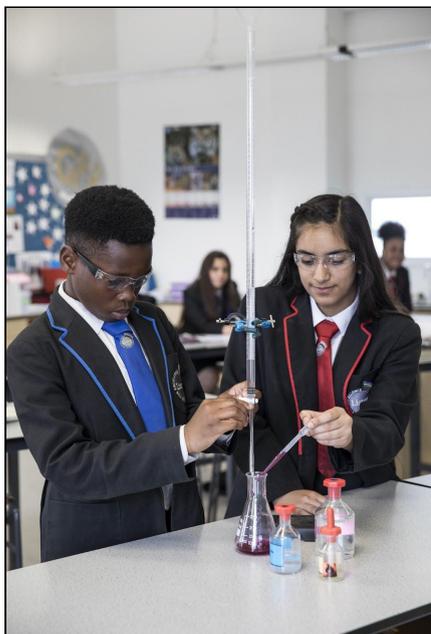
Unit of work	Key knowledge	Key words
Living processes Science in the wider world: Global warming	Organisation Organ systems Digestive system Respiratory systems Greenhouse effect Impacts of global warming Renewable resources	Cell, tissue, organ, organ system Enzyme, Digestion, gland, Bronchi, Alveoli, Diffusion Greenhouse effect, carbon footprint, carbon neutral, non-renewable, renewable, sustainability
Useful texts and websites Collins KS3 Revision Guide (Highly recommended all students buy this - available in school) https://www.kerboodle.com/users/login	Home learning Weekly homework in the form of self testing knowledge quizzes	Further stretch STEM Club Scholars Science activities

<http://www.rsb.org.uk/students>
<http://rsc.org/periodic-table>
<http://www.iop.org/education/student/index.html>
<https://www.bbc.com/bitesize/subjects/zng4d2p>

ASSESSMENT 3

Multiple Choice Test after each topic

Summative Assessment on all topics covered so far (exam style)



Year 7 Geography

Subject: Year 7 Geography		Subject teachers: Mr Gary Caswell
Key skills being taught across the year: Locational knowledge, Place knowledge, Human and Physical processes, Interpretation, Presenting Data, Map Skills (Graphicacy)		
Unit of work	Key knowledge	Key words
Population	Population trends; change, distribution and density. Students will be able to explain fluctuations in population. Students will also cover state sponsored birth control focussing on China and will spend time looking at migration	Population Population density Population distribution Densely populated Sparsely populated Birth rate Death rate Natural increase Rural to urban migration Demographic Transition Model
Useful texts and websites http://www.bbc.co.uk/education www.listerlearn.co.uk	Home learning Knowledge organiser and weekly homework booklet	Further stretch Links to useful articles, further reading and videos to be shared with students during lessons
ASSESSMENT 1 40 mark population assessment covering the key skills and content outlined above. Students will also be awarded 5 marks for Spelling, Punctuation and Grammar Time = 50 minutes		
Unit of work	Key knowledge	Key words
UK Weather and Climate	Concepts of weather, climate and relief -UK. Temperature and Rainfall, inter-relationships between weather and relief, Global Warming- international and national.	Water cycle Evaporation Transpiration Condensation Precipitation Groundwater flow Surface runoff Relief Weather Climate Climate change Global warming Isoline

		Flood Drought Thunderstorms
Useful texts and websites http://www.bbc.co.uk/education www.listerlearn.co.uk	Home learning Knowledge organiser and weekly homework booklet	Further stretch Links to useful articles, further reading and videos to be shared with students during lessons
ASSESSMENT 2 40 mark weather and climate assessment covering the key skills and knowledge outlined above. Students will be awarded 5 marks for Spelling, Punctuation and Grammar. Time = 50 minutes		
Useful texts and websites	Home learning	Further stretch

Year 8 Geography

Subject: Year 8 Geography		Subject teachers: Mr Gary Caswell
Key skills being taught across the year: Locational knowledge, Place knowledge, Human and Physical processes, Interpretation, Presenting Data, Map Skills (Graphicacy)		
Unit of work	Key knowledge	Key words
Urban issues	Students will be investigating how rapid population growth, particularly in lower income countries, has created social, economic and environmental challenges.	Urbanisation Urban growth Urban sprawl Distribution Growth rates Rural to urban migration Push factors Pull factors Deprivation Mortality Life expectancy Cycle of poverty Regeneration Services Infrastructure Sustainable Biofuel Integrated transport Social Economic Environmental
Useful texts and websites http://www.bbc.co.uk/education www.listerlearn.co.uk	Home learning Knowledge organiser and weekly homework booklet	Further stretch Links to useful articles, further reading and videos to be shared with students during lessons
ASSESSMENT 1 40 mark ecosystem and biome assessment covering the key skills and content outlined above. Students will also be awarded 5 marks for Spelling, Punctuation and Grammar		
Unit of work	Key knowledge	Key words
Tectonic hazards- focus on	Layers of the earth, why volcanoes and	Crust

earthquakes	earthquakes occur, primary and secondary effects of earthquakes and volcanoes. Specific focus on case study: <u>Haiti Earthquake 2010</u> <u>Japan Tsunami 2011</u>	Mantle Core Convection currents Oceanic crust Continental crust Oceanic ridge Subduction Plate boundary Constructive boundary Destructive boundary Conservative boundary Earthquake Seismometer Richter scale Focus Epicentre Volcano Primary effects Secondary effects Prediction Protection Life-safe building Planning GIS
Useful texts and websites http://www.bbc.co.uk/education www.listerlearn.co.uk	Home learning Knowledge organiser and weekly homework booklet	Further stretch Links to useful articles, further reading and videos to be shared with students during lessons
ASSESSMENT 2 40 mark tectonic hazard assessment covering the key skills and knowledge outlined above. Students will be awarded 5 marks for Spelling, Punctuation and Grammar		
Unit of work	Key knowledge	Key words
Weathering and erosion	How weathering and erosion processes shape coastal areas in particular. Coastal management strategies.	Weathering Erosion Transportation Deposition Biological weathering Freeze-thaw weathering Chemical weathering Onion-skin weathering Hydraulic action Abrasion Attrition

		Solution Traction Saltation Suspension Solution Longshore drift Spit Sea wall Rock armour Groyne Managed retreat Beach replenishment
Useful texts and websites http://www.bbc.co.uk/education www.listerlearn.co.uk	Home learning Knowledge organiser and weekly homework booklet	Further stretch Links to useful articles, further reading and videos to be shared with students during lessons
ASSESSMENT 3 40 mark coast assessment covering the key skills and knowledge outlined above. Students will be awarded 5 marks for Spelling, Punctuation and Grammar		

Year 7 History

Subject: History		Subject leader: Mr Livesey
Key concepts being taught: Causation, Consequence, Chronology, Significance, Cultural difference		
Unit of work	Key knowledge	Key words
Normans	Why did William win the Battle of Hastings?	Legitimacy Tactics Coutier Archer Fryd House Carl
Useful texts and websites Homework Booklet (Provided to students at the beginning of each Unit of Work) http://www.bbc.co.uk/education/subjects/zk26n39 (KS3 History) http://www.bbc.co.uk/schools/gcsebitesize/history/ (KS4 History)	Home learning Homework Booklet (Provided to students at the beginning of each Unit of Work) Knowledge Organiser (Provided to students at the beginning of each Unit of Work)	Further stretch Library reference book list
ASSESSMENT 1 End of unit Multiple Choice Quiz; Knowledge of unit and key skills assessed in End of Year Test. .		
Unit of work	Key knowledge	Key words
The Black Death & The Peasants Revolt	How did the Black Death spread around the world and England? What were the consequences of the Black Death? (Link with Peasants Revolt)	Revolt, Peasant , Archbishop, Privileges, Tax, Rebels, Treasurer, Shortage, Labour Harvest, Bubonic, Pneumonic, Epidemic, Pandemic, Siege
Useful texts and websites Homework Booklet (Provided to students at the beginning of each Unit of Work) http://www.bbc.co.uk/education/subjects/zk26n39 (PR) https://www.bbc.com/bitesize/guides/z7r7hyc/revision/1 (BD)	Home learning Homework Booklet (Provided to students at the beginning of each Unit of Work) Knowledge Organiser (Provided to students at the beginning of each Unit of Work)	Further stretch Library reference book list
ASSESSMENT 2 End of unit Multiple Choice Quiz; Knowledge of unit and key skills assessed in End of Year Test.		

Year 8 History

Subject: History		Subject leader: Mr Livesey
Key concepts being taught: Causation, Consequence, Chronology, Significance, Cultural difference.		
Unit of work	Key knowledge	Key words
Empire and Slavery	Was the British Empire a positive or negative influence on the world? How was slavery justified? How does slavery connect with the growth of Empire?	Transatlantic Slave Trade, Plantations, Empire, Colony, Slave Auction, Slave Trader, Slave Owner, Caribbean, Georgian England, Phrenology, Commonwealth, Trade, Resources
Useful texts and websites Homework Booklet (Provided to students at the beginning of each Unit of Work) http://www.bbc.co.uk/education/subjects/zk26n39 (Slavery) https://www.bbc.com/bitesize/topics/zsnp34j (Empire)	Home learning Homework Booklet (Provided to students at the beginning of each Unit of Work) Knowledge Organiser (Provided to students at the beginning of each Unit of Work)	Further stretch Library reference book list
ASSESSMENT 1 End of unit Multiple Choice Quiz; Knowledge of unit and key skills assessed in End of Year Test.		
Unit of work	Key knowledge	Key words
The Great War (World War One)	Was Franz Ferdinand's assassination the main cause of World War One? What was life like in the trenches? What happened after the War?	Alliance System, Imperialism, Nationalism, Militarism, Triple Alliance, Triple Entente, No Man's Land, Shrapnel, Artillery, Trench Warfare, Western Front, Treaty of Versailles, Armistice, Mobilisation
Useful texts and websites Homework Booklet (Provided to students at the beginning of each Unit of Work) https://www.bbc.com/bitesize/guides/z4n4jxs/revision/1	Home learning Homework Booklet (Provided to students at the beginning of each Unit of Work) Knowledge Organiser (Provided to students at the beginning of each Unit of Work)	Further stretch Library reference book list
ASSESSMENT 2 End of unit Multiple Choice Quiz; Knowledge of unit and key skills assessed in End of Year Test.		

Unit of work	Key knowledge	Key words
Interwar Years & World War Two	Why did peace following the Great War fail to last? Why did extremists rise to power across Europe? Why were the Nazis and Japanese defeated?	Appeasement, Stock Market, Depression, Extremism, Propaganda, Hyperinflation, Isolationism, Totalitarian Government, League of Nations
Useful texts and websites Homework Booklet (Provided to students at the beginning of each Unit of Work) https://www.bbc.com/bitesize/topics/z94cwmn https://www.bbc.com/bitesize/guides/ztydcwx/revision/1	Home learning Homework Booklet (Provided to students at the beginning of each Unit of Work) Knowledge Organiser (Provided to students at the beginning of each Unit of Work)	Further stretch Library reference book list
ASSESSMENT 3 End of unit Multiple Choice Quiz; Knowledge of unit and key skills assessed in End of Year Test.		
Unit of work	Key knowledge	Key words
Civil Rights (US)	Was the US really the land of opportunity and freedom for all? Was passive resistance or violent resistance responsible for African Americans gaining the vote?	Desegregation, Jim Crow Laws, Little Rock Nine, Sit-in, Boycott, Oppression, Discrimination, Senate, Supreme Court
Useful texts and websites Homework Booklet (Provided to students at the beginning of each Unit of Work) https://www.bbc.com/bitesize/guides/zcpcwmn/revision/1	Home learning Homework Booklet (Provided to students at the beginning of each Unit of Work) Knowledge Organiser (Provided to students at the beginning of each Unit of Work)	Further stretch Library reference book list
ASSESSMENT 4 End of unit Multiple Choice Quiz; Knowledge of unit and key skills assessed in End of Year Test.		
The Holocaust (Not Assessed)	Why did the Holocaust happen? What was life like for those who witnessed or experienced the Holocaust?	Anti-Semitism, Concentration/Death Camps, Eugenics, Final Solution, Genocide, Kristallnacht, Boycott

Year 7 and Year 8 Religious Studies

Subject: Religious Studies		Subject leader: Mr Jason May
Key skills being taught across the year: Biblical Literacy, Descriptive writing, analytical, long-form essays, Understand of monotheistic and polytheistic religions, Detailed understanding of Judaism, Hinduism, Buddhism and Sikhism		
Unit of work (Year 7, A)	Key knowledge	Key words
The Bible - Genesis and Exodus	The stories of Genesis and Exodus, including: Creation The Fall The Flood David and Goliath Sodom and Gomorrah The Tower of Babel	Creation Fall Original Sin Concupiscence Theology Flood Covenant Abraham Moses Patriarch
Useful texts and websites www.listerlearn.co.uk www.biblegateway.com	Home learning Weekly Homework Booklet Weekly Quiz	Further stretch Extended Reading Booklet Extended Activity Booklet
ASSESSMENT 1 40 mark assessment (50 minutes) <ul style="list-style-type: none"> - 30 x Multiple Choice misconception questions (15 marks) - 2 x Paragraph answer (10 marks) - 1 x Essay (10 marks) - Spelling, Grammar and Punctuation (5 marks) 		
Unit of work (Year 7, B)	Key knowledge	Key words
Introduction to Judaism	Abraham Moses Solomon David and Goliath Pesach Rosh Hashanah Yom Kippur Shabbat	Literal, Non-literal Theology Hermeneutics Wilderness Emancipation Concupiscence
Useful texts and websites	Home learning	Further stretch

www.listerlearn.co.uk www.biblegateway.com	Weekly Homework Booklet Weekly Quiz	Extended Reading Booklet Extended Activity Booklet
ASSESSMENT 2 40 mark assessment (50 minutes) <ul style="list-style-type: none"> - 30 x Multiple Choice misconception questions (15 marks) - 2 x Paragraph answer (10 marks) - 1 x Essay (10 marks) - Spelling, Grammar and Punctuation (5 marks) 		
Unit of work (Year 8,A)	Key knowledge	Key words
Introduction to Hinduism	Indus-Valley Emergence of Polytheism Animism Karma Reincarnation Mandir Diwali	Polytheism Monotheism Reincarnation Karma Soul Festival
Useful texts and websites www.listerlearn.co.uk www.bbcbitesize.co.uk	Home learning Weekly Homework Booklet Weekly Online Quiz	Further stretch Stretch Projects (HT)** Half-Term Theology Essay*
ASSESSMENT 3 40 mark assessment (50 minutes) <ul style="list-style-type: none"> - 30 x Multiple Choice misconception questions (15 marks) - 2 x Paragraph answer (10 marks) - 1 x Essay (10 marks) - Spelling, Grammar and Punctuation (5 marks) 		
Unit of work (Year 8, B)	Key knowledge	Key words
Introduction to Buddhism	Life of the Buddha 4 Noble Truths Eightfold Path Karma Nirvana Enlightenment	Buddha Kammatic Moderation Meditation Nirvana Soul
Useful texts and websites www.listerlearn.co.uk www.bbcbitesize.co.uk	Home learning Weekly Homework Booklet Weekly Online Quiz	Further stretch Stretch Projects (HT)** Half-Term Theology Essay*
ASSESSMENT 4 40 mark assessment (50 minutes) <ul style="list-style-type: none"> - 30 x Multiple Choice misconception questions (15 marks) 		

- 2 x Paragraph answer (10 marks)
- 1 x Essay (10 marks)
- Spelling, Grammar and Punctuation (5 marks)

Unit of work (Year 8, C)	Key knowledge	Key words
Introduction to Sikhism	5 K's Guru Nanak Punjab Region Monotheism Gurdwara Guru Granth Sahib	Khalsa Community Cycle of Life Grace Immanence Haumain
Useful texts and websites www.listerlearn.co.uk www.bbcbitesize.co.uk	Home learning Weekly Homework Booklet Weekly Online Quiz	Further stretch Stretch Projects (HT)** Half-Term Theology Essay*
ASSESSMENT 5 40 mark assessment (50 minutes) <ul style="list-style-type: none"> - 30 x Multiple Choice misconception questions (15 marks) - 2 x Paragraph answer (10 marks) - 1 x Essay (10 marks) - Spelling, Grammar and Punctuation (5 marks) 		

Year 7 Spanish

Subject Spanish Year 7		Subject leader: Mr Dos Santos
Key skills being taught across the year: Listening, writing, reading and speaking		
Term 1		
Unit of work	Key knowledge	Key words
<p>In year 7 we will learn the following topics: Everything about me: 1) Introducing themselves and others 2) Numbers and months 3) Appearance of themselves and others</p>	<p>Spanish is in red.</p> <p>Gender, present tense for 'I and we' to have and to be, numbers, colours. Word order. How to use adjectives. Use of the definite article. Answering simple questions. Memorisation strategies. How to say 'in' . Sound patterns. Developing speaking strategies Developing reading and listening strategies. 'Cognates'. Use of the negative form.</p> <p>Memorisation strategies of high frequency structures. Developing writing strategies.</p> <p>Possessive adjectives Opinions</p>	<p>Hello Hola What is your name? ¿Cómo te llamas? My name is... Me llamo... Where do you live? ¿Dónde vives? I live in... Vivo en... How old are you? ¿Cuántos años tienes? I am... Tengo... años What is the date? ¿Cuál es la fecha? It is the... Es el + number + month What language do you speak? ¿Qué idioma hablas? I speak... Hablo... What is your nationality? ¿Cuál es tu nacionalidad? What are you/is he, she like? ¿Cómo eres/es? I have + colour eyes/hair Tengo/tiene los ojos/el pelo + colour</p>
<p>Useful texts and websites: memrise.com, duolingo.com, BBC bitesize, SENECA learning, Kerboodle, Quizlet.</p>	<p>Home learning 1) Weekly vocabulary tests 2) <i>To create a poster all about themselves</i></p>	<p>Further stretch To include connectives: And Y But</p>

	3) <i>To describe their favourite celebrity</i>	Pero However Sin embargo To include opinion phrases and justifications: I like Me gusta because it is... porque es...
--	---	--

--	--	--

Unit of work	Key knowledge	Key words
My world: 4) Spanish speaking parts of the world 5) Describing their own and others' personalities 6) Family 7) School	Connectives, comparaisons. Informal. Formal language. False friends. Present tense for irregular verbs. Contrasting sentences. Building more complex sentences by sequencing connectives. Comparing spoken and written target Language. Map skills Listening strategies Identifying language patterns. Build extended sentences using 'when'. Using 24 hours clock	What are you like? ¿Cómo eres/es? I am (not) Soy/No soy... Who do you live with? ¿Con quien vives? I live with + family members Vivo con + family members He/she/they are called... Se llama(n)... What do you study? ¿Qué estudias? What is he/she like? ¿Cómo es? He/she is... Es... I study... Estudio School subjects
Useful texts and websites: memrise.com, duolingo.com, BBC bitesize, SENECA learning, Kerboodle, Quizlet.	Home learning 1) <i>Weekly vocabulary tests</i> 2) <i>To describe a member of a family and your best friend</i> 3) <i>To create a family tree and label it in target language</i>	Further stretch To use intensifiers: Very Muy Quite Bastante To use the connective 'also': Además/También

ASSESSMENT 1 (Around Christmas holidays)

Pupils will be assessed on Reading, Writing, Listening & Speaking skills which include all topics studied to date.

Unit of work	Key knowledge	Key words
--------------	---------------	-----------

<p>Around me: 9) Friends 10) Hobbies 11) Animals and colours Let's eat: 12) Food 13) Preparing, ordering food</p>	<p>Adapting texts/ dictionary skills. Working out grammar patterns.</p> <p>Strategies to check written work using a more detailed checklist.</p> <p>Understanding different tenses.</p> <p>Reusing all strategies above for listening, reading writing and speaking skills.</p>	<p>Who is your best friend? ¿Quién es tu mejor amigo? He/she is called... Se llama... What do you do during your free time? ¿Qué haces durante tu tiempo libre? Hobbies vocabulary Sports vocabulary Instruments vocabulary Do you have a pet? ¿Tienes una mascota? Yes, I have... No, I don't have... Si, tengo... No, no tengo... Animals vocabulary What colour is he/she/it? ¿Qué color es? He/she/it is... Es... What do you eat/drink? ¿Qué comes/bebes? I eat/drink... Como/bebo... Time phrases</p>
<p>Useful texts and websites: memrise.com, duolingo.com, BBC bitesize, SENECA learning, Kerboodle, Quizlet.</p>	<p>Home learning</p> <ol style="list-style-type: none"> 1) <i>Weekly vocabulary tests</i> 2) <i>To write about hobbies and free time</i> 3) <i>To create an ideal menu</i> 4) <i>To create a comic strip based on the conjugations of 'to eat' (comer)</i> 	<p>Further stretch To use the connective 'However': Sin embargo To include a negative opinion: I don't like No me gusta</p>
<p>Unit of work</p>	<p>Key knowledge</p>	<p>Key words</p>
<p>Where I live: 14) Sports and games 15) Sporting events in TL country 16) Famous people from TL country.</p>	<p>Adapting texts/ dictionary skills. Working out grammar</p>	<p>Which sport do you play? ¿Qué deporte juegas? Which sport do you do? ¿Qué deporte haces?</p>

	<p>patterns.</p> <p>Strategies to check written work using a more detailed check list.</p> <p>Understanding different tenses.</p> <p>Reusing all strategies above for listening, reading writing and speaking skills.</p>	<p>I play tennis Juego al tenis</p> <p>I do athletics Hago atletismo</p> <p>I don't do sport No hago deporte</p> <p>I like doing... Me gusta hacer...</p> <p>Swimming Natación</p> <p>Sailing Vela</p> <p>Tenista Tennist</p> <p>Futbolista Footballer</p>
<p>Useful texts and websites: memrise.com, duolingo.com, BBC bitesize, SENECA learning, Kerboodle, Quizlet.</p>	<p>Home learning</p> <ol style="list-style-type: none"> 1) <i>Weekly vocabulary tests</i> 2) <i>To create a poster of a TL sports event</i> 3) <i>To write a paragraph about a famous sports person.</i> 	<p>Further stretch</p> <p>To use comparatives: More ___ than Más ___ que Less ___ than Menos ___ que</p>
<p>ASSESSMENT 2 (End of Year Exams) Pupils will be assessed on Reading, Writing, Listening & Speaking skills which include all topics studied in year 7.</p>		



Year 8 Spanish

Subject: Spanish Year 8		Subject leader: Bruno Dos Santos
Key skills being taught across the year: Reading, writing, listening and speaking.		
Unit of work	Key knowledge	Key words
<p>Students will study the following topics in year 8 term 1:</p> <p>Health</p> <ol style="list-style-type: none"> 1) Parts of the body 2) Illnesses and injuries 3) Visiting a doctor/pharmacy 4) Seeking and understanding medical help <p>Healthy lifestyle</p> <ol style="list-style-type: none"> 1) Giving advice for a healthy lifestyle 2) Obesity 3) How I stay in shape 4) Sports 5) Sporting events 6) Healthy eating <p>Holidays</p> <ol style="list-style-type: none"> 1) Preferred holidays and future holidays (Future tense) 2) Dream holidays (Conditional tense) 3) Festivals in Spanish-speaking countries 	<p>Students will have the opportunity to develop their writing skills and will learn how to formulate complex opinions using quantifiers, adjectives, connectives, the negative form, opinion phrases and time phrases.</p> <p>Students will improve the accuracy of their target language having revised the gender of specific nouns and adjectival agreement.</p> <p>Students will be able to comprehend longer passages in the target language having learned reading and listening strategies.</p> <p>Students will recognise key links between English and the target language through studying cognates.</p> <p>Students will develop their fluency having revised memorisation strategies and high frequency structures. They will improve their</p>	<p>What do you wear? ¿Qué ropas llevas?</p> <p>I wear... Llevo...</p> <p>Trainers Zapatillas de deporte</p> <p>A pair of trousers Unos pantalones</p> <p>What do you do at the weekend? ¿Qué haces durante el fin de semana?</p> <p>I listen to music Escucho música...</p> <p>I go to parties Voy de fiesta...</p> <p>What did you do last weekend? ¿Qué hiciste el fin de semana pasado?</p> <p>I played video games Jugué videojuegos...</p> <p>I went to the cinema Fui al cine...</p> <p>Which type of music do you prefer? ¿Qué tipo de música prefieres?</p> <p>I like pop music Me gusta la música pop...</p>

	<p>communication skills having learned how to agree/disagree and justify themselves, as well as how to ask and answer questions.</p>	<p>My favourite singer is... Mi cantante preferido es...</p> <p>Where do you go on holiday? ¿Adónde vas de vacaciones?</p> <p>I go... Voy a...</p> <p>To the countryside A la campaña</p> <p>To the sea Al mar</p> <p>To the mountains A las montañas</p> <p>What is your dream holiday? ¿Cuáles son tus vacaciones de sueño?</p> <p>I would like to... Me gustaría...</p> <p>Go on a cruise Ir en un crucero</p> <p>Relax on an island Relajarme en una isla</p> <p>Festivals Las ferias</p> <p>Fireworks Los fuegos artificiales</p> <p>A show Un espectáculo</p>
<p>Useful texts and websites BBC bitesize, Zut.co.uk, YouTube, Duolingo, Memrise, Seneca, Quizlet, Kerboodle</p>	<p>Home learning</p> <ol style="list-style-type: none"> 1. Weekly vocabulary tests 2. To create a poster about their ideal outfit 3. To write a short paragraph about holidays 4. To research a festival in a 	<p>Further stretch</p> <p>To include opinions: In my opinion it is... En mi opinión...</p> <p>Fashionable En moda</p> <p>Practical Pratico</p>

	Spanish/Mandar in speaking country	To include sequencing words: First Primero After Después Finally Para terminar...
ASSESSMENT 1 4 skills will be assessed. Key vocabulary should be revised, as well as the preterite and the conditional tenses.		
Unit of work	Key knowledge	Key words
Healthy living 1) Sports 2) Famous sportspeople from target language speaking countries Spanish culture 1) Entertainment e.g. magazines, newspapers, books, television shows, film, advertising	Students will look at comparatives in order to form more complex opinions and create contrasting sentences. Students will be able to extend their sentences having studied sequencers and interrogatives. Students will revise how irregular verbs and formed in the present tense in order to refine the accuracy of their language. Students will learn listening strategies in order to support them with comprehension. Students will learn about 'false friends' in order to improve their understanding. Students will revise the differences between formal and informal language. They will also look at how the	Do you like sport? ¿Te gusta el deporte? I play tennis Juego al tenis I do athletics Hago atletismo I don't do sport No hago deporte I like doing... Me gusta hacer... Ice skating Patinaje en el hielo Diving Buceo He started playing El empezó a correr She won a medal Ella ganó una medalla In France /the UK En España/El Reino Unido They have a president Ellos tienen un presidente

	<p>spoken language is used in comparison to the written language.</p> <p>Students will also practice map-reading skills as well as using a 24-hour clock.</p>	<p>They drive on the right Ellos conducen a la derecha</p> <p>The Seine is longer than the Thames El Sena es más largo que el Tamisa</p> <p>Ben Nevis is not as high as Mont Blanc El Ben Avis no está tan alto como el Monte Blanco...</p> <p>France is as populated as the UK La España es tan poblada como el Reino Unido</p> <p>He/She is... Él/Ella es...</p> <p>An author Autor</p> <p>A writer Escritor</p> <p>A scientist Científico</p>
<p>Useful texts and websites BBC bitesize, YouTube, Duolingo, Memrise, Seneca, Quizlet, Kerboodle</p>	<p>Home learning</p> <ol style="list-style-type: none"> 1. Weekly vocabulary tests 2. To plan a trip to a sports centre in Spanish /Chinese 3. To research 10 facts about Spain/China 	<p>Further stretch</p> <p>To include: Time expressions: This summer Este verano</p> <p>This winter Este invierno</p> <p>Every Monday Todos los lunes</p> <p>To include connectives: But Pero</p> <p>On the other hand Por otro lado</p> <p>However Sin embargo</p>

Unit of work	Key knowledge	Key words
<p>Teenage life:</p> <ol style="list-style-type: none"> 1) Relationship with family 2) Relationship with friends 3) Financial/school pressures 	<p>Students will look at how to adapt texts to support them with their writing.</p> <p>Strategies will begin to check their written work against a clear and specific success criteria.</p> <p>Students will revise grammar patterns and how to recognise different tenses.</p> <p>Students will also refine their dictionary skills.</p> <p>Students will practice debate and how to defend their point of view in the target language.</p> <p>Students will look at the imperfect tense in order to compare how people used to live versus now.</p>	<p>Do you have a good relationship with your parents? ¿Tú te llevas bien con tu familia?</p> <p>My parents... Mis padres...</p> <p>Trust me Confían en mí</p> <p>Treat me like a baby Me tratan como un niño</p> <p>I get on well with... Me llevo bien con...</p> <p>I get on badly with... Me llevo mal con...</p> <p>What chores do you have to do? ¿Qué tareas tienes que hacer en casa?...</p> <p>I have to... Tengo que ..</p> <p>Help at home Ayudar en casa</p> <p>Look after my little brother/sister Quedarme con mi hermana o hermano</p> <p>What is the biggest pressure for you? ¿Cuál es tu mayor problema?</p> <p>For me, the biggest pressure is... Para mí, la mayor presión es...</p> <p>School El colegio</p> <p>Friends Los amigos</p> <p>The media La prensa</p>

<p>Useful texts and websites BBC bitesize, YouTube, Duolingo, Memrise, Seneca, Quizlet, Kerboodle</p>	<p>Home learning</p> <ol style="list-style-type: none"> 1. Weekly vocabulary tests 2. To create a poster showing chores you do to help around the house 3. To write a short paragraph about the problems of being a teenager 	<p>Further stretch</p> <p>To include comparisons with the past: Before... Antes...</p> <p>TV programmes were in black and white Los programas eran en negro y blanco</p> <p>They used to have a landline phone Tenían una línea fija</p>
<p>Unit of work</p>	<p>Key knowledge</p>	<p>Key words</p>
<p>Holidays</p> <ol style="list-style-type: none"> 1) Usual holidays and preferred holidays 2) Planning holidays 3) Past holidays 	<p>Students to practice all previously learned strategies for listening, reading, writing and speaking skills.</p> <p>Students to revise the simple future and past tenses in order to encourage memorisation and promote spontaneity.</p> <p>Students to learn the simple future tense in order to increase their knowledge of grammar.</p>	<p>I prefer Prefiero...</p> <p>The weather El tiempo</p> <p>In my suitcase, there is... En mi maleta, hay...</p> <p>Next year I'm going to go... El próximo año voy a ir a...</p> <p>To France A Francia</p> <p>Abroad Al extranjero</p> <p>To my grandparents' house En la casa de mis abuelos</p> <p>Countries Los países</p> <p>I would like to go to... Me gustaría ir a...</p> <p>Last year I went... El año pasado fui a...</p>
<p>Useful texts and websites BBC bitesize, YouTube, Duolingo, Memrise, Seneca, Quizlet, Kerboodle</p>	<p>Home learning</p> <ol style="list-style-type: none"> 1. Weekly vocabulary tests 	<p>Further stretch</p> <p>To be able to understand the</p>

	2. To write a blog about your last holiday 3. To plan a holiday to a Spanish/ Chinese speaking country	relationship between the 4 main tenses (present, past, future and conditional)
ASSESSMENT 2 4 skills will be assessed. There will be a focus on the format of the new speaking GCSE exam format and students will be required to demonstrate accurate intonation, fluency, and spontaneity.		

Year 7 Mandarin

Subject: Year 7 Mandarin		Subject leader: Mr Nichols
Key skills being taught across the year: Listening, writing, reading and speaking		
Unit of work	Key knowledge	Key words
In year 7 we will learn the following topics: Greeting and introduce yourself: 1)Numbers 2)Ages. 3)Greeting 4)Introduce their names.	Count the number from 1-99 Use she and he Memorisation strategies of high frequency structures. Learn the Chinese character stroke	Hello 你好 What is your name? 你叫什么名字? My name is... 我叫... How old are you? 你多大? I am... 我...岁。 Are you busy? 你忙不忙? I am not busy. 我不忙。 I am very busy. 我很忙。 Goodbye! 再见! Good Morning! 早上好!!

Useful texts and websites: memrise.com, gochinese	Home learning 1) Weekly vocabulary tests 2) <i>Practise chinese character</i> 3) <i>Introduce themselves</i>	Further stretch Introduce someone else
ASSESSMENT 1 Reading and writing based on the above topics		
Unit of work	Key knowledge	Key words
Family and home: 1) Family member 2) Pets 3) Birthday	Be able to talk about their family members, pets and also give some further information such as who they are. Be able to use the right measure word. Use connectives 'and' to build up more complicated sentences. Be able to talk everyone's birthday.	How many family members do you have? 你家有几口人? My family has...family members. 我家有...口人。 Do you have pets? 你有宠物吗? I have.. 我有... I don't have. 我没有... When is your birthday? 你的生日是几月几日? My birthday is... 我的生日是...
Useful texts and websites: memrise.com, gochinese,youtube	Home learning 1) <i>Weekly vocabulary tests</i> 2) <i>Practise Chinese Characters by following the stroke order.</i> 3) <i>To create a family tree and label it in target language.</i> 4) <i>Write a paragraph to talk about themselves(hello, name,age, family members, pets and birthday)</i>	Further stretch To use intensifiers: Very 很 To use the connective 'also': 也
ASSESSMENT 2 Listening and speaking based on the above topics		
Unit of work	Key knowledge	Key words

<p>Hobbies:</p> <p>1) Let's play game! 2) I like watching TV. 3) Can you swim? 4) I surf the net on Monday.</p>	<p>Be able to ask hobby and tell today what do you do ?</p> <p>Be able to talk use like and don't like.</p> <p>Be able to use I can and I can't.</p>	<p>What's your hobby? 你的爱好是什么？ My hobby is... 我的爱好是... Do you surf the net today? 今天你上网吗？ Today I surf the net. 今天我上网。 Today I don't surf the net. 今天我不上网。 I like watching TV. 我喜欢看电视。 I don't like to play computer games. 我不喜欢看电视。 Can you swim? 你会游泳吗？</p> <p>I can swim/ I can't swim. 我会游泳./我不会游泳。 I play tennis on Monday. 我星期一打网球。</p>
<p>Useful texts and websites: memrise.com, duolingo.com, BBC bitesize, Zut.co.uk, youtube</p>	<p>Home learning</p> <p>1) <i>Weekly vocabulary tests</i> 2) <i>To write about hobbies and free time</i></p>	<p>Further stretch To use the connective 'also': 也</p>
<p>ASSESSMENT 3 Reading and writing based on the above topics Hurdle test for four skills.</p>		
<p>Unit of work</p>	<p>Key knowledge</p>	<p>Key words</p>
<p>School:</p> <p>1) Chinese is cool 2) What time is your class 3) My timetable 4) Is your class big? 5) Schools in China.</p>	<p>Talking about school subject. Telling the time. Talking about your school timetable. Talking about school in China. Learning more about Chinese characters.</p>	<p>What subject do you like? 你喜欢什么课？ What time do you have...lesson? 你几点有...课？ How many students are there in your class? 你们班有多少学生？</p>
<p>Useful texts and websites memrise.com, duolingo.com, BBC bitesize, Zut.co.uk, youtube</p>	<p>Home learning</p> <p>1) <i>Weekly vocabulary tests</i></p>	<p>Further stretch The use of 多少个</p>

	2) <i>To create a timetable for one week</i>	Students will also practice map-reading skills as well as using a 24-hour clock
ASSESSMENT 4 Listening and speaking based on the above topics		

Year 8 Mandarin

Subject: Year 8 Mandarin,		Subject leader: Mr Nichols
Key skills being taught across the year: Reading, writing, listening and speaking.		
Unit of work	Key knowledge	Key words
<p>In year 8, we will learn the following topics:</p> <p>During the first few weeks of September, year 7 topics are revised in order to encourage memorisation. Students then go on to study the following topics:</p> <p>Food and drink</p> <ol style="list-style-type: none"> 1) I eat rice 2) What do you have for lunch? 3) Daily meals 4) I would like a coke 5) Chinese food 	<p>Talking about what you like to eat and drink.</p> <p>Talking about different kinds of food and drink.</p> <p>Talking about mealtimes.</p> <p>Ordering in a restaurant</p> <p>Regional food</p> <p>Learning more about Chinese characters.</p>	<p>Food and drink vocabulary</p>
Useful texts and websites BBC bitesize, YouTube, Duolingo, Memrise	Home learning <ol style="list-style-type: none"> 1. Weekly vocabulary tests 2. To create a poster about their ideal outfit 3. To write a short paragraph 	<p>Consolidate the words for 'at a restaurant' and film the drama performance</p> <p>Introduce Chinese dragon</p>

	about menu	End of Year Showcase Evening Chinese poetry session
ASSESSMENT 1 A reading and writing assessment on the topic of Hobbies. Key vocabulary should be revised, as well as the preterite and the conditional tenses.		
Unit of work	Key knowledge	Key words
Holidays 1) Weather 2) Countries 3) nationalities and languages 4) Types of places to go on holidays. 5) transport	Students will look at comparatives in order to form more complex opinions and create contrasting sentences. Students will be able to extend their sentences having studied sequencers and interrogatives. Students will revise how irregular verbs are formed in the present tense in order to refine the accuracy of their language. Students will learn listening strategies in order to support them with comprehension. Students will learn about 'false friends' in order to improve their understanding. Students will revise the differences between formal and informal language. They will also look at how the spoken language is used in comparison to the written language.	(Weather, Countries, nationalities and languages, Types of places to go on holiday and activities, Transport, Past tense) MEP extra: - Wider variety of vocab relating to activities done on holiday MEP project: 1. The Land that is China Family + holiday/activity picture Describe & present in class - Weekly vocabulary tests - Present holiday project (Chinese festivals and relevant food) - Writing assessment – check past year Y8 MEP hurdle test
Useful texts and websites BBC bitesize, Zut.co.uk, YouTube, Duolingo, Memrise	Home learning 1. Weekly vocabulary tests 2. To draw a world map 3. To research 10 facts about China	Further stretch
ASSESSMENT 2 A listening and speaking assessment on the topic of the differences between the UK and the target language speaking country. There will be a focus on key communication skills such as range, accuracy,		

and pronunciation.		
Unit of work	Key knowledge	Key words
All about me 1)Colours 2)Adjectives for people 3)Clothes and Colours 4)Daily routine 5)Daily life and clothes	Describing people's appearance using verb-adjectives. Describing your room Talking about clothes and colours Talking about your daily routine Learning about teenager's daily routines and clothes in China.	Colours,Adjectives for people,Clothes and Colours,Daily routine, Daily life and clothes vocabulary
Useful texts and websites BBC bitesize, YouTube, Duolingo, Memrise	Home learning 1. Weekly vocabulary tests 2. To create a poster showing chores you do to help around the house 3. To write a short paragraph about yourself and your routine	Further stretch (Adjectives to describe appearance, Bedroom furniture and prepositions, Colours and clothes, Daily routine) MEP extra: - 又.....又 with adjectives; 然(rán) 后(hòu) - Wider variety of clothes and colours; daily routine activities
ASSESSMENT 3 Students will complete a reading and writing assessment family, friends and social pressures. In their writing, students will be required to include examples of all four tenses they have covered thus far.		
Unit of work	Key knowledge	Key words
Where do you live? 1)my town 2)relative places, 3)future time phrases, 4)occupation and future plan	Talking about places in a town. Learning to use relative place words. Using future time phrases to talk about weekend plans. Describing your house using comparisons. Talking about jobs and what you would like to do in the future.	my town, relative places, future time phrases,occupation and future plan vocabulary
Useful texts and websites BBC bitesize, Zut.co.uk, YouTube, Duolingo, Memrise	Home learning 1. Weekly vocabulary tests 2. To write a blog about your last holiday 3. To plan a holiday to a /Spanish/Mandarin speaking country	Further stretch To be able to understand the relationship between the 4 main tenses (present, past, future and conditional)
ASSESSMENT 4 Students will complete a listening and speaking assessment based on the topics of healthy lifestyle and holidays. There will be a focus on the format of the new speaking GCSE exam format and students will		

be required to demonstrate accurate intonation, fluency, and spontaneity.

PE and Dance

Subject:
PE and Dance

Subject leader:
Rebecca McGlashon

Key skills being taught across the year:

Students are taught various sports in which they are encouraged to develop core practical skills which include balance, coordination and agility. Students acquire, develop, select and apply these skills to different sports and game situations. Students learn how to evaluate, improve performances and acquire deeper knowledge and understanding of health and fitness. Coordination, social interaction and equipment handling skills are also developed. Skills in more detail include:

- Attacking/defending skills, and using them in a game effectively.
- Observation skills, strategies and evaluating them effectively using specific criteria provided,
- Applying rules and safe practice
- Choreographing dances and developing motifs,
- Participating in a performance with confidence.
- Leading warm ups, planning and demonstrating various sport specific exercise.
- Passing, dribbling, control and turning, shooting, outwitting and attacking in a game situation.
- A range of passing and moving skills including footwork & spacing, attacking & defending skills.
- Adhering to the basic rules within modified games.
- Pacing in floating and swimming challenges related speed, distance and personal survival.
- Swimming, unaided for a sustained period over set distances depending on experience.
- Swimming using recognised arm and leg actions, lying on their front and back.
- Batting, bowling and fielding.
- Improving strategy in a game situation for outwitting opponents, striking the ball and score runs.
- Students must also develop skill and knowledge on accurately umpiring sports and games.
- Accurately replicating running, jumping and throwing skills and learn specific techniques for events to improve performances.
- Engaging in performing and improving their skills and personal bests in relation to speed, height and distances.
- Leadership and the coaching of others

Unit of work	Key knowledge	Key words
Athletics	<ul style="list-style-type: none"> ▪ Students research and observe aspects of technique and use the information to become more technically proficient. 	Running, Jumping, Throwing, Individual Performance, Personal Best, speed, height, distance and accuracy.
Basketball (Boys)	<ul style="list-style-type: none"> ▪ Planning, performance and evaluation of work. ▪ Principles of the game i.e. the scoring system and roles of 	Catching, Passing, Dribbling, Body position, footwork. Body position, teamwork, attack, defence.

	specific players.	
Dance	<ul style="list-style-type: none"> ▪ The principles of dance and dance styles, ▪ Performing and choreographing ▪ Reviewing a performance ▪ Self and peer assessing. 	Jump, Turn, Travel, Stillness, Gesture, Dynamics, Space, repetition, Tempo, Canon, Formation, performance
Fitness	<ul style="list-style-type: none"> ▪ Importance of fitness and aspects of body conditioning. ▪ The unit aims to build on that knowledge so that exercise will become an important part of the pupils' lives when they leave school. ▪ Taking responsibility for their own health and fitness. 	warm ups, cool down, health, recovery, pulse, Beats Per Minute, oxygen,
Football	<ul style="list-style-type: none"> ▪ Applying rules ▪ Applying and demonstrating principles of the game i.e. roles of specific players. 	Dribbling, Control, Passing, Shooting, Attacking and Defending play, Communication, Sportsmanship, Team
Netball (Girls)	<ul style="list-style-type: none"> ▪ Applying rules ▪ Applying and demonstrating principles of the game i.e. roles of specific players. 	Catching, Passing, Body position, footwork, teamwork, tactics and strategy.
Swimming (year 7)	<ul style="list-style-type: none"> ▪ Using a range of strokes and personal survival skills 	Freestyle, Drag, Backstroke, Breaststroke, Butterfly, Streamline, Push and Glide
Rounders	<ul style="list-style-type: none"> ▪ Understanding roles that make up a team ▪ Independently participating in a game ▪ Changing rules and applying them 	Batting, Bowling, Fielding. Control, positioning
Useful texts and websites	Home learning	Further stretch

<p>Edexcel GCSE (9-1) PE Third Edition (Edexcel for Gcse) Essential Guide to Dance, 3rd edition AQA GCSE Dance: Student's Book http://www.brianmac.co.uk/index.htm</p>	<ul style="list-style-type: none"> One to Two pieces of homework per subject/sport per half term. 	<p>http://www.bbc.co.uk/education/subjects/znyb4wx http://www.aqa.org.uk/subjects/dance/gcse/dance-8236 http://www.brianmac.co.uk/index.htm http://www.thetimes.co.uk/tto/sport/ http://uk.reuters.com/news/sports https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/9781446933794-gcse016-l2-pe-ppac.pdf http://www.nhs.uk/Livewell/fitness/Pages/physical-activity-guidelines-for-young-people.aspx http://www.mentalhealth.org.uk/help-information/mental-health-a-z/exercise-mental-health/ http://www.danceuk.org/healthier-dancer-programme/</p>
--	--	--

ASSESSMENTS 1, 2 and 3

Unit of work	Key knowledge	Key words
<p>Basketball Dance Football Fitness Netball Swimming</p>	<ul style="list-style-type: none"> Planning, performance and evaluation of work. Principles of the game i.e. the scoring system and roles of specific players. the principles of dance and dance styles, Reviewing a performance Self and peer assessing, Importance of fitness and aspects of body conditioning. The unit aims to build on that knowledge so that exercise will become an important part of the pupils' lives when they leave school. Taking responsibility for their own health and fitness. Applying rules Applying and demonstrating principles of the game i.e. roles of specific players. Applying rules 	<p><i>Please refer to specific topics/sports above</i></p>

	<ul style="list-style-type: none"> ▪ Applying and demonstrating principles of the game i.e. roles of specific players. ▪ using a range of strokes and personal survival skills 	
Useful texts and websites	Home learning	Further stretch
<p>Edexcel GCSE (9-1) PE Third Edition (Edexcel for Gcse) Essential Guide to Dance, 3rd edition</p> <p>AQA GCSE Dance: Student's Book</p> <p>http://www.brianmac.co.uk/index.htm</p>	<ol style="list-style-type: none"> 1. Understanding and explaining the Roles of a team 2. Understanding and explaining the Rules of the game 3. Explaining 5 reasons why we warm up and cool down 4. Explaining the principles of Dance and choreographic devices 5. Explaining the difference between choreographic devices and body actions 6. Research piece on dance Pioneer Merce Cunningham 	<p>http://www.bbc.co.uk/education/subjects/znyb4wx</p> <p>http://www.aqa.org.uk/subjects/dance/gcse/dance-8236</p> <p>https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/9781446933794-gcse016-l2-pe-ppac.pdf</p>
ASSESSMENT 4		
Unit of work	Key knowledge	Key words
<p>Athletics</p> <p>Dance</p> <p>Swimming</p> <p>Rounders</p>	<ul style="list-style-type: none"> ▪ Students research and observe aspects of technique and use the information to become more technically proficient. ▪ using a range of strokes and personal survival skills ▪ Understanding roles that make up a team, ▪ Independently participating in a game. ▪ Changing rules and applying them ▪ The principles of dance and dance styles, ▪ Reviewing a performance ▪ Self and peer assessing, 	<p><i>Please refer to specific topics/sports above</i></p>
Useful texts and websites	Home learning	Further stretch

<p>Edexcel GCSE (9-1) PE Third Edition (Edexcel for Gcse) Essential Guide to Dance, 3rd edition AQA GCSE Dance: Student's Book http://www.brianmac.co.uk/index.htm</p>	<ol style="list-style-type: none"> 1. Understanding and explaining the Roles of a team 2. Understanding and explaining the Rules of the game 3. Explaining 5 reasons why we warm up and cool down 4. Explaining the principles of Dance and choreographic devices 5. Explaining the difference between choreographic devices and body actions 6. Research piece on dance Pioneer Merce Cunningham 	<p>http://www.bbc.co.uk/education/subjects/znyb4wx http://www.aqa.org.uk/subjects/dance/gcse/dance-8236 https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/9781446933794-gcse016-l2-pe-ppac.pdf</p>
--	---	--

Year 7 Computing

Subject: Year 7 Computing		Subject leader: A Rahman
Key skills being taught across the year: Digital Literacy Esafety Programming & Development Scratch Python Kodu		
Unit of work	Key knowledge	Key words
Esafety	<ul style="list-style-type: none"> * Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. * Knows what to do when concerned about content or being contacted. * Knows common uses of information technology beyond the classroom. Shares their use of technology in school. 	file management folders, save, copy, move, rename delete files folders backup copies extensions file types .doc .docx, .ppt, .jpg strong password code of conduct social networking sites cyberbullying
Useful texts and websites http://www.learn-ict.org.uk/esafety/ http://swgfl.org.uk/products-services/esafety https://www.thinkuknow.co.uk/ http://www.kidsmart.org.uk/ http://www.bbc.co.uk/cbbc/shows/stay-safe	Home learning Use PowerPoints at home to revise tasks Homework	Further stretch Revision PowerPoints W:\ICT\Yr7\Esafety

Assessment 1	Online test	E-safety / Computer literacy
Assessment 2	Online test	E-safety / Computer literacy/Scratch/Microbit (python)

Year 8 Computing

Subject: Year 8 Computing		Subject leader: A Rahman
Key skills being taught across the year: Algorithms Microbits App Inventor Programming & Development Python HTML		
Unit of work	Key knowledge	Key words
Understanding Computers	<ul style="list-style-type: none"> ● Distinguish between hardware and software ● Give examples of computer hardware and software ● Draw a block diagram showing CPU, input, output and storage devices ● Name different types of permanent storage device ● Suggest appropriate input and output devices for a simple scenario ● Explain what RAM and ROM are used for 	Hardware Software CPU Input Output Storage Devices
Useful texts and websites http://www.bbc.co.uk/schools/gcsebitesize/ict/system/ https://www.computerhope.com/jargon/h/hardware.htm http://study.com/academy/lesson/what-is-computer-hardware-components-definition-examples.html http://searchmicroservices.techta	Home learning Use PowerPoints at home to revise tasks Homework	Further stretch Revision PowerPoints W:\ICT\Yr8Understanding Computers

rget.com/definition/software https://en.wikipedia.org/wiki/Software		
Assessment 1	Online test	Understanding Computers
Assessment 2	Online test	Understanding Computers/Python/HTML

Year 7 Creative Arts

Subject: Art		Subject leader: Rachel Jones
Key skills being taught across the year: Art – use of visual elements, analytical skills, composition, observational drawing, use of a range of media Design Technology - Analytical skills, to be able to understand design brief and specification, planning and modelling		
Unit of work	Key knowledge	Key words
Identity	Graphic rendering skills Analytical skills Mind mapping Observational drawing Application of a range of medias Presentation of final outcome	Colour, primary, secondary, tertiary, complementary, analogous, rendering, blending, cross hatching, stippling, tone Analysis, content, process, mood, context, form Identity, character, personality, ethnicity, environment, hobbies, likes, dislikes, family, culture, nationality
Useful Texts and Websites https://www.youtube.com/watch?v=k0ztLFtL2Yk https://www.youtube.com/watch?v=7nnYr7EJCXc 2 mins in Power of Art series by Simon Schama https://www.youtube.com/watch?v=3lo5OSGg1k0	Home learning Completion of Name wave Collection of illustrations for mind map Redrafting of analysis Research page on Portraiture Research on an artist Collage of facial features	Further stretch Comparison of 2 portraits in analysis Creative approach to presentation of mind map Final outcome uses multiple inspiration from a range of artists
Assessment 1		
	Key knowledge	Key words
	Continuation of above the Identity project lasts for 20 weeks	

	Home learning	Further stretch
Assessment 2 Yr 7 Art Exam		
Unit of Work	Key knowledge	Key words
Pop Up Mechanisms	Pop Up mechanisms Graphic rendering Colour theory Analytical skills analysing existing products Research skills - primary and artist/designer	Pop-up mechanism. Content, mood, form, process, context. Aesthetics, cost, customer, environment, safety, size, function, materials. Design specification, design brief, technology Colour, primary, secondary, tertiary, complementary, analogous, rendering, blending, cross hatching, stippling, tone,
Useful texts and websites	Home Learning	Further stretch
http://www.marthastewart.com/918288/creating-pop-books-robot-s-abuda https://www.youtube.com/watch?v=7PE4CpqAYa8 https://www.youtube.com/watch?v=vMr6eimcolc https://www.youtube.com/watch?v=GXelf-fpawo	Applying graphic techniques to lettering Research of Pop Up mechanisms as a PowerPoint presentation Pop up book Design a pop up card for a client	Writing original story for Pop Up outcome Research presented as a power point
ASSESSMENT 3		
Unit of work	Key knowledge	Key words
	As above project lasts for 20 weeks	
Useful texts and websites	Home learning	Further stretch

Assessment 4 Yr 7 Design Technology Exam		

Year 8 Creative Arts

Subject: Year 8 Creative Arts		Subject leader: Rachel Jones
Key skills being taught across the year: Art – use of visual elements, analytical skills, composition, observational drawing, use of a range of media Design Technology – analytical skills, to be able to understand design brief and specification, planning and modelling		
Unit of work	Key knowledge	Key words
Visual Elements (Art)	<p>Students will need to demonstrate their understanding and use of the visual elements in Art using a range of media</p> <p>Make a mind map demonstrating the visual elements</p> <p>Students will analyse artwork and produce a piece of extended writing</p>	<p>Line, Tone, Pattern, Shape, Form, Texture, Colour</p> <p>Analysis, content, form, context, intention, mood, process</p>
	Home learning	Further stretch
	<p>Completion of Title Page</p> <p>Collection of images for illustrations</p> <p>Completion or improvement of mind maps and title pages</p> <p>Typing and presentation of extended writing</p>	<p>Students will be required to demonstrate creative outcomes – enabled by looking at exemplar examples and teacher demonstrations</p>
ASSESSMENT 1		

...		
Unit of work	Key knowledge	Key words
Colour and Still Life	<p>Students will demonstrate their ability to compose and draw from observation</p> <p>To apply colour using a range of media</p> <p>Students will analyse artwork and produce a piece of extended writing Present a piece of research on an artist/art movement</p>	<p>Line, Tone, Pattern, Shape, Form, Texture, Colour</p> <p>Analysis, content, form, context, intention, mood, process</p> <p>Composition, background, foreground, focal point, media</p>
	Home learning	Further stretch
	<p>Completion of Title Page Collection of images for illustrations Completion or improvement of mind maps and title pages Typing and presentation of extended writing Research on artists and art movements</p>	<p>Students will be required to demonstrate creative outcomes – enabled by looking at exemplar examples and teacher demonstrations Students encouraged to take their own digital photos</p>
ASSESSMENT 2		
Lower School Exam on Art		
Unit of Work	Key knowledge	Key words
Design technology (these schemes of work are currently under review)	<p>Students will demonstrate their knowledge and understanding of design brief, design specification</p> <p>Students will analyse a product</p> <p>Students will plan and model a product designed for a client</p> <p>Students will present a piece of research on products/designers</p>	<p>Aesthetics, cost, costumer, environment, safety, size, function, materials</p>

	Home learning Research on a product/designer	Further stretch
ASSESSMENT 3 ...		
Unit of work	Key knowledge	Key words
Useful texts and websites	Home learning	Further stretch
ASSESSMENT 4 Lower School Exam on Design technology		

Year 7 Drama

Subject: Year 7 Drama		Subject leader: Vanessa Naraine
Key skills being taught across the year: <p>In Year 7 students are introduced to new Drama techniques and Devising tools which they will use to create and perform their own pieces in front of an audience each lesson. The skills taught are broken down into three areas; Devising, Performing, and Evaluation, Analysis and Reflection which students are formatively assessed on. The summative assessment comes at the end of the year where students will sit a written paper based on the use of physical and vocal skills as well as keyword analysis. They will also have a practical assessment at the end of each term which aims to showcase their use of physical and vocal skills as well as application of drama techniques and staging. Towards the end of the year students will be introduced to GCSE assessment objectives and begin to understand them through practical exploration and written assessment.</p> <p>Through storytelling, teacher in role, script analysis and introduction of new drama skills and techniques, students will develop confidence, engage actively in discussions, work as an ensemble and creatively devise work for performance. They will become critical thinkers, problem solvers, group leaders and imaginative designers through the power of Drama and it's ethos of 'Passion, Progress, Participation'.</p> <p>Drama Skills Taught: Naturalism vs Abstract, Thought-tracking, creating mood/atmosphere, understanding genre, climax and anti-climax, mime, narration, vocal skills, physical skills, stage formations, building tension, performance from script.</p> <p>Transferable skills gained: Voice Projection, Eye contact, Deep questioning, Interpersonal and Communication skills, Language Analysis, Leadership, Critical Reasoning, Non-verbal Communication, Teamwork, Discipline, Time Management, Delegation.</p>		
Unit of work	Key knowledge	Key words
<p>Introduction to Drama Skills A 7-8 week course designed to equip students with basic tools and techniques required at GCSE level. Students are taught a different skill each week which they must practically put into practice through performance and verbally critique the work of others.</p>	<ul style="list-style-type: none"> - Basic techniques to explore a character e.g. thought-tracking, altering vocals and adapting body language. - Introduction to the form and structure of performances i.e. Staging, Climax & Anti Climax. - Understanding of specific Drama vocabulary - Spellings/definitions/ used for/effectiveness. 	<ul style="list-style-type: none"> - Abstract - Thought-tracking - Mood/atmosphere - Genre - Climax & Anti-climax - Tension - Mime - Narration - Contrast

<p>Useful texts and websites Edexcel GCSE (9-1) Drama Student Book Drama Progress Booklet - Glossary and Success Steps. Understanding techniques - http://dramaresource.com/drama-strategies/ Performance Skills - http://www.bbc.co.uk/education/topics/zqwj6sg</p>	<p>Home learning</p> <ul style="list-style-type: none"> - Glossary revision - Memorising definitions of vocal and physical skills - Analysing work of others - Evaluating a performance - Completion of Progress Booklet Tasks 	<p>Further stretch</p> <ul style="list-style-type: none"> - Research techniques on websites provided both before and after they have been taught. - Attending Public Speaking Club - Applying to become a Drama Scholar - Seeing as much live theatre as possible.
<p>ASSESSMENT 1 Written - Spelling Test on Keywords, Multiple choice question paper on definitions, Analysing performance question. Practical - Devising a scene incorporating as many learnt techniques and skills as possible.</p>		
Unit of work	Key knowledge	Key words
<p><i>Darkwood Manor</i> Based on the concept of a haunted house, students develop a character which they will develop and sustain over 7-8 weeks. Through storytelling and teacher in role, students will have the chance to employ their previously learnt knowledge to create believable scenes with a spooky atmosphere, imaginative characters and engaging plots.</p>	<ul style="list-style-type: none"> - Basic set design - Believable characterisation - Building tension through climax and anti-climax. - Aesthetics of staging - Application of physical and Vocal Skills 	<ul style="list-style-type: none"> - Spontaneous Improvisation - Climax & Anti-climax - Tension - Suspense - Repetition - Canon - Formation
<p>Useful texts and websites Edexcel GCSE (9-1) Drama Student Book Drama Progress Booklet - Glossary and Success Steps. Writing in role - http://www.bbc.co.uk/schools/gcsebitesize/drama/responding/inrolewritingrev1.shtml Performance Skills - http://www.bbc.co.uk/education/topics/zqwj6sg</p>	<p>Home learning</p> <ul style="list-style-type: none"> - Writing a diary entry in role as character. - Designing a set for Darkwood Manor - Researching and writing a character profile. - Tasks to complete in Drama Progress Booklet. 	<p>Further stretch</p> <ul style="list-style-type: none"> - Attend Extra-Curricular Drama Clubs. - Audition for roles in school productions. - Write a monologue in role as created character - Create an actual set for Darkwood Manor using a box as the stage.

<p>ASSESSMENT 2 Written - Discussion and evaluation of the vocal and physical skills you would employ as a director. Practical - Creation of a haunted atmosphere by building tension through sound and movement.</p>		
Unit of work	Key knowledge	Key words
<p>Waxworks Over a 7-8 week period, students will focus on the use of physical skills to portray a Waxwork model and vocal skills to represent their emotions. Like the movie 'Night at the Museum' students will bring their waxworks to life as they try to formulate plans through debate, problem solving and imagination to prevent the council from closing down the museum which they inhabit.</p>	<ul style="list-style-type: none"> - Use of posture, physicality and stillness. - Marking the Moment with slow motion - Using appropriate pace/pitch/tone of voice to express emotion/feeling. - Analysis and Evaluation of your work and others'. 	<ul style="list-style-type: none"> - Posture - Physicality - Stillness - Slow-motion - Cliffhanger - Montage - Flashback - Tone - Pace - Pitch - Monologue
<p>Useful texts and websites Researching Waxworks - https://www.madametussauds.com Watching the movie 'Night at the Museum'. Edexcel GCSE (9-1) Drama Student Book Drama Progress Booklet - Glossary and Success Steps.</p>	<p>Home learning -Task completion in Drama Progress Booklets. - Research the term abstract and discuss how we apply abstract techniques as well as explain their impact/purpose. - A visit to a waxwork museum. - Research on celebrity character traits, famous phrases.</p>	<p>Further stretch</p> <ul style="list-style-type: none"> - Attend Drama Club Thursday lunchtime - Write a diary entry in role as Waxwork. - Practice Posture & Movement of waxwork at home.
<p>ASSESSMENT 3 Written - Exam style questions on how vocal and physical skills were utilised when performing in role as a waxwork. Practical - Devising an abstract scene which uses movement and voice to portray the mind journey of Mr Jones (Museum Owner).</p>		
Unit of work	Key knowledge	Key words
<p>Charlie & the Chocolate Factory - Script Based Students will understand theatrical choices made to</p>	<ul style="list-style-type: none"> - Practical demonstration of choices for characterisation. - Communication of ideas 	<ul style="list-style-type: none"> - Pace - Status - Levels - Intonation

<p>communicate ideas for performance and realise 'page to stage'. They will practically consider ways and develop ideas in which performers, designers and directors create impact and meaning through: Vocal and Physical skills, Set and Props, Lighting and Sound, Costume and Makeup, Use of stage space and spacial relationships. This will be learnt through script work based on Charlie and the Chocolate Factory which directly links to Assessment Objective 3 of the GCSE.</p>	<p>based on 'page to stage'.</p> <ul style="list-style-type: none"> - Show understanding of how a script is brought to life by a performer. - Demonstrate an understanding of how Drama and Theatre is developed and performed. 	<ul style="list-style-type: none"> - Accent - Articulation - Script - Characterisation - Reactions - Staging - Monologue
<p>Useful texts and websites Charlie and the Chocolate Factory - Roald Dahl Charlie and the Chocolate Factory Script - http://folio4me.co.uk/cce/uploads/Charlie%20and%20the%20Chocolate%20Factory%20Script.pdf Edexcel GCSE (9-1) Drama Student Book Drama Progress Booklet - Glossary and Success Steps.</p>	<p>Home learning</p> <ul style="list-style-type: none"> - Completion of tasks in Drama Progress Booklet - Rehearsal of script extracts - Understanding Assessment Objective 3 of the Drama GCSE - Character Profile based on questions provided. 	<p>Further stretch</p> <ul style="list-style-type: none"> - Monologue practice - Writing in role - Diary entry, letter to another character - Utilizing the 'Advanced' vocal and physical skills in practical work. - Preparing a performance in your own time based on script.
<p>ASSESSMENT 4 Written - Response to exam style questions about realisation of ideas from point of view of performer, director and designer. Practical - Individual monologue presenting one character for performance.</p>		

Year 8 Drama

Subject: Year 8 Drama		Subject leader: Vanessa Naraine
<p>Key skills being taught across the year:</p> <p>In Year 8 students are re-introduced to skills and conventions learnt in Year 7 but in greater depth in order to not only to consolidate prior knowledge but prepare them for GCSE. Students are taught more complex Drama character conventions such as status, motive and hot seating which require them to consider aspects of their character from various perspectives so that they are able to portray them more convincingly in performance. Assessment continues to be based on the mastery of Devising, Performing and Reflection, Analysis and Evaluation which is taken directly from GCSE criteria.</p> <p>Year 8 sees students explore, analyse and devise from various stimuli material including photographs, documentaries, advertisements and scripts and culminate this into imaginative and creative performance. Students will study the issue of bullying, the genre of Horror, historical Melodrama and the art of characterisation using Drama as a tool for this explorative process.</p> <p>Drama Skills Taught: Building Tension, Portraying Stereotypes, Features of a Drama Practitioner's work, Narration, Interpreting Stimulus, Stagecraft, Hotseating, Stock characters in a Victorian Melodrama, Role-on-the Wall, Status, Proxemics, intermediate and advanced Vocal & Physical Skills.</p> <p>Transferable skills gained: Dealing with bullying, developing patience, ability to compromise and communicate through consistent group work, being aware of body language and how to adapt to distracting, uncomfortable or sensitive situations, discipline, thinking on your feet, developing initiative, proactivity, creativity, meeting deadlines, empathy, critical thinking, gaining confidence.</p>		
Unit of work	Key knowledge	Key words
<p><i>The Fog - Moral Horror</i> This 7-8 week scheme follows the frightening journey of a group of students lost in a terrible fog. Based on a true story this unit introduces students to the conventions of the thriller/horror genre whilst learning to use tools such as hot seating and role-play to empathise with the non-fictional protagonists.</p>	<ul style="list-style-type: none"> - Building tension to a climax - Portraying stereotypical characters - Interpreting Stimulus - Use of narration as an informative tool - The art of stagecraft - Hotseating - Introduction to Steven Berkoff's (theatre practitioner) conventions. 	<ul style="list-style-type: none"> - Abstract - Thought-tracking - Mood/atmosphere - Genre - Climax & Anti-climax - Tension - Mime - Narration - Contrast
<p>Useful texts and websites Edexcel GCSE (9-1) Drama Student Book Drama Progress Booklet - Glossary and Success Steps.</p>	<p>Home learning</p> <ul style="list-style-type: none"> - Understanding the conventions of horror/thriller. - Research how to build 	<p>Further stretch</p> <ul style="list-style-type: none"> - In own time, devise a short horror scene based on a newspaper article as a stimulus to present in

<p>Conventions of Horror - http://iconicpictures.weebly.com/conventions-of-horror.html</p>	<p>tension in a stage play.</p> <ul style="list-style-type: none"> - Research Theatre Practitioner Steven Berkoff. - Consistently reference the Drama success steps to see what you must do to achieve the next stage up. 	<p>class.</p> <ul style="list-style-type: none"> - Write a script for a horror scene including stage directions. - Design a costume for the villain in a horror play.
--	---	---

ASSESSMENT 1

Written - Exam style question based on the use of performance and design skills to communicate the horror genre to an audience.

Practical - Devising a horror scene which builds tension to a climax.

Unit of work	Key knowledge	Key words
<p>Victorian Melodrama Over 7 weeks students are taught the ingredients and characters of Victorian Melodrama. This is an introduction to historical theatre which aims to explore the social and cultural aspects of Theatre. Students will work from a script to portray the stock characters found in Melodrama as well as understand and utilise the conventions of this style of theatre. Exaggeration of voice, body language and facial expressions is the key to success in this Unit.</p>	<ul style="list-style-type: none"> - Interpreting a script for performance. - Stock characters signature gestures and catchphrases. - Loop Dialogue - Ingredients/conventions of a Melodrama - Capturing action in a tableau 	<ul style="list-style-type: none"> - Stock Characters - Conventions - Tableaux - Exaggeration - Sensational Plot - Intensify Emotion - Musical Accompaniment
<p>Useful texts and websites Edexcel GCSE (9-1) Drama Student Book History of Entertainment - J. Harvey (1977) Villainous Victorians - T.Deary (2010)</p>	<p>Home learning</p> <ul style="list-style-type: none"> - Research the conventions and features of a Victorian Melodrama. - Completion of tasks in Drama Progress Booklet. - Practice exaggeration of signature gestures and catchphrases. - Research and memorise the catchphrases of stock characters. 	<p>Further stretch</p> <ul style="list-style-type: none"> - Attend Public Speaking Club Thursday Lunchtime. - Read 2 books from the reading list in Drama Progress Booklet and record learning. - Write a script for the 3 protagonists in a Victorian Melodrama. - Watch some clips on Melodrama performed.

ASSESSMENT 2

Written - Identify and explain key features of a Victorian Melodrama and their importance.

Practical - Rehearse and perform a Loop Dialogue script

Unit of work	Key knowledge	Key words
<p>The Party Through Drama strategies, students are taught to deal with the issue of bullying. They will learn how a person feels when being bullied, explore the negative effects of bullying, analyse why someone might become a bully and what can be done to resolve the issue.</p>	<ul style="list-style-type: none"> - Issues surrounding bullying - Negative effects. - How to tackle bullying - Status and hierarchy in society - Techniques to explore internal and external aspects of a character. - Proxemics and spacial relationships. 	<ul style="list-style-type: none"> - Proxemics - Status - Hotseating - Role-on-the-Wall - Protagonist - Empathy - Pitch, Tone, Pace and Volume - Space & Levels - Posture
<p>Useful texts and websites Tackling Bullying - www.stopbullying.gov/kids/what-you-can-do/ www.girlshealth.gov/bullying/school/ Edexcel GCSE (9-1) Drama Student Book Drama Progress Booklet - Glossary and Success Steps.</p>	<p>Home learning -Task completion in Drama Progress Booklets. - Research statistics of bullying - Research what you can do to stop bullying. - Revise keywords and definitions in Drama Progress Booklet.</p>	<p>Further stretch</p> <ul style="list-style-type: none"> - Attend Drama Club Thursday lunchtime - Design a poster to promote Anti-Bullying - Use researched statistics in Drama piece. - Plan and deliver a tutor time activity around the issue of bullying. - Compile a list of hierarchy in today's Society and match with appropriate vocal and physical skills.

ASSESSMENT 3

Written - Answering exam style questions based on how you would play a character being bullied and why.

Practical - Create a scene which incorporates researched statistics to raise awareness in the audience.

Unit of work	Key knowledge	Key words
<p>Stimuli This Unit encourages students to use their imaginations and creativity to devise work based on given stimulus material - Factual or Fictitious. The stimulus material ranges from</p>	<ul style="list-style-type: none"> - Creating and developing ideas. - Communicating meaning for theatrical performance - Interpreting stimuli - Marking the moment of Climax within a scene 	<ul style="list-style-type: none"> - Stimulus - Response - Flashback - Direct address narration - Berkoff Wall - Symbolism - Representation

<p>photographs and poems to video clip from a documentary and objects. Students will explore the given stimuli and respond using Drama skills and techniques. Interpreting stimulus directly links to the Assessment Objectives (A01) of the GCSE. Topics currently studied in this unit are; The Syrian refugee crisis, The term 'Freedom is not Free', Pirates, The Operating Theatre and The creepy staircase.</p>	<ul style="list-style-type: none"> - Personification of inanimate objects - Stage directions - Direct address 	<ul style="list-style-type: none"> - Interpretation
<p>Useful texts and websites Edexcel GCSE (9-1) Drama Student Book Drama Progress Booklet - Glossary and Success Steps. Responding to stimuli - http://www.bbc.co.uk/schools/gcsebitesize/drama/drama_wjec/devisedperformance/taskone3.shtml The Methuen drama dictionary of the theatre - J. Law (2011) So You Want to be a Theatre Director? - S. Unwin (2004)</p>	<p>Home learning</p> <ul style="list-style-type: none"> - Understanding Assessment Objective 1 of the Drama GCSE - Completion of tasks in Drama Progress Booklet. - Discussing how you would interpret a stimulus through Drama. - Explaining what you wish to communicate to your audience. 	<p>Further stretch</p> <ul style="list-style-type: none"> - Leading/directing group work. - Incorporating the stimulus into your piece. - Thinking about the stimulus in relation to social, cultural, historical context.
<p>ASSESSMENT 4 Written - Response to exam style questions about realisation of ideas from point of view of performer, director and designer. Practical - Group devising task based on a news article stimulus of their choice.</p>		



Year 7 Music

Subject: Year 7 Music		Subject leader: Mr Morgan
<p>Key skills being taught across the year: Learn how to play music on instruments and understand the listening, analysis, theory equivalent to that level of playing.</p> <p>Delivery of Music in Year 7 consists of two single periods of music per week:</p> <ul style="list-style-type: none"> ● 1x 50min Session - Instrumental Work ● 1x 50min Session - Musicianship/Keyboard skills/Singing/Theory 		
Unit of work	Key knowledge	Key words
Solo Performance	<ul style="list-style-type: none"> ● How to read and write staff notation ● How to learn by ear ● How to play an instrument using the correct technique ● How to perform ● How to rehearse and get better ● How to work collaboratively using different group roles and collaborative learning techniques ● How to sing simple melodies in unison ● How to manipulate musical rhythms using the Kodaly method 	<ul style="list-style-type: none"> ● Notation ● Kodaly ● Stave ● Time Signature ● Crotchet/Minim/Quaver ● Tempo ● Metre ● Rhythm
<p>Useful texts and websites https://listercommunitymusic.com/ - has links to all of the music being used at KS3 and links to practice videos that students can watch</p>	<p>Home learning Students are expected to practice their instrument four times a week for 15 minutes at home. Students are expected to log into the school website to access emails and class videos on Google Classroom in order to reflect and give feedback on performing work.</p>	<p>Further stretch</p> <ul style="list-style-type: none"> ● Differentiated pieces & resources allow for stretch to all students ● Group leader / collaborative learning opportunities ● Every student has the opportunity to access free instrumental tuition at Lister ● There is an abundance of ensembles that run at the school that students can join ● Performance opportunities
<p>Progress Review - End of Autumn 1 Students perform a piece on their instruments and take a short music theory test to demonstrate progress.</p>		
Unit of work	Key knowledge	Key words

Solo Performance	<ul style="list-style-type: none"> ●How to read & write staff notation ●How to learn by ear ●How to play an instrument using the correct technique ●How to perform ●How to rehearse and get better ●How to work collaboratively using different group roles collaborative learning techniques ●How to sing simple songs with more than one part ●How to manipulate musical rhythms using the Kodaly method 	<ul style="list-style-type: none"> ● Notation ● Rests ● Crotchet/Minim/Quaver ● Rhythm ● Tempo ● Metre
Useful texts and websites https://listercommunitymusic.com/ - has links to all of the music being used at KS3 and links to practice videos that students can watch	Home learning Students are expected to practice their instrument four times a week for 15 minutes at home. Students are expected to log into the school website to access emails and class videos on Google Classroom in order to reflect and give feedback on performing work.	Further stretch <ul style="list-style-type: none"> ●Differentiated pieces & resources allow for stretch to all students ●Group leader / collaborative learning opportunities ●Every student has the opportunity to access free instrumental tuition at Lister ●There is an abundance of ensembles that run at the school that students can join ●Performance opportunities
Assessment - End of Autumn 2 (Data Collection Cycle One) At the end of the unit students perform a solo piece on their instrument and take a formal written test.		
Unit of work	Key knowledge	Key words
Solo performance with elements of ensemble and improvisation.	<ul style="list-style-type: none"> ●How to play an instrument using the correct technique ●How to work collaboratively ●Playing a piece with more than 1 part as part of a small group ●How to improvise and take turns improvising ●Reading staff notation ●Assessing own and others playing ●Discussing music using relevant vocab ●Learning how to rehearse & practice ●Playing by ear 	<ul style="list-style-type: none"> ● Dynamics ● Ensemble ● Improvisation ● Performance Directions ● Instrumentation
Useful texts and websites	Home learning	Further stretch

<p>https://listercommunitymusic.com/ - has links to all of the music being used at KS3 and links to practice videos that students can watch</p>	<p>Students are expected to practice their instrument four times a week for 15 minutes at home.</p> <p>Students are expected to log into the school website to access emails and class videos on Google Classroom in order to reflect and give feedback on performing work.</p>	<ul style="list-style-type: none"> ● Differentiated pieces & resources allow for stretch to all students ● Group leader / collaborative learning opportunities ● Every student has the opportunity to access free instrumental tuition at Lister ● There is an abundance of ensembles that run at the school that students can join ● Performance opportunities
---	---	--

End of Unit Assessment - End of Spring 2

At the end of the unit students perform both a solo piece and demonstrate some improvising using a given scale.

Unit of work	Key knowledge	Key words
Ensemble	<ul style="list-style-type: none"> ● How to play an instrument using the correct technique ● How to work collaboratively ● Playing a piece with more than 1 part as part of a small group ● Reading staff notation ● Assessing own and others playing ● Discussing music using relevant vocab ● Learning how to rehearse & practice ● Playing by ear 	<ul style="list-style-type: none"> ● Ensemble ● Rhythmic Dictation ● Kodaly ●

<p>Useful texts and websites</p> <p>https://listercommunitymusic.com/ - has links to all of the music being used at KS3 and links to practice videos that students can watch</p>	<p>Home learning</p> <p>Students are expected to practice their instrument four times a week for 15 minutes at home.</p> <p>Students are expected to log into the school website to access emails and class videos on Google Classroom in order to reflect and give feedback on performing work.</p>	<p>Further stretch</p> <ul style="list-style-type: none"> ● Differentiated pieces & resources allow for stretch to all students ● Group leader / collaborative learning opportunities ● Every student has the opportunity to access free instrumental tuition at Lister ● There is an abundance of ensembles that run at the school that students can join ● Performance opportunities
---	---	--

Assessment - End of Summer 2 (Data Collection Cycle Two)

At the end of the year students perform a solo piece and ensemble piece on their instrument and take a formal written test that covers aspects of all theoretical work completed during Yr7.

Year 8 Music

Subject: Year 8 Music		Subject leader: Mr Morgan
<p>Key skills being taught across the year: Continue to learn how to play music on instruments and understand the listening, analysis, theory equivalent to that level of playing</p> <p>Delivery of Music in Year 8 consists of two single periods of music per week:</p> <ul style="list-style-type: none"> • 1x 50min Session - Instrumental Work 1x 50min Session - Musicianship/Keyboard skills/Singing/Theory 		
Unit of work	Key knowledge	Key words
Solo Performance	<ul style="list-style-type: none"> •How to read and write staff notation •How to learn by ear •How to play an instrument using the correct technique •How to perform •How to rehearse and get better •How to work collaboratively using different group roles and collaborative learning techniques •How to think and talk about music using theoretical knowledge as a starting point •How to correctly notate rhythms that are being played 	<ul style="list-style-type: none"> • Notation • Kodaly • Stave • Rhythmic Dictation • Rests • Scale
<p>Useful texts and websites https://listercommunitymusic.com/ - has links to all of the music being used at KS3 and links to practice videos that students can watch</p>	<p>Home learning Students are expected to practice their instrument four times a week for 15 minutes at home. Students are expected to log into the school website to access emails and class videos on Google Classroom in order to reflect and give feedback on performing work.</p>	<p>Further stretch</p> <ul style="list-style-type: none"> •Differentiated pieces & resources allow for stretch to all students •Group leader / collaborative learning opportunities •Every student has the opportunity to access free instrumental tuition at Lister •There is an abundance of ensembles that run at the school that students can join •Performance opportunities
<p>Progress Review - End of Autumn 1 Students perform a piece on their instruments and take a short music theory test to demonstrate</p>		

progress.		
Unit of work	Key knowledge	Key words
Ensemble Performance	<ul style="list-style-type: none"> • Playing a piece with more than 1 part as part of a small group • Instrumental technique • Reading staff notation • Assessing own and others playing • Discussing music using relevant vocab • Learning how to rehearse & practice • Playing by ear 	<ul style="list-style-type: none"> • Metre • Rhythmic Dictation • Instrumentation • Rests
Useful texts and websites https://listercommunitymusic.com/ - has links to all of the music being used at KS3 and links to practice videos that students can watch	Home learning Students are expected to practice their instrument four times a week for 15 minutes at home. Students are expected to log into the school website to access emails and class videos on Google Classroom in order to reflect and give feedback on performing work.	Further stretch <ul style="list-style-type: none"> • Differentiated pieces & resources allow for stretch to all students • Group leader / collaborative learning opportunities • Every student has the opportunity to access free instrumental tuition at Lister • There is an abundance of ensembles that run at the school that students can join • Performance opportunities
Assessment - End of Autumn 2 (Data Collection Cycle One) At the end of the unit students perform an ensemble piece on their instrument and take a formal written test.		
Unit of work	Key knowledge	Key words
Solo performance with improvisation.	<ul style="list-style-type: none"> • How to play an instrument using the correct technique • How to work collaboratively • How to improvise and take turns improvising • Reading staff notation • Assessing own and others playing • Discussing music using relevant vocab • Learning how to rehearse & practice • Playing by ear 	<ul style="list-style-type: none"> • Dynamics • Ensemble • Improvisation • Performance Directions • Instrumentation

<p>Useful texts and websites https://listercommunitymusic.com/ - has links to all of the music being used at KS3 and links to practice videos that students can watch</p>	<p>Home learning Students are expected to practice their instrument four times a week for 15 minutes at home. Students are expected to log into the school website to access emails and class videos on Google Classroom in order to reflect and give feedback on performing work.</p>	<p>Further stretch</p> <ul style="list-style-type: none"> ● Differentiated pieces & resources allow for stretch to all students ● Group leader / collaborative learning opportunities ● Every student has the opportunity to access free instrumental tuition at Lister ● There is an abundance of ensembles that run at the school that students can join ● Performance opportunities
---	---	--

End of Unit Assessment - End of Spring 2
At the end of the unit students perform both a solo piece and demonstrate some improvising using a given scale.

Unit of work	Key knowledge	Key words
Instrumental Performance and Compositional Techniques	<ul style="list-style-type: none"> ● How to compose a chord sequence and vary the texture ● How to improvise simple melodic ideas to create melody ● How to record musical ideas using staff notation ● How to record ideas into Logic using correct processes 	<ul style="list-style-type: none"> ● Composition ● Chords ● Melody ● Diatonic ● Structure ● Form
<p>Useful texts and websites https://listercommunitymusic.com/ - has links to all of the music being used at KS3 and links to practice videos that students can watch</p>	<p>Home learning Students are expected to practice their instrument four times a week for 15 minutes at home. Students are expected to log into the school website to access emails and class videos on Google Classroom in order to reflect and give feedback on performing work.</p>	<p>Further stretch</p> <ul style="list-style-type: none"> ● The composition booklets are differentiated to allow access for everyone ● Students have the opportunity to create more complex compositions ● Collaborative learning opportunities <p>Instrumentally:</p> <ul style="list-style-type: none"> ● Every student has the opportunity to access free instrumental tuition at Lister ● There is an abundance of ensembles that run at the school that students can join ● Performance opportunities

Assessment - End of Summer 2 (Data Collection Cycle Two)
At the end of the unit students perform a solo piece in order to demonstrate instrumental progress throughout the year while also handing in a short composition. Students also take a formal written test that covers aspects of all theoretical work completed during Yr8.

Assessment dates

	AC1	AC2	Parents' Evening
Year 7	<p>Assessment Fortnight:</p> <ul style="list-style-type: none"> • Tuesday 10th to Friday 13th December • Monday 6th to 10th January <p>AC1 deadline: Thursday 23rd January</p>	<p>Assessment Fortnight:</p> <ul style="list-style-type: none"> • Monday 8th to Friday 19th June <p>AC2 deadline: Thursday 2nd July</p>	<p>Wednesday 29th April (4.00pm to 7.00pm)</p>
Year 8	<p>Assessment Fortnight:</p> <ul style="list-style-type: none"> • Tuesday 10th to Friday 13th December • Monday 6th to 10th January <p>AC1 deadline: Thursday 23rd January</p>	<p>Assessment Fortnight:</p> <ul style="list-style-type: none"> • Monday 8th to Friday 19th June (Progress Test Series - Eng, Maths & Sci In Hall) <p>AC2 deadline: Thursday 2nd July</p>	<p>Wednesday 29th January (4.00pm to 7.00pm)</p>

PSHE

Our PSHE (Personal, Social, Health and Economic) provision plays an essential role in equipping our learners with the knowledge, attitude and skills to stay healthy both physically and mentally; to become imaginative and informed thinkers about contemporary experiences and world affairs; and to support our learners to become confident, resilient and skilled young adults preparing learners for life after Lister.

PSHE is incorporated into all aspects of our Lister Learner's school life, underpinning our provisions of pastoral care. PSHE is delivered in a number of ways:

- Embedded into the curriculum
- Super learning days
- Thought for the week in tutor time
- External facilitators
- Workshop sessions

Core themes and Concepts	Topics
Relationships	<p>Year 7:</p> <ul style="list-style-type: none"> ● Appearance Ideals ● Healthy relationships workshop: Self-esteem, influences, peer pressure and the impact on society ● Challenging stereotypes ● LGBT+ and HBT bullying prevention ● Negative Relationships: Gang myths and realities, membership, weapon choices and consequences <p>Year 8:</p> <ul style="list-style-type: none"> ● Negative relationships: Gangs, violence and videos ● Healthy relationships and self esteem (working in teams, friendships, romantic relationships) ● Bullying prevention ● Challenging stereotypes and prejudice ● LGBT+ and HBT bullying prevention
Health and Wellbeing	<p>Year 7:</p> <ul style="list-style-type: none"> ● First Aid training, building confidence in emergencies ● Head start: Building resilience and coping with stress ● Exploring mental health, different illnesses, knowing the signs and coping with grief ● Sleeping routines ● Hygiene (dental and personal) ● Puberty <p>Year 8:</p> <ul style="list-style-type: none"> · Looking after your physical and emotional well-being · Risky behaviours and consequences, including cutting, drugs, alcohol & online relationships · Stop and search · Negative effects of excessive alcohol and cigarettes · The truth about drugs - negative effects on the mind and body · Legal and illegal substances · A balanced diet and its benefits · Headstart: Building resilience and goal settings
Living in the wider world	<p>Year 7:</p> <ul style="list-style-type: none"> ● British values and character values ● Understanding diversity ● Community cohesion ● E-Safety; including: the dangers of social networking sites, responding to possible dangers, maintaining a secure identity, identifying common types of cyber crime, protection from hacking and understanding copyright law ● British values and character values ● Understanding diversity

	<ul style="list-style-type: none"> ● Community cohesion ● Roadside distraction and dangers ● Basic Life Skills <p>Year 8:</p> <ul style="list-style-type: none"> ● Internet safety and cyberbullying prevention ● First Aid training, building confidence in emergencies ● Fire Safety in the home ● Impact day with London Fire Brigade, keeping safe in London ● Fake news ● Knife Crime
--	--

The Scholars' Programme - Lower School

The Lister Scholars' Programme aims to provide a stimulating and challenging learning environment for the most able students through seminars, clubs, trips, and competitions, as well as specially created in-class provision. Through broadening students' cultural capital and pursuing their academic ability we work to support these high attaining students to reach their full potential in the Lower School and thus help prepare them to succeed as they move into Upper School and beyond.

Seminars

Weekly seminars, run by teachers within the school who have a specialised interest in that area, allow students to access new and exciting topics beyond the curriculum and thus give them the opportunity to learn, discuss and ask questions about these topics. Previous seminar topics have included the criminal justice system, outer space and the link between music and architecture. Students thrive off the passion of the teachers and are able to take their new knowledge into different contexts, making links and forming further understanding.

Debate Club

The weekly debate club gives students on the Scholars Programme the opportunity to develop a number of valuable skills such as the art of discussion, public speaking and debate. Putting these skills in practice through debating different topics helps them to build their confidence and oracy skills which will serve them well as they look at applying for the most competitive universities and colleges and then move into the world of work. Students will work towards competitions locally and nationally.

Trips

Trips to art galleries, museums, and prestigious Universities such as Oxford or Cambridge, seek to offer new and exciting experiences to students on the Scholars Programme, grow their cultural capital, and expose them to the opportunities that are available to them following their graduation from Lister. Through doing this, we ensure students' knowledge of the world around them continues to expand and thus further support them in achieving fantastic results as well as becoming well- rounded individuals.

Competitions

Various competitions at Lister encourage students to be autonomous, further develop valuable skills and challenge themselves. The competitions mean students can take their knowledge and interests and

independently apply them to create exciting and original entries. Competitions held throughout the year include the Spoken Word Competition, Essay Competition and Debating Competitions.

In-Class Provision

Each student on the Scholars Programme is identified and tracked throughout the school and thus each teacher is aware of the level of challenge they should be offering these students within their lessons. Through careful monitoring and tracking, Scholar students are supported in continuing to be the highest achievers and, in turn, influence others around them to do the same.

Lister is privileged to host Newham's specialist Resourced Provision for Deaf Students. The provision consists of specialist Teachers of the Deaf, Educational Communicators (Ed Comm) and a Deaf Support Assistant (DSSA) who all work closely with mainstream staff to support the needs of the Deaf students within the school. Students that are supported as part of the Resourced Provision receive a broad and balanced curriculum, which matches their individual needs. We work closely with external agencies that include, but are not limited to: Speech and Language Therapy, Audiologists, sensory services and occupational therapy to ensure that our support is tailored to support each student's specific needs. Deaf students are fully integrated into the life of the school to ensure they are all able to contribute to the cultural and social activities of the school.

At Lister we use a Total Communication (TC) approach to language. This means we will use the language system that a student requires in order to communicate with them. For some students this will be oral English and others British Sign Language (BSL). However, there are a large number of students who use a mix of both languages to aid their communication.

A significant number of students within the DSD are currently within the lower school system, therefore it is likely that lower school students will come into contact with their Deaf peers on a regular basis. We give tips and hints throughout the year about how to effectively communicate with Deaf peers but here are some to get you started.



Subject	Information
<p>English</p>	<p>Students are taught in small groups in a literacy rich environment that provides opportunities for them to develop their reading, writing and speaking and listening skills, with the aim that they will develop a level of functional literacy that enables them to recognise, understand and be instructed by commonly found text in the environment.</p> <p>Teaching will be individualised to each student's learning needs and will cover core skills of:</p> <p>Reading</p> <ul style="list-style-type: none"> · Phonemic awareness · comprehension <p>Writing</p> <ul style="list-style-type: none"> · spelling · handwriting · sentence construction <p>Speaking and Listening</p> <ul style="list-style-type: none"> · building vocabulary · articulating/expressing ideas · structuring ideas into spoken sentences. <p>Students in Year 10 and 11 will have the opportunity to complete AQA unit Awards in skills developed or sit an Entry Level English Exam depending on their level of need and progress made.</p>
<p>Maths</p>	<p>The learning environment (indoors and out) is full of mathematical opportunities and has exciting things for students to explore, sort, compare, count, calculate and describe.</p> <p>Students develop the skills, confidence and competence with numbers and measures. They cultivate an understanding of the number system, a range of computational skills and the ability to solve number problems in a variety of contexts. Mathematics also demands practical understanding of measurement and graphs, diagrams, charts and tables.</p> <p>We use number games and counting songs, and role-play, including visits in the local community to get used to maths in real world scenarios. We explore shape and space through block play and making models, and explore measure and capacity through cooking, sand and water play. Reasoning is about learning how to think systematically. Students are taught how to form opinions, investigate and represent their findings as well as explain and justify their findings. It promotes a deeper understanding and ultimately an enjoyment of maths.</p> <p>Students who grasp concepts rapidly are challenged with rich and sophisticated problems before any acceleration through new content. We are encouraging all children to approach maths as deep, reasoned thinkers. Those who are not sufficiently fluent with basic skills are given opportunities to consolidate their understanding before moving on.</p>

<p>Science</p>	<p>Available for lower and upper school. Students will be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees, observe and describe how seeds and bulbs grow into mature plants, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Students will be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) amounts of different types of food, and hygiene; identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Other topics include everyday materials; students will be able to distinguish between an object and the material from which it is made, identify and name a variety of everyday materials including wood, plastic, glass, metal, water, and rock, describe the simple physical properties, compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Students will experience science through a variety of projects, practical activities, sensory and real life situations.</p>
<p>Humanities</p>	<p>Humanities provides opportunities for students to gain knowledge and skills of the different subjects: Geography, History and Religious Education. These are linked within humanities and also to core curriculum area.</p> <p>In geography students develop curiosity in, and understanding of, themselves, other people and places, and the relationship between them.</p> <p>In history students learn about the recent past, the more distant past of other people, their way of living and their role in their community.</p> <p>In RE students are encouraged to explore spiritual, moral, social and cultural development of individuals and of groups and communities.</p>
<p>Life Skills</p>	<p>Available in lower school only. In Life Skills our aim is to develop basic skills and understanding that our learners of all abilities will use throughout life.</p> <p>The students will be given opportunities to engage in learning which is relevant to them and will be provided with opportunities to develop a range of life skills and techniques, personal skills and attributes.</p> <p>The main topic areas will be covered are;</p> <ul style="list-style-type: none"> ● Healthy Living ● Feelings and Emotions ● People Who Help Us ● Personal Safety ● Cooking Skills

Food Technology	<p>Available to upper school students, food technology lessons provide opportunities for students to develop their knowledge and cooking skills, and understand how to use them effectively.</p> <p>Students are entered for ASDAN Foodwise short course. They learn about different aspects of food and cooking:</p> <ul style="list-style-type: none"> ● Healthy Eating ● Basic Food Safety ● Food preparation and presentation ● Cooking on a Budget ● Entertaining ● The Food Industry ● Practical cooking skills <p>The short course accredits up to 60 hours of food-related studies and activities. For every 10 hours, one credit is awarded.</p>
Enrichment	<p>Available to lower school pupils only. Students have opportunities for additional PE, playing games and going on trips.</p> <p>During this time, through a variety of individual and group activities, students develop their balance, coordination, turn taking skills as well as social skills. Students also develop their understanding and knowledge of health and fitness.</p>
Mainstream Lessons	<p>All students have the opportunity to attend Music, Art, Drama and PE in mainstream with an LSA for support. They have their lessons differentiated or adapted to meet their needs. Depending on their development in these lessons they may have the opportunity to study for a GCSE in Art.</p>

The School Day, Tutoring and the House System

Lister's school day runs as follows:

8.30am: Tutor period

8.50am: Period 1

9.40am: Period 2

10.30am: Break

10.50am: Period 3

11.40am: Lower School lunch; period 4 for Upper School

12.30pm: Upper School lunch; period 4 for Lower School

13.20pm: Period 5

14.10pm: Period 6

Tutoring and the House System

Lister operates a "House" and vertical tutoring system, which we believe benefits your child in many ways. Your child is part of a tutor group which consists of children of all ages. The tutor groups are smaller than those in many schools and your child spends more time with their tutor who takes a very particular interest in your child's educational progress. They are a strong link between home and school in supporting your child to achieve. Siblings are allocated to the same House but not to the same tutor group.

Each of the houses is closely aligned with a curriculum area:

Galileo House	Science Faculty
Da Vinci House	Creative Arts and Modern Foreign Languages
King House	Humanities
Hawking House	Maths and Computing
Shelley House	English, Media and Drama

All students spend 20 minutes at the beginning of the day with their Tutor and the other students in their tutor groups. The following are some of the activities that students can expect to cover during their tutor times each morning:

- House assemblies.
- Silent reading or paired reading
- 'Thought for the Week' where a current issue is discussed and debated prompting students to think critically about the world around them and the social, moral, spiritual and cultural implications of different issues.
- Reviewing issues and supporting students in terms of their learning, progress and behaviour at school.

The House leadership team will be the main point of contact for you regarding your child and their time at Lister. Each member of the House leadership team has a particular role which is set out below:

Role	House and Name	Contact Details
Head of House: Will be focusing on your child's achievement, developing their leadership ability and organising enrichment events for the House e.g. Inter-house debating competitions and Super Learning days.	Galileo	Sarah Sarwar sarah.sarwar@lister.newham.sch.uk
	Da Vinci	Imran Ahmed imran.ahmed@lister.newham.sch.uk
	King	Jassi Johal jassi.johal@lister.newham.sch.uk
	Hawking	Sarah Black sarah.black@lister.newham.sch.uk
	Shelley	Sara Voisey sara.voisey@lister.newham.sch.uk
Pastoral Manager: Manages student behaviour and will be the first point of contact if you have concerns regarding issues like bullying or incidents that need to be followed up.	Galileo	Sodiq Suleman sodiq.suleman@lister.newham.sch.uk
	Da Vinci	Mohammed Bolaji Mohammed.bolaji@lister.newham.sch.uk
	King	Albab Chowdhury Albab.chowdhury@lister.newham.sch.uk
	Hawking	Luke Illsey luke.illsey@lister.newham.sch.uk
	Shelley	Segun Haughton Segun.haughton@lister.newham.sch.uk
House Support Officer: First point of contact with attendance issues and student welfare. Can pass on messages to any member of staff for you.	Galileo	Sharron Jackson Sharron.jackson@lister.newham.sch.uk
	Da Vinci	Tracey Warner tracey.warner@lister.newham.sch.uk
	King	Tracey Bush Tracey.bush@lister.newham.sch.uk
	Hawking	Anaam Mirza anaam.mirza@lister.newham.sch.uk
	Shelley	Dawn Samuda Dawn.samuda@lister.newham.sch.uk

House Direct Telephone Numbers

Galileo	020 8586 6094
Da Vinci	020 8586 6093
King	020 8586 6095
Hawking	020 8586 6097
Shelley	020 8586 6096

Reading

At Lister all students are expected to read for at least twenty minutes' a day in their own time. In addition students are given time to read during two tutor times and during fortnightly DEAR (Drop Everything And Read) lessons. Research shows that of activities undertaken outside the classroom reading for pleasure has the most benefit for students' academic performance.

Lister has a very well stocked library, managed by two professional librarians. The library is open every day during term time from 7.30am to 5.00pm. The library catalogue is available at <https://aiscloud.uk/lst00/#!dashboard>

In years seven and eight all students take part in the Accelerated Reader programme. This involves testing reading ages' three times per academic year and setting targets for the amount and level of difficulty of reading for students, based on their reading age. Students complete quizzes to show that they have finished and understood the books they have read. All staff at Lister are involved in monitoring and encouraging students' reading. Parents can check on students' progress on Accelerated Reader at <https://ukhosted32.renlearn.co.uk/1894193/HomeConnect/>

Librarian: Sue Connell susan.connell@lister.newham.sch.uk

Deputy Librarian: Hannah Rowe hannah.rowe@lister.newham.sch.uk