

YEAR 7 ART & DESIGN KS3 – GCSE ASSESSMENT MATRIX

Art – Year 7

Key Contact: Mr Pallett

Subject Content

Students studying Art at KS3 cover a wide range of disciplines. Students will cover: ceramics and pottery, cultural art, modern art movements, painting & mark-making, tonal elements and contextual studies. The first four weeks of Art lessons will enable us to assess three aspects of student work – Creative, drawing & written analysis. This will enable the Art Dept to track progress from this baseline data.

The focus is on transferable skills and lifelong learning. Students are trained to use core observational and refined motor skills, to ask questions about how art conveys expressions, mood and feelings. They also utilise the work of key Artists to understand their style and their working process. This then enables students to use their concepts in order to inform and create their own work. Personalised learning and transferable skills are developed through group work which encourages students to think and work on a more independent basis.

Resources are available in the art rooms – which includes a variety of examples of homework tasks. Students in all KS3 groups will undertake at least one group project. This involves creativity and independent learning as students use their knowledge and skills to produce a final outcome. Group cards are used for this work and students change jobs every lesson.

Term 1 **Expressionism** - Picasso and expressive mark making.
(2 HW/ Form mark/ 1 Drawing assessment)

Term 2 **Impressionism** - Colour mixing and explorative mark making.
(2 HW/ Form mark/ 1 Drawing assessment)

Term 3 **Personal project** – Exploring a theme to show skills embraced throughout the year & investigate their own ideas.
(2 HW/ Exam mark / Drawing assessment)

KS3 expectations:

Application

- 2 hours of homework per half term - including improvement/refinement work
e.g. All tasks should be proof-read before submission for marking
- Students may be expected to complete lesson tasks at home.

Organisation

- Sketch book, pencil and an inquiring mind should be available for every lesson.
- Students must bring their sketch books to every lesson.

Independence

- Students should be able to complete homework independently, but feel free to support when help is required.
- Students should check their homework against the task sheet in their sketch book.

Improving work and hitting route way trajectories.

KS3 students use an assessment sheet in the back of their books to record & review their: Route way progress, feedback, improvements and achievements. Staff will follow up after work has been marked to ensure that students are responding to feedback- in order to succeed!

Students can always improve on the core abilities within the Art Curriculum: Observational drawing, Colour mixing –pencil crayons or mixed media-collage.

Support your child by helping them to respond to the teacher comments in their book. They can always add more mark making, tonal qualities and observational qualities (accuracy & detail) into their work. Teachers will always suggest an ideal scale for the work to enable success – it is very difficult to produce a small drawing that contains lots of detail, tone and accuracy- far better to work larger! After all – we wouldn't write a novel on a postage stamp- would we?

Assessment.

All work is marked based on a trajectory to the end of Key stage 4. Students need to improve their skills within each year to increase their skill set across – Drawing, Creative and Research tasks.

Each student is given a formal Drawing assessment three times a year. Students are also given formative and summative grades for each project(x2). Students will be given homework grades x 6 and receive written and peer assessed comments.

Route	Working towards a GCSE level of:	Creating		Evaluating	Analysing	Route
		2D Visual Language	3D Visual Language	Materials, Techniques & Process	Refining Ideas in Context	
		4 + tones, appropriate mark-making for objective drawing, use of 4 Artist styles in paint, personal responses based on personal intentions.	Clay Construction, translation from 2D to 3D appropriate to intentions – use of design sheet to explain selections.	Quality of pencil (shading and mark-making), painting (mixing, matching and marks in Impressionist style) and clay manipulation.	Visual responses that indicate an understanding of Cubist and selected Artists techniques & processes.	
	1	Little evidence of ability to use a minimal range of sources – tones – colours – mark making to Investigate and explore a very limited range of techniques.	Little evidence of a minimal ability to use a very limited range of sources – form- texture – mark making to Investigate and explore a very limited range of techniques.	Little evidence of exploring a minimal range of materials, techniques and processes with some emerging skill .	Use visual communication in 2D & 3D with minimal skill and very limited & little evidence of understanding to develop own work.	
	2	Evidence of an ability to use some ability range of sources – tones – colours – mark making to Investigate and explore a developing range of techniques. NYS	Evidence of an ability to use some ability range of sources – form- texture – mark making to Investigate and explore a developing range of techniques. NYS	Explore a limited range of materials, techniques and processes with developing skill . NYS	Use visual communication in 2D & 3D with minimal skill and limited understanding to develop own work. NYS	
	3	Evidence of a Moderate ability to use a very limited range of sources – tones – colours – mark making to Investigate and explore a limited range of techniques. S	Evidence of a Moderate to use a very limited range of sources – form- texture – mark making to Investigate and explore a limited range of techniques. S	Explore a minimal range of materials, techniques and processes with emerging skill . S	Use visual communication in 2D & 3D with minimal skill and very limited understanding to develop own work. S	
	4	Evidence of an ability to use a Moderate range of sources – tones – colours – mark making to Investigate and explore a developing range of techniques. M NYS	Evidence of an ability to use a Moderate range of sources – form- texture – mark making to Investigate and explore a developing range of techniques. M NYS	Explore a very limited range of materials, techniques and processes with developing skill . M NYS	Use visual communication in 2D & 3D with minimal skill and limited understanding to develop own work. M NYS	
Route	5	Evidence of a Consistent ability to use a range of sources – tones – colours – mark making to Investigate and explore some techniques. S M 	Evidence of a Consistent ability to use a range of sources – form- texture – mark making to Investigate and explore some techniques. S M 	Explore a limited but Consistent range of materials, techniques and processes with some skill . S M 	Use visual communication in 2D & 3D with Consistent skill and emerging understanding to develop own work. S M 	Route
	6	Evidence of a Consistent ability to use a range of sources – tones – colours – mark making to Investigate and explore some techniques. NYS S	Evidence of a Consistent ability to use a range of sources – form- texture – mark making to Investigate and explore some techniques. NYS S	Explore a Consistent range of materials, techniques and processes with skill .	Use visual communication in 2D & 3D with Consistent skill & understanding to develop own work. NYS S	

RED	7	Evidence of a Confident ability to use a range of sources – tones – colours – mark making to Investigate and explore some techniques. M I	Evidence of a Confident ability to use a range of sources – form- texture – mark making to Investigate and explore some techniques. M I	NYS S M I	Explore a Confident range of materials, techniques and processes with skill . M I	Use visual communication in 2D & 3D Confidently with understanding to develop a range of own work. M I	RED
	8	Evidence of a highly Confident ability to use a wide range of sources – tones – colours – mark making to Investigate and explore techniques with skill . NYS S	Evidence of a highly Confident ability to use a wide range of sources – form- texture mark making to Investigate and explore techniques with skill . NYS S	NYS S	Effectively & confidently explore a wide range of materials, techniques and processes with skill . NYS S	Use visual communication in 2D & 3D confidently with a greater understanding to develop a range of own work. NYS S	
	9	Evidence of a Highly developed ability to use a range of sources – tones – colours – mark making to Investigate and explore techniques with a high level of skill . M	Evidence of a Highly developed ability to use a range of sources – form- texture – mark making to Investigate and explore techniques with a high level of skill . M	M	Creatively explore an extensive range of materials, techniques and processes with a high level of skill . M	Use visual communication in 2D & 3D confidently with a high level of understanding to develop a wide range of own work. M	

Art – Year 8

Key Contact: Mr Pallett

Subject Content

Students studying Art at KS3 cover a wide range of disciplines. Students will cover: ceramics and pottery, cultural art, modern art movements, painting and mark-making, tonal elements and contextual studies.

The focus is on transferable skills and lifelong learning. Students are trained to use core observational and refined motor skills, to ask questions about how art conveys expressions, mood and feelings. They also utilise the work of key Artists to understand their style and their working process. This then enables students to use their concepts in order to inform and create their own work. Personalised learning and transferable skills are developed through group work which encourages students to think and work on a more independent basis.

Resources are available in the art dept – which includes a variety of examples of homework tasks. In light of the focus on skills in the new curriculum, students in all KS3 groups will undertake at least one group project. This involves creativity and independent learning as pupils use their knowledge and skills to produce a final outcome. Group cards are used for this work and students change jobs every lesson.

Aboriginal / Cultural Art – restricted colours and marks – exploring themes that link ideas within cultural art – into our own lives.

Pop Art – use of bold and bright imagery to create work based on our own interests.

Contextual project – Exploring a theme to show skills embraced throughout the year & investigate their own ideas.

KS3 expectations:

Application

- 2 hours of homework per half term- including improvement/refinement work, e.g. All tasks should be proof-read before submission for marking
- Students may be expected to complete lesson tasks at home.

Organisation

- Sketch book, pencil and an inquiring mind should be available for every lesson. Students must bring their sketch books to every lesson.

Independence

- Students should be able to complete homework independently, but feel free to support when help is required.
- Students should check their homework against the task sheet in their sketch book.

Improving work and hitting route way trajectories.

KS3 students use an assessment sheet in the back of their books to record & review their: Route way progress, add based on feedback, improvements and achievements. Staff will follow up after work has been marked to ensure that students are responding to feedback- in order to succeed!

Students can always improve on the core abilities within the Art Curriculum: Observational drawing, Colour mixing –pencil crayons or mixed media-collage.

Support your child by helping them to respond to the teacher comments in their book. They can always add more mark making, tonal qualities and observational qualities (accuracy & detail) into their work. Teachers will always suggest an ideal scale for the work to enable success – it is very difficult to produce a small drawing that contains lots of detail, tone and accuracy- far better to work larger! After all – we wouldn't write a novel on a postage stamp- would we?

Assessment.

All work is marked based on a trajectory to the end of Key stage 4. Students need to improve their skills within each year to increase their skill set across – Drawing, Creative and Research tasks.

Each student is given a formal Drawing assessment three times a year (1/2Terms 1,3,5). Students are also given formative and summative grades for each project(x2). Students will receive homework grades x 6 and receive written and peer assessed comments.

YEAR 8 ART & DESIGN KS3 – GCSE ASSESSMENT MATRIX

		YEAR 8 ART & DESIGN KS3 – GCSE ASSESSMENT MATRIX						
Route	Working towards a GCSE level of:	Creating		Evaluating	Analysing	Route		
		2D Visual Language	3D Visual Language	Materials, Techniques & Process	Refining Ideas in Context			
		5+ tones, appropriate mark-making for objective drawing, use of 2 Artist styles in paint, personal responses based on personal intentions.	Clay Construction, translation from 2D to 3D appropriate to intentions – use of design sheet to explain selections.	Quality of pencil (shading and mark-making), painting (mixing, matching and marks in Impressionist style) and clay manipulation.	Visual responses that indicate an understanding of Cubist and selected Artists techniques & processes.			
	1	Evidence of an ability to use a some ability range of sources – tones – colours – mark making to Investigate and explore a developing range of techniques.	Evidence of an ability to use a some ability range of sources – form- texture – mark making to Investigate and explore a developing range of techniques.	Explore a limited range of materials, techniques and processes with developing skill .	Use visual communication in 2D & 3D with minimal skill and limited understanding to develop own work.			
	2	Evidence of a Moderate ability to use a very limited range of sources – tones – colours – mark making to Investigate and explore a limited range of techniques.	Evidence of a Moderate to use a very limited range of sources – form- texture – mark making to Investigate and explore a limited range of techniques.	Explore a minimal range of materials, techniques and processes with emerging skill .	Use visual communication in 2D & 3D with minimal skill and very limited understanding to develop own work.			
	3	Evidence of an ability to use a Moderate range of sources – tones – colours – mark making to Investigate and explore a developing range of techniques.	Evidence of an ability to use a Moderate range of sources – form- texture – mark making to Investigate and explore a developing range of techniques.	Explore a very limited range of materials, techniques and processes with developing skill .	Use visual communication in 2D & 3D with minimal skill and limited understanding to develop own work.			
ORANGE	BLUE	4	Evidence of a Consistent ability to use a range of sources – tones – colours – mark making to Investigate and explore some techniques.	Evidence of a Consistent ability to use a range of sources – form- texture – mark making to Investigate and explore some techniques.	Explore a limited but Consistent range of materials, techniques and processes with some skill .	Use visual communication in 2D & 3D with Consistent skill and emerging understanding to develop own work.	BLUE	
		5	Evidence of a Consistent ability to use a range of sources – tones – colours – mark making to Investigate and explore some techniques.	Evidence of a Consistent ability to use a range of sources – form- texture – mark making to Investigate and explore some techniques.	Explore a Consistent range of materials, techniques and processes with skill .	Use visual communication in 2D & 3D with Consistent skill & understanding to develop own work.		
		6	Evidence of a Confident ability to use a range of sources – tones – colours – mark making to Investigate and explore some techniques.	Evidence of a Confident ability to use a range of sources – form- texture – mark making to Investigate and explore some techniques.	Explore a Confident range of materials, techniques and processes with skill .	Use visual communication in 2D & 3D Confidently with understanding to develop a range of own work.		
GREEN						GREEN		

RED	7	Evidence of a highly Confident ability to use a wide range of sources – tones – colours – mark making to Investigate and explore techniques with skill .	Evidence of a highly Confident ability to use a wide range of sources – form- texture mark making to Investigate and explore techniques with skill .	Effectively & confidently explore a wide range of materials, techniques and processes with skill .	Use visual communication in 2D & 3D confidently with a greater understanding to develop a range of own work.
	8	Evidence of a Highly developed ability to use a range of sources – tones – colours – mark making to Investigate and explore techniques with a high level of skill .	Evidence of a Highly developed ability to use a range of sources – form- texture – mark making to Investigate and explore techniques with a high level of skill .	Creatively explore an extensive range of materials, techniques and processes with a high level of skill .	Use visual communication in 2D & 3D confidently with a high level of understanding to develop a wide range of own work.
	9	Evidence of a Highly developed ability to use a wide range of sources – tones – colours – mark making to Investigate and explore techniques with an outstanding level of skill .	Evidence of a Highly developed ability to use a wide range of sources – form- texture -mark making to Investigate and explore techniques with an outstanding level of skill .	Highly Creative exploration of an extensive range of materials, techniques and processes with an outstanding level of skill .	Use visual communication in 2D & 3D creatively with a high level of understanding to develop a wide range of imaginative work.

RED

Art- Year 9

Key Contact: Mr Pallett

Subject Content

Students studying Art in Yr 9 will cover a wide range of disciplines. Pupils will cover: ceramics and pottery, cultural art, modern art movements, painting & mark-making, tonal elements and contextual studies.

The focus is on transferable skills and lifelong learning. Pupils are trained to use core observational and refined motor skills, to ask questions about how art conveys expressions, mood and feelings. They also utilise the work of key Artists to understand their style and their working process. This then enables students to use their concepts in order to inform & create their own work. Personalised learning and transferable skills are developed through group work which encourages students to think and work on a more independent basis.

Resources are available in the Art Dept – which includes a variety of examples of homework tasks. In light of the focus on skills in the new curriculum, pupils in all KS3 groups will undertake at least one personal project. This involves creativity and independent learning as pupils use their knowledge and skills to produce a final outcome.

Students work is structured around the core values and objective of the GCSE course in order to aid the transition in the following year.

Projects.

Decon –Recon – Students select an artist from a selection & develop their own ideas and material selections. Students are able to use this project towards their GCSE portfolio – due to it being a GCSE style project. Each student is in charge of their own direction – within set parameters.

Cubism – more advanced use of mark making and colour mixing. Developing ideas from the ethos of analytical Cubism – Picasso & Braque.

KS3 expectations:

Application

- 2 hours of homework per half term- including improvement/refinement work.
- e.g. All tasks should be proof-read before submission for marking

Organisation

- Sketch book, pencil and an inquiring mind should be available for every lesson.

Independence

- Students should be able to complete homework independently, but feel free to support when help is required.
- Students should check their homework against the task sheet in their sketch book.

Improving work and hitting route way trajectories.

KS3 students use an assessment sheet in the back of their books to record & review their: Route progress, feedback and improvements. All students are aware of their Route trajectory. Staff will follow up after work has been marked to ensure that students are responding to feedback- in order to succeed!

Students can always improve on the core abilities within the Art Curriculum: Observational drawing, Colour mixing –pencil crayons or mixed media-collage.

Support your child by helping them to respond to the teacher comments in their book. They can always add more mark making, tonal qualities and observational qualities (accuracy & detail) into their work. Teachers will always suggest an ideal scale for the work to enable success – it is very difficult to produce a small drawing that contains lots of detail, tone and accuracy- far better to work larger! After all – we wouldn't write a novel on a postage stamp- would we?

Assessment. All work is marked based on the new GCSE trajectory. Students assess work as part of teacher, peer & self-assessment comments. The teacher will give an overall trajectory.

Each student is given a formal Drawing assessment three times a year (1/2Terms 1,3,5). Students are also given formative and summative grades for each project (x2). Students will receive homework comments and receive written and peer assessed comments.

YEAR 9 ART & DESIGN KS3 – GCSE ASSESSMENT MATRIX

Route	Working towards	Creating		Evaluating	Analysing	Route
	a GCSE level of:	2D Visual Language	3D Visual Language	Materials, Techniques & Process	Refining Ideas in Context	
ORANGE		6 + tones, appropriate mark-making for objective drawing, use of 4 Artist styles in paint, personal responses based on personal intentions.	Clay Construction, translation from 2D to 3D appropriate to intentions – use of design sheet to explain selections.	Quality of pencil (shading and mark-making), painting (mixing, matching and marks in Impressionist style) and clay manipulation.	Visual responses that indicate an understanding of Cubist and selected Artists techniques & processes.	ORANGE
	1	Evidence of a Moderate ability to use a very limited range of sources – tones – colours – mark making to Investigate and explore a limited range of techniques.	Evidence of a Moderate to use a very limited range of sources – form- texture – mark making to Investigate and explore a limited range of techniques.	Explore a minimal range of materials, techniques and processes with emerging skill .	Use visual communication in 2D & 3D with minimal skill and very limited understanding to develop own work.	
	2	Evidence of an ability to use a Moderate range of sources – tones – colours – mark making to Investigate and explore a developing range of techniques.	Evidence of an ability to use a Moderate range of sources – form- texture – mark making to Investigate and explore a developing range of techniques.	Explore a very limited range of materials, techniques and processes with developing skill .	Use visual communication in 2D & 3D with minimal skill and limited understanding to develop own work.	
BLUE	3	Evidence of a Consistent ability to use a range of sources – tones – colours – mark making to Investigate and explore some techniques.	Evidence of a Consistent ability to use a range of sources – form- texture – mark making to Investigate and explore some techniques.	Explore a limited but Consistent range of materials, techniques and processes with some skill .	Use visual communication in 2D & 3D with Consistent skill and emerging understanding to develop own work.	BLUE
	4	Evidence of a Consistent ability to use a range of sources – tones – colours – mark making to Investigate and explore some techniques.	Evidence of a Consistent ability to use a range of sources – form- texture – mark making to Investigate and explore some techniques.	Explore a Consistent range of materials, techniques and processes with skill .	Use visual communication in 2D & 3D with Consistent skill & understanding to develop own work.	
	5	Evidence of a Confident ability to use a range of sources – tones – colours – mark making to Investigate and explore some techniques.	Evidence of a Confident ability to use a range of sources – form- texture – mark making to Investigate and explore some techniques.	Explore a Confident range of materials, techniques and processes with skill .	Use visual communication in 2D & 3D Confidently with understanding to develop a range of own work.	
GREEN	6	Evidence of a highly Confident ability to use a wide range of sources – tones – colours – mark making to Investigate and explore techniques with skill .	Evidence of a highly Confident ability to use a wide range of sources – form- texture mark making to Investigate and explore techniques with skill .	Effectively & confidently explore a wide range of materials, techniques and processes with skill .	Use visual communication in 2D & 3D confidently with a greater understanding to develop a range of own work.	GREEN
	7	Evidence of a Highly developed ability to use a range of sources – tones – colours –	Evidence of a Highly developed ability to use a range of sources – form- texture –	Creatively explore an extensive range of materials, techniques and processes with a high level of skill .	Use visual communication in 2D & 3D confidently with a high level of	
	RE					RE

		mark making to Investigate and explore techniques with a high level of skill .	mark making to Investigate and explore techniques with a high level of skill .		understanding to develop a wide range of own work.
	8	Evidence of a Highly developed ability to use a wide range of sources – tones – colours – mark making to Investigate and explore techniques with an outstanding level of skill .	Evidence of a Highly developed ability to use a wide range of sources – form- texture -mark making to Investigate and explore techniques with an outstanding level of skill .	Highly Creative exploration of an extensive range of materials, techniques and processes with an outstanding level of skill .	Use visual communication in 2D & 3D creatively with a high level of understanding to develop a wide range of imaginative work.
	9	Evidence of an Exceptional ability to use an extensive range of sources – tones – colours – mark making to Investigate and explore techniques with a developing level of skill & fluency .	Evidence of an Exceptional ability to use an extensive range of sources – form- texture – mark making to Investigate and explore techniques with a developing level of skill & fluency .	Highly Creative & original exploration of an extensive range of materials, techniques and processes with developing skill & fluency .	Use visual communication in 2D & 3D creatively & innovatively with a high level of understanding to develop a wide range of well crafted & imaginative work.

Food Technology - Year 7

Year 7 Technology Curriculum

Throughout year 7 pupils study Technology for 4 hours per fortnight. Food Technology is one of three areas taught, the others being textiles and resistant materials and graphics.

Food Technology

As part of their work with food, students will be taught how to cook and apply the principles of nutrition and healthy eating. They will explore the basics of nutrition and begin to understand the principles of good food hygiene and safety in the kitchen.

They will learn how to use a variety of kitchen equipment in order to produce a range of different food products. Teaching is through a mix of theory, demonstration and practical lessons.

In year 7 students will be taught to:

- Understand and apply the principles of nutrition and health
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become competent in a range of basic food preparation techniques [for example, selecting and preparing ingredients; using utensils; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- Understand the source, seasonality and characteristics of a broad range of ingredients.

Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

(Pupils are provided with a recipe book and they are expected to bring ingredients for practical lessons)

Expectations:

Application

- Homework for KS3 students consists of a variety of tasks to further develop their skills within the food technology area.
- Suitable homework will be given as appropriate, the type and duration of homework task will vary depending on the timing within the practical context the homework is set.

Organisation

- Writing and drawing equipment for every lesson
- Ingredients for lessons.

Independence

- Students should be able to complete homework independently, but feel free to support when help is required.
- Students should check their homework.

Improving work and making progress.

It is crucial for student to be able to make progress that they bring the required ingredients and participate in all practical sessions.

All students are aware of their route. Staff will follow up after each assessment, to ensure that students are responding to feedback, and subsequent they make progress throughout the course. Parents can support students by helping them to respond to the teacher comments in their book. They can always increase the quality and/or complexity of their work.

Assessment and feedback.

As well as the on-going assessment, that takes place throughout the course due to its practical nature. Formal assessment will be carried out on two of the practical products and one written task. These assessments along with a judgement of the overall quality of completion of the course booklet will be used to report progress to parents.

Given the balance of assessment above it is essential that students bring ingredients to lessons where required.

Key Contact: Miss Briggs

Food Technology - Year 8

Year 8 Technology Curriculum

Throughout year 8 pupils study Technology for 4 hours per fortnight. Food Technology is one of three areas taught, the others being textiles and resistant materials and graphics.

Food Technology

As part of their work with food, students will be taught how to cook and apply the principles of nutrition and healthy eating. They will develop a deeper understanding of nutrition and apply the principles of good food hygiene and safety in the kitchen.

They will learn how to use a variety of kitchen equipment in order to produce a range of different food products. Teaching is through a mix of theory, demonstration and practical lessons.

In year 8 students will be taught to:

- Understand and apply the principles of nutrition and health
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become competent in a range of basic food preparation techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- Understand where food comes from and the science of food ingredients

Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

(Pupils are provided with a recipe book and they are expected to bring ingredients for practical lessons)

Expectations:

Application

- Homework for KS3 students consists of a variety of tasks to further develop their skills within the food technology area.
- Suitable homework will be given as appropriate, the type and duration of homework task will vary depending on the timing within the practical context the homework is set.

Organisation

- Writing and drawing equipment for every lesson
- Ingredients for lessons.

Independence

- Students should be able to complete homework independently, but feel free to support when help is required.
- Students should check their homework.

Improving work and making progress.

It is crucial for student to be able to make progress that they bring the required ingredients and participate in all practical sessions.

All students are aware of their route. Staff will follow up after each assessment, to ensure that students are responding to feedback, and subsequent they make progress throughout the course. Parents can support students by helping them to respond to the teacher comments in their book. They can always increase the quality and/or complexity of their work.

Assessment and feedback.

As well as the on-going assessment, that takes place throughout the course due to its practical nature. Formal assessment will be carried out on two of the practical products and one written task. These assessments along with a judgement of the overall quality of completion of the course booklet will be used to report progress to parents.

Given the balance of assessment above it is essential that students bring ingredients to lessons where required.

Key Contact: Miss Briggs

Food Technology - Year 9

Year 9 Technology Curriculum

Throughout year 9 pupils study Technology for 4 hours per fortnight. Food Technology is one of three areas taught, the others being textiles and resistant materials and graphics.

Food Technology

As part of their work with food, students will be taught how to cook and apply the principles of nutrition and healthy eating. They will apply their knowledge of nutrition and independently apply the principles of good food hygiene and safety in the kitchen.

They will learn how to use a variety of kitchen equipment in order to produce a range of different food products. Teaching is through a mix of theory, spot demonstrations and practical lessons.

In year 9 students will be taught to:

- Understand and apply the principles of nutrition and health
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become confident in a range of food preparation techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- Understand that people make different food choices
- Investigate the science of food ingredients

Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

(Pupils are provided with a recipe book and they are expected to bring ingredients for practical lessons)

Expectations:

Application

- Homework for KS3 students consists of a variety of tasks to further develop their skills within the food technology area.
- Suitable homework will be given as appropriate, the type and duration of homework task will vary depending on the timing within the practical context the homework is set.

Organisation

- Writing and drawing equipment for every lesson
- Ingredients for lessons.

Independence

- Students should be able to complete homework independently, but feel free to support when help is required.
- Students should check their homework.

Improving work and making progress.

It is crucial for student to be able to make progress that they bring the required ingredients and participate in all practical sessions.

All students are aware of their route. Staff will follow up after each assessment, to ensure that students are responding to feedback, and subsequent they make progress throughout the course. Parents can support students by helping them to respond to the teacher comments in their book. They can always increase the quality and/or complexity of their work.

Assessment and feedback.

As well as the on-going assessment, that takes place throughout the course due to its practical nature. Formal assessment will be carried out on two of the practical products and one written task. These assessments along with a judgement of the overall quality of completion of the course booklet will be used to report progress to parents.

Given the balance of assessment above it is essential that students bring ingredients to lessons where required.

Key Contact: Miss Briggs

French- Year 7

Key Contact: Mrs L Woods

Subject Content

Year 7 French is designed to introduce students to the French language focussing on themselves and their interests, family, school and giving opinions. They are introduced to grammar including sentence structure, there is a focus on the use of the present tense of high frequency verbs both regular and irregular, including the key four verbs of Aller/Faire/Etre/Avoir and reflexive verbs.

Learning opportunities:

Students are introduced to the skills of listening, speaking, reading and writing. They have the opportunity to practise these in class as well as being assessed formally.

The new GCSE requires students to translate both from French to English and English to French, as well as being able to read adapted texts from francophone literature. To help access literature we watch clips of films based on Francophone children's books, before accessing original text.

Starter tasks help students to work to time constraints and to develop their exam skills in listening, reading, writing and translation, as well as to revise key phrases and vocabulary.

Regular opportunities occur in lessons to develop speaking skills, working with their peers. A speaking assessment with their teacher takes place in the spring term.

Units of work

Term 1

Introduction to the classroom: items in a classroom, numbers, months, colours and adjectival agreement, using bi-lingual dictionaries, introduction to Avoir and Etre.

Describing themselves: how many brothers and sisters they have, personality, likes and dislikes and brief description.

Term 2

School and routine: subjects likes and dislikes, routines including times, uniform, describing schools including French schools.

Describing the weather and hobbies: talking activities including sports.

Term 3

Family and pets: describing both

Where you live: house, food (breakfast)

Town: what there is in a town, going out and ordering food and drink.

KS3 expectations:

Application

- Homework set most weeks, which may include a list of vocabulary to learn which will be reviewed via starters.
- Students need to spend up to 30 minutes on learning homework and 1 hour on reading and writing homework tasks.
- Where students are struggling or not completing tasks in-line with their ability, lunchtime catch-ups will be set.

Organisation

- Usual equipment required as well as highlighters.

Independence

- Students should avoid on-line translation programs, they will not be available in the exam, it is also important that their teacher sees their mistakes. Students should develop their independence and make note of new vocabulary and grammar.

Improving work and making progress.

Homework

- Homework is designed to; prepare students, review already learnt language or develop their listening, reading and writing skills.
- If students are struggling to access or complete their homework they must seek help from their teacher during lunch or break time.
- Some homework will be set from on-line resources, if they are struggling to access these from home they should make time to use the computers in the resources centre and communicate problems with their teacher.

Assessment

Students work is frequently marked and assessed:

- Listening and reading tasks will regularly take place, students will self/peer mark these, before being checked by their teacher.
- Speaking will take place in lessons with one formal assessment.
- Writing will take place both in class tasks and homework, students will be trained to peer check and look for ways to improve both their own and others' work, giving them a chance to improve their work, before it is marked by their teacher and a NOW task set.
- NOW tasks will be checked to ensure that they are being completed and work is improved.
- Students will be formally assessed throughout the course, focussing on:
Autumn- listening, reading and writing
Spring- speaking assessment, 1:1 assessment with their teacher
Summer- including in the exam- listening, reading and writing

FRENCH

Route		Working <i>towards</i> a GCSE level of:	LISTENING	SPEAKING	READING Translation into English	WRITING Translation into French	Route
ORANGE		1	Recognise and match single words to images or their written word.	Respond to 2 familiar questions with short phrases and support .	Recognise taught words and short phrase. Match them to pictures or their meaning .	Write words and short phrases, with supports in the present tense.	ORANGE
		2	Understand familiar words and opinions with repetition.	Answer 4 questions. Giving information and opinions . Some awareness of sound patterns .	Understand of a range of familiar written phrases and opinions . Able to read aloud words	Write a few short sentences with support, in the present tense . Write some familiar words from memory . Variable accuracy, but clear meaning	
		3	Understand familiar words, phrases and opinions with reasons with repetition , spoken in the present tense .	Take part in short dialogues in the present . Ask and answer 8 simple questions . Exchange simple opinions	Understand main points and opinions in short texts using a range of familiar vocabulary in the present tense . Able to read aloud phrases .	Write short, linked sentences and express simple opinions , in the present . Translate familiar short phrases.	
GREEN	BLUE	4	Understand main points and opinions within sentences of familiar vocabulary in the present tense . Transcribe words.	Take part in a monologues or conversations (8 full responses + 2 questions) , giving details and expressing and justifying opinions , in the present tense .	Understand key points, details, overall message and justified opinions in short authentic texts in the present tense . Translate short sentences.	Write a paragraph in the present with justified opinions . Translate short sentences. Generally accurate and meaning is clear, but errors with verbs.	BLUE
		5	Understand short and longer passages with justified opinions and details in the present tense and the use of 'je voudrais'. Transcribe phrases.	Take part in monologues (1 minute)/ conversations of 2 minutes , referring to the present tense and use 'je voudrais' to refer to the future . Respond to at least one surprise question, giving justified opinions.	Understand key points, details, overall message and justified opinions in short authentic texts in the present and the future . Translate sentences which include opinions.	Write a couple of short paragraphs in the present and the future/conditional with justified opinions. Translate sentences. Generally accurate and meaning is clear, but errors with verbs.	GREEN
		6	Understand main points, opinions with reasons/details in a range of passages in the present and the future tense .	Take part in monologues (1 minute) and conversations (2 minutes) , referring to the present and the future . Responding to surprise questions . Develop opinions and make comparisons .	Understand short and longer texts with justified opinions in the present and the future/conditional . Translate longer sentences, with awareness of grammar, especially tenses .	Write longer texts, made up of several paragraphs , which include descriptions and developed opinions using different time frames . Plan and write structured paragraphs . Translate several longer sentences in the present with some minor errors .	
	RED	7	Understand short and longer passages with justified opinions, details and present, past and future . Transcribe sentences.	Initiate and develop dialogues and monologues on a variety of topics, adapting language as necessary . Using personalised vocabulary and more complex grammar. Pronunciation and intonation are mostly accurate .	Understand meaning and detail of different types of texts of different lengths , which include the past, present and future tenses and new vocabulary in opinions . Accurately translate short passages , with occasional errors .	Write longer texts, write more interesting sentences , which include descriptions and developed opinions using different time frames . Plan and write structured paragraphs . Translate several longer sentences in the present/ conditional with some minor errors .	RED

	8	Deduce meaning of overall message and key points which include a range of at least three different tenses, justified opinions and some new vocabulary and grammatical structures.	Initiate discussions (4 minutes) on a wide range of topics , using appropriate register. Use less common vocabulary, more complex grammar and at least three tenses. Spontaneously ask questions and expand answers .	Understand meaning and detail in longer texts, including at least three tenses , justified opinions, unfamiliar language and more complex structures. Accurately translate short passages , including new vocabulary with occasional errors..	Write extended texts on a variety of topics) adapting previously-learned language in more complex structures. Translate a short passage containing more complex language structures into the target language
	9	Deduce meaning and show understanding of overall message and detail in longer passages containing; at least three different tenses , justified opinions, more complex grammar and new vocabulary .	Use language creatively responding to questions, justifying a range of thoughts and opinions with little hesitation . Initiate, develop and sustain dialogues, using less common vocabulary, more complex grammar including the conditional .	Deduce meaning in longer texts , which include different tenses, opinions , some more complex grammar structures. Translate short passages containing more complex language and grammar, accurately into English with occasional errors	Write a variety coherent extended texts , using language effectively and creatively to narrate, inform, interest and convince. Use a range of grammar and a combination of tenses . Translate a passage containing complex language. Mostly accurate , with isolated errors.

Improving work and making progress.

Homework

- Homework is designed to; prepare students, review already learnt language or develop their listening, reading and writing skills.
- If students are struggling to access or complete their homework they must seek help from their teacher during lunch or break time.
- Some homework will be set from on-line resources, if they are struggling to access these from home they should make time to use the computers in the resources centre and communicate problems with their teacher.

Assessment

Students work is frequently marked and assessed:

- Listening and reading tasks will regularly take place, students will self/peer mark these, before being checked by their teacher.
- Speaking will take place in lessons with one formal assessment.
- Writing will take place both in class tasks and homework, students will be trained to peer check and look for ways to improve both their own and others' work, giving them a chance to improve their work, before it is marked by their teacher and a NOW task set.
- NOW tasks will be checked to ensure that they are being completed and work is improved.
- Students will be formally assessed throughout the course, focussing on:
Autumn- listening, reading and writing
Spring- speaking assessment, 1:1 assessment with their teacher
Summer-including in the exam- listening, reading and writing

KS3 expectations:

Application

- Homework set most weeks, this may include a list of vocabulary to learn which will be reviewed via starters.
- Students need to spend up to 30 minutes on learning vocabulary and 1 hour on written and reading homework tasks.
- Where students are struggling or not completing tasks in-line with their ability, lunchtime catch-ups will be set.

Organisation

- Usual equipment required as well as highlighters.

Independence

- Students should avoid on-line translation programs, they will not be available in the exam, it is also important that their teacher sees their mistakes. Students should develop their independence and make note of new vocabulary and grammar.

French- Year 8

Key Contact: Mrs L Woods

Subject Content:

Year 8 French is designed to continue to develop their grammatical knowledge of the French language, in particular tenses. They will be able to talk about their homes and where they live, food and a healthy lifestyle.

Learning opportunities:

Students will continue to develop the skills of listening, speaking, reading and writing. They have the opportunity to practise these in class as well as being assessed formally.

The new GCSE requires students to translate both from French to English and English to French, as well as being able to read adapted texts from francophone literature. To help access literature we watch clips of films based on Francophone children's books, before accessing original text.

Starter tasks help students to work to time constraints and to develop their exam skills in listening, reading, writing and translation, as well as to revise key phrases and vocabulary.

Regular opportunities occur in lessons to develop speaking skills, working with their peers. A speaking assessment with their teacher takes place in the spring term and will include roleplay and picture stimulus tasks.

Units of work:

Term 1

Holidays: using the present to talk about what they usually do on holiday, using the perfect to talk about a past holiday, talking about problems on holiday.

Christmas: key vocabulary

Term 2

Festivals: cultural knowledge, talking about what you do at festivals, talking about food, using the close future.

Leisure time: TV preferences, films, use of digital technology, revising the perfect tense.

Term 3

Talking about where you live: the weather, using modal verbs, routines, household chores.

A healthy lifestyle: sports, directions, injuries, visiting a doctor

FRENCH

Route		Working <i>towards</i> a GCSE level of:	LISTENING	SPEAKING	READING Translation into English	WRITING Translation into French	Route
ORANGE		1	Recognise and match single words to images or their written word.	Respond to 2 familiar questions with short phrases and support .	Recognise taught words and short phrase. Match them to pictures or their meaning.	Write words and short phrases, with supports in the present tense.	ORANGE
		2	Understand familiar words and opinions with repetition.	Answer 4 questions. Giving information and opinions. Some awareness of sound patterns.	Understand of a range of familiar written phrases and opinions . Able to read aloud words	Write a few short sentences with support, in the present tense . Write some familiar words from memory . Variable accuracy, but clear meaning	
		3	Understand familiar words, phrases and opinions with repetition , spoken in the present tense .	Take part in short dialogues in the present . Ask and answer 8 simple questions . Exchange simple opinions	Understand main points and opinions in short texts using a range of familiar vocabulary in the present tense . Able to read aloud phrases .	Write short, linked sentences and express simple opinions, in the present . Translate familiar short phrases.	
	BLUE	4	Understand main points and opinions within sentences of familiar vocabulary in the present tense . Transcribe words.	Take part in a monologues or conversations (8 full responses + 2 questions), giving details and expressing and justifying opinions, in the present tense .	Understand key points, details, overall message and justified opinions in short authentic texts in the present tense . Translate short sentences.	Write a paragraph in the present with justified opinions . Translate short sentences. Generally accurate and meaning is clear, but errors with verbs.	BLUE
GREEN		5	Understand short and longer passages with justified opinions and details in the present tense and the use of 'je voudrais'. Transcribe phrases.	Take part in monologues (1 minute)/ conversations of 2 minutes , referring to the present tense and use 'je voudrais' to refer to the future. Respond to at least one surprise question, giving justified opinions.	Understand key points, details, overall message and justified opinions in short authentic texts in the present and the future . Translate sentences which include opinions.	Write a couple of short paragraphs in the present and the future/conditional with justified opinions. Translate sentences. Generally accurate and meaning is clear, but errors with verbs.	GREEN
		6	Understand main points, opinions with reasons/details in a range of passages in the present and the future tense .	Take part in monologues (1 minute) and conversations (2 minutes) , referring to the present and the future . Responding to surprise questions . Develop opinions and make comparisons .	Understand short and longer texts with justified opinions in the present and the future/ conditional . Translate longer sentences, with awareness of grammar, especially tenses .	Write longer texts, made up of several paragraphs , which include descriptions and developed opinions using different time frames . Plan and write structured paragraphs . Translate several longer sentences in the present with some minor errors .	
	RED	7	Understand short and longer passages with justified opinions, details and present, past and future . Transcribe sentences.	Initiate and develop dialogues and monologues on a variety of topics , adapting language as necessary. Using personalised vocabulary and more complex grammar. Pronunciation and intonation are mostly accurate.	Understand meaning and detail of different types of texts of different lengths , which include the past, present and future tenses and new vocabulary in opinions. Accurately translate short passages, with occasional errors .	Write longer texts, write more interesting sentences , which include descriptions and developed opinions using different time frames . Plan and write structured paragraphs . Translate several longer sentences in the present/ conditional with some minor errors .	RED

	8	Deduce meaning of overall message and key points which include a range of at least three different tenses, justified opinions and some new vocabulary and grammatical structures.	Initiate discussions (4 minutes) on a wide range of topics , using appropriate register. Use less common vocabulary, more complex grammar and at least three tenses. Spontaneously ask questions and expand answers .	Understand meaning and detail in longer texts, including at least three tenses , justified opinions, unfamiliar language and more complex structures. Accurately translate short passages , including new vocabulary with occasional errors..	Write extended texts on a variety of topics) adapting previously-learned language in more complex structures. Translate a short passage containing more complex language structures into the target language
	9	Deduce meaning and show understanding of overall message and detail in longer passages containing; at least three different tenses , justified opinions, more complex grammar and new vocabulary .	Use language creatively responding to questions, justifying a range of thoughts and opinions with little hesitation . Initiate, develop and sustain dialogues, using less common vocabulary, more complex grammar including the conditional .	Deduce meaning in longer texts , which include different tenses, opinions , some more complex grammar structures. Translate short passages containing more complex language and grammar, accurately into English with occasional errors	Write a variety coherent extended texts , using language effectively and creatively to narrate, inform, interest and convince. Use a range of grammar and a combination of tenses. Translate a passage containing complex language. Mostly accurate , with isolated errors.

French- Year 9

Key Contact: Mrs L Woods

Subject Content

Year 9 French is designed to help students with the transition from Key Stage 3 to Key Stage 4. Students cover the first theme of the GCSE course; **personal identity and culture**. They have the opportunity to expand language seen in year 7 and year 8, whilst developing their grammatical knowledge covering a wider range of tenses and learning to use more interesting vocabulary.

Learning opportunities:

Students continue to develop their skills in listening, speaking, reading and writing. They have the opportunity to practise these in class as well as being assessed formally.

The new GCSE requires students to translate both from French to English and English to French, as well as being able to read adapted texts from francophone literature. To help them access the literature they watch clips of films based on novels, before accessing original text.

Starter tasks help students to work to time constraints and to develop their exam skills in listening, reading, writing and translation, as well as to revise key phrases and vocabulary.

Regular opportunities occur in lessons to develop speaking skills, working with their peers. Speaking assessment with their teacher takes place in the summer term.

Units of work

Term 1

Describing family and friends and personal relationships- reviewing the present tense including irregular verbs and reflexive verbs.

Making arrangements for outings and talking about days out- using modal verbs, asking questions (both formal and informal), using the perfect tense and imperfect tense to give opinions.

Researching and writing about a role model: using both the present and past tense together.

Term 2

Festivals and cultural differences- including: using the perfect tense to describe an event, talking about foods and events, reviewing the vocabulary of food and drink and clothes, learning how to answer roleplay cards

Term 3

Family celebrations and daily routines: using the present, past and future tenses, revising reflexive verbs and using modal verbs to create more complex structures.

KS3 expectations:

Application

- Homework set most weeks, this may include a list of vocabulary to learn which will be reviewed via starters.
- Students need to spend up to 30 minutes on learning vocabulary and 1 hour on reading and writing homework tasks.
- Where students are struggling or not completing tasks in-line with their ability, lunchtime catch-ups will be set.

Organisation

- Usual equipment required as well as highlighters, booklets.

Independence

- Students should avoid on-line translation programs, they will not be available in the exam, as it is important that their teacher sees their mistakes. Students should develop their independence and make note of new vocabulary and grammar.

Improving work and making progress.

Homework

- Homework is designed to; prepare students, review already learnt language or develop their listening, reading and writing skills.
- If students are struggling to access or complete their homework they must seek help from their teacher during lunch or break time.
- Some homework will be set from on-line resources, if they are struggling to access these from home they should make time to use the computers in the resources centre and communicate problems with their teacher.

Assessment

Students work is frequently marked and assessed:

- Listening and reading tasks will regularly take place, students will self/peer mark these, before being checked by their teacher.
- Speaking will take place in lessons with one formal assessment.
- Writing will take place both in class tasks and homework, students will be trained to peer check and look for ways to improve both their own and others' work, giving them a chance to improve their work, before it is marked by their teacher and a NOW task set.
- NOW tasks will be checked to ensure that it is being completed and work is improved.
- Students will be assessed throughout the course with the focussing on:
Autumn- listening, reading and writing (including translation)
Spring- listening, reading and writing (including translation)
Summer- 1:1 speaking assessment and feedback

FRENCH

Route		Working <i>towards</i> a GCSE level of:	LISTENING	SPEAKING	READING Translation into English	WRITING Translation into French	Route
ORANGE		1	Recognise and match single words to images or their written word.	Respond to 2 familiar questions with short phrases and support .	Recognise taught words and short phrase. Match them to pictures or their meaning.	Write words and short phrases, with supports in the present tense.	ORANGE
		2	Understand familiar words and opinions with repetition.	Answer 4 questions. Giving information and opinions. Some awareness of sound patterns.	Understand of a range of familiar written phrases and opinions . Able to read aloud words	Write a few short sentences with support, in the present tense . Write some familiar words from memory . Variable accuracy, but clear meaning	
		3	Understand familiar words, phrases and opinions with repetition , spoken in the present tense .	Take part in short dialogues in the present . Ask and answer 8 simple questions . Exchange simple opinions	Understand main points and opinions in short texts using a range of familiar vocabulary in the present tense . Able to read aloud phrases .	Write short, linked sentences and express simple opinions, in the present . Translate familiar short phrases.	
	BLUE	4	Understand main points and opinions within sentences of familiar vocabulary in the present tense . Transcribe words.	Take part in a monologues or conversations (8 full responses + 2 questions), giving details and expressing and justifying opinions, in the present tense .	Understand key points, details, overall message and justified opinions in short authentic texts in the present tense . Translate short sentences.	Write a paragraph in the present with justified opinions . Translate short sentences. Generally accurate and meaning is clear, but errors with verbs.	BLUE
GREEN		5	Understand short and longer passages with justified opinions and details in the present tense and the use of 'je voudrais'. Transcribe phrases.	Take part in monologues (1 minute)/ conversations of 2 minutes , referring to the present tense and use 'je voudrais' to refer to the future. Respond to at least one surprise question, giving justified opinions.	Understand key points, details, overall message and justified opinions in short authentic texts in the present and the future . Translate sentences which include opinions.	Write a couple of short paragraphs in the present and the future/conditional with justified opinions. Translate sentences. Generally accurate and meaning is clear, but errors with verbs.	GREEN
		6	Understand main points, opinions with reasons/details in a range of passages in the present and the future tense .	Take part in monologues (1 minute) and conversations (2 minutes) , referring to the present and the future . Responding to surprise questions. Develop opinions and make comparisons.	Understand short and longer texts with justified opinions in the present and the future/ conditional . Translate longer sentences, with awareness of grammar, especially tenses.	Write longer texts, made up of several paragraphs , which include descriptions and developed opinions using different time frames . Plan and write structured paragraphs . Translate several longer sentences in the present with some minor errors .	
	RED	7	Understand short and longer passages with justified opinions, details and present, past and future . Transcribe sentences.	Initiate and develop dialogues and monologues on a variety of topics , adapting language as necessary. Using personalised vocabulary and more complex grammar. Pronunciation and intonation are mostly accurate.	Understand meaning and detail of different types of texts of different lengths , which include the past, present and future tenses and new vocabulary in opinions. Accurately translate short passages, with occasional errors.	Write longer texts, write more interesting sentences , which include descriptions and developed opinions using different time frames . Plan and write structured paragraphs . Translate several longer sentences in the present/ conditional with some minor errors .	RED

	8	Deduce meaning of overall message and key points which include a range of at least three different tenses, justified opinions and some new vocabulary and grammatical structures.	Initiate discussions (4 minutes) on a wide range of topics , using appropriate register. Use less common vocabulary, more complex grammar and at least three tenses. Spontaneously ask questions and expand answers .	Understand meaning and detail in longer texts, including at least three tenses , justified opinions, unfamiliar language and more complex structures. Accurately translate short passages , including new vocabulary with occasional errors..	Write extended texts on a variety of topics) adapting previously-learned language in more complex structures. Translate a short passage containing more complex language structures into the target language
	9	Deduce meaning and show understanding of overall message and detail in longer passages containing; at least three different tenses , justified opinions, more complex grammar and new vocabulary .	Use language creatively responding to questions, justifying a range of thoughts and opinions with little hesitation . Initiate, develop and sustain dialogues, using less common vocabulary, more complex grammar including the conditional .	Deduce meaning in longer texts , which include different tenses, opinions , some more complex grammar structures. Translate short passages containing more complex language and grammar, accurately into English with occasional errors	Write a variety coherent extended texts , using language effectively and creatively to narrate, inform, interest and convince. Use a range of grammar and a combination of tenses. Translate a passage containing complex language. Mostly accurate , with isolated errors.

Geography - Year 7

Key Contact: Mr A.Coultas-Pitman, 4179acp@mynhs.net

Subject Content

Students studying Geography in Yr 7 will commence the year with a baseline assessment of their locational awareness. This will be in the form of completing a passport. Following this term one focuses on developing core skills and literacy to facilitate enquiry based learning.

Students will be challenged to blend and balance their numeracy, scientific thought and literacy skills throughout the year. Geography will demand that students have an enquiring mind for the world around them. Through the application of skills and the progressive development of extended writing, students will be assessed across a spectrum of topics during the year.

Resources are available on the Geography RM Unify Site

<https://sturminsternewtonhigh.sharepoint.com/year7/geography7/SitePages/Home.aspx>

– which includes instructions for tasks, a variety of exemplars of homework and learning resources to facilitate independent learning.

The focus right from commencement of Year 7 is to prepare students for G.C.S.E. Geography.

Term 1

Personal Passport – assessing locational awareness and description of place.

Field sketch – application of core skills combined with development of geographical language

Term 2

Map Skills – using ordnance survey 1:25000 scale local map students have to record events and log these by applying their map skills

Life is a picnic – analysing how a river affects the landscape students must decide where to locate their picnic bench on the River Stour!

Term 3

A Moving Story – deconstructing the UK, with a focus on migration to the UK through time.

Geography - Year 8

Key Contact: Mr A.Coultas-Pitman, 4179acp@mynhs.net

Subject Content

Students studying Geography in Yr 8 will be challenged by contextualised geography. Merging work in Science across the curriculum the first term focuses on the very topical Depleted Earth and linking this to a range of scales. This links to the second unit of weather and climate. The focus in this unit is on the processes which drive our complex weather and climate patterns. Learning from this unit transfers across into unit three in which students study India. The monsoon season, globalisation and the urban environment of India's major cities pull across themes also learnt in Year 7. The year concludes with an introduction to glaciation and the continent of Antarctica.

Students will be challenged to blend and balance their numeracy, scientific thought and literacy skills throughout the year. Geography will demand that students have an enquiring mind for the world around them. Through the application of skills and the progressive development of extended writing, students will be assessed across a spectrum of topics during the year.

Resources are available on the Geography RM Unify Site

<https://sturminsternewtonhigh.sharepoint.com/year7/geography7/SitePages/Home.aspx>

– which includes instructions for tasks, a variety of exemplars of homework and learning resources to facilitate independent learning.

The focus right from commencement of Year 8 is to prepare students for G.C.S.E. Geography.

Term 1

Where do we locate a wind turbine in Sturminster Newton?
Fieldwork, debate and extended writing

Term 2

Climate Graph – creating and describing skills tasks, with the challenge of comparing climate variation across latitudes.
India – formal exam paper, structured to G.C.S.E. framework of paper

Term 3

The processes affecting our landscape in glacial environs
Antarctica and its links to climate change

KS3 expectations:

Application

- Geography in The News – 30 minutes of homework a fortnight will be to compile a portfolio of Geography in the News stories in which students will be expected to apply their learning

Organisation

- **ALL** standard school equipment must be brought to all lessons!
- Completion of work to an **acceptable standard at all times!**

Independence

- Use of multimedia including RM Unify to develop and enhance learning. Geography is a current subject, and students are expected to engage with the news on an ongoing basis and to be able to comment on relevant events

Improving work and sustaining progress.

KS3 students use an **assessment sheet** in the front of their books to record & review. All students will have a folder to store assessment work in enabling revision for exams.

Feedback, improvements and Progress. All students are aware of their pathway. Staff will follow up after work has been reviewed to ensure that students are responding to feedback- in order to progress and achieve.

Support your child by helping them to respond to the teacher comments in their book. They can always add more and aspire to secure or indeed develop key skills in writing and

Teachers will always suggest a source of information to enhance learning. For example Al Jazeera has an excellent website and news channel offering a unique perspective on many geographical themes www.aljazeera.com. The Ordnance Survey is an excellent site for practicing core skills which will be assessed; www.ordnancesurvey.co.uk

Homework

Homework and independent study forms an integral part of the curriculum. Homework will develop core skills for case study work at KS4. Alongside this two pieces of homework per topic will be set.

Assessment. Students will have two formal teacher assessed pieces per unit of study. This will take the form of extended writing and the assessment of plus skills for geography (matching criteria at GCSE AO4). Students will undertake self and peer assessment in class by marking specific pieces of work to share, reflect and improve on in class.

Route	Working towards a GCSE level of:	Knowledge (AO1)	Understanding (AO2)	Interpretation (AO3)	Skills (AO4)	Route
		Demonstrate knowledge of locations, places, processes, environments and different scales	Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes	Apply knowledge and understanding to interpret, analyse and evaluate geographical information to make judgements	Select, adapt and use a variety of skills and techniques to investigate questions and issues and to communicate findings	
ORANGE	2	Identified – students can identify key values in a data set such as maximum and minimum	Can use basic language to identify a place or process	Can state simple opinions when presented with entry level information	Able to use 4 figure grid references, can record data using basic tables, can identify features in a photograph	ORANGE
	3	Accurate identity of key values in a set of data or features on an image	Can outline using standard English a concept or process	Combines reasons to begin to describe patterns, and offers a simple opinion	Basic map skills secure such as six figure grids and symbols. Simple graphs can be read and used in work	
BLUE	4	Outline a pattern shown in graphical form Correct vocabulary being used to identify patterns	Beginning to use geographical language to support explanation in their work	Explanation is beginning to feature with conclusions. Two sides of an issue will be commented on	Map skills secure, able to overlay images and consider data patterns	BLUE
GREEN	5	Able to write in a structured way using data to support descriptions of patterns, processes and locations. P.E.A	Processes are beginning to be explained in the context of the environment they are within.	Detailed explanation features at least two sides of an issue or feature	Information across more than two format types can be pooled together and used to support explanations	GREEN
	6	Data is handled well when describing patterns in graphic or image based form, locational knowledge on a range of scales is evident. P.E.A	Concepts of locational influences such as latitude and its role in processes and features is evident in work	Discussion appears as work is balanced to aid the drawing of a judgemental conclusion	Statistical analysis such as mean, median, mode, interquartile and range are deployed to analyse data. Conclusive statements drawn from resources.	
	7	Competent with a range of imagery such as satellite, maps and graphs and able to link patterns as well as all the above.	Inter-relationship between processes and locations are secure, competent use of secure geographical language	Analysis of sources, materials, processes and features establishes clear links to locations enabling accurate judgement	Able to manage several formats of resources which facilitates analysis in writing	
RED	8	Able to blend a range of resources to show clear locational and process knowledge. Able to locate and identify	Inter-relationships are written about with great competency. Using additional evidence to strengthen work	Evaluation is used to conclude and make judgements across a range of scales linking inter-relationships between cause and effect	Able to manipulate data and text from multiple sources to support evaluation. Anomalies are critiqued	RED

		all main features of earth.			
	9	Seeks to use and adapt multiple sources of data to support work across a range of scales from local to global.	Develops own thinking to challenge theory; brings in self sourced evidence to develop work.	Critical evaluation is applied in study; justifiable ranking of causes and effects is apparent in all case studies	Able to manipulate data and text from multiple sources to support critical evaluation. Anomalies are critiqued

Geography - Year 9

Key Contact: Mr A.Coultas-Pitman, 4179acp@mynhs.net

Subject Content

Students studying Geography in Yr 9 will commence the G.C.S.E. course specification after Christmas. This will be whether they chose to study geography at G.C.S.E. or not. The reason for this is the new specification is considerably more demanding in breadth and depth of content than previous specifications. Students who continue to study geography will benefit from this extra time, and those not will benefit from the extended literacy and skills being developed to support humanities.

Think Like a Geographer will require recall from Year 7 and Year 8. Students will assess their completeness as a geographer through six challenges set in class.

Development is a fascinating topic allowing students to bring in science, economics, politics, history and ethics. Students will develop analysis and evaluation, with the key aim being to develop an understanding of socioeconomic geography; an increasing theme in G.C.S.E. content. Why do we have three tiers of development?

Challenge of Natural Hazards – topics will include tectonics, weather and climate and culminate in how climate change may explain the ever more extreme climate we are experiencing in the UK. Will next summer be as hot? How many snow days might there be?

Resources are available on the Geography RM Unify Site

<https://sturminsternewtonhigh.sharepoint.com/year7/geography7/SitePages/Home.aspx>

– which includes instructions for tasks, a variety of exemplars of homework and learning resources to facilitate independent learning.

Term 1

Think Like a Geographer – a review of the essential skills needed to be a successful geographer through a six-part test programme

Development – Extended research challenge set for homework to forge the basis of an essay to be written in class. Question posed in a G.C.S.E. framework and marked accordingly.

Term 2 onwards

Paper 1 Natural Hazards and Living Planet G.C.S.E. – AQA Exam paper taken from G.C.S.E. specification

KS3 expectations:

Application

- Geography in The News – 30 minutes of homework a fortnight will be to compile a portfolio of Geography in the News stories in which students will be expected to apply their learning

Organisation

- **ALL** standard school equipment must be brought to all lessons!
- Completion of work to an **acceptable standard at all times!**

Independence

- Use of multimedia including RM Unify to develop and enhance learning. Geography is a current subject, and students are expected to engage with the news on an ongoing basis and to be able to comment on relevant events

Improving work and sustaining progress.

KS3 students use an **assessment sheet** in the front of their books to record & review. All students will have a folder to store assessment work in enabling revision for exams.

Feedback, improvements and Progress. All students are aware of their pathway. Staff will follow up after work has been reviewed to ensure that students are responding to feedback- in order to progress and achieve.

Support your child by helping them to respond to the teacher comments in their book. They can always add more and aspire to secure or indeed develop key skills in writing and

Teachers will always suggest a source of information to enhance learning. For example Al Jazeera has an excellent website and news channel offering a unique perspective on many geographical themes www.aljazeera.com. The Ordnance Survey is an excellent site for practicing core skills which will be assessed; www.ordnancesurvey.co.uk

Homework : Homework and independent study forms an integral part of the curriculum. Homework will develop core skills for case study and process work at KS4. Emphasis on tasks will be relevant to G.C.S.E. specification and building knowledge for exam success.

Assessment. Students will have two formal teacher assessed pieces per unit of study. This will take the form of extended writing and the assessment of skills for geography (matching criteria at GCSE AO4). Students will undertake self and peer assessment in class by marking specific pieces of work to share, reflect and improve on in class. Each assessment will feature the Assessment Objectives (AO) as prescribed by AQA.

Route	Working towards a GCSE level of:	Knowledge (AO1)	Understanding (AO2)	Interpretation (AO3)	Skills (AO4)	Route
		Demonstrate knowledge of locations, places, processes, environments and different scales	Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes	Apply knowledge and understanding to interpret, analyse and evaluate geographical information to make judgements	Select, adapt and use a variety of skills and techniques to investigate questions and issues and to communicate findings	
ORANGE	2	Identified – students can identify key values in a data set such as maximum and minimum	Can use basic language to identify a place or process	Can state simple opinions when presented with entry level information	Able to use 4 figure grid references, can record data using basic tables, can identify features in a photograph	ORANGE
	3	Accurate identity of key values in a set of data or features on an image	Can outline using standard English a concept or process	Combines reasons to begin to describe patterns, and offers a simple opinion	Basic map skills secure such as six figure grids and symbols. Simple graphs can be read and used in work	
BLUE	4	Outline a pattern shown in graphical form Correct vocabulary being used to identify patterns	Beginning to use geographical language to support explanation in their work	Explanation is beginning to feature with conclusions. Two sides of an issue will be commented on	Map skills secure, able to overlay images and consider data patterns	BLUE
GREEN	5	Able to write in a structured way using data to support descriptions of patterns, processes and locations. P.E.A	Processes are beginning to be explained in the context of the environment they are within.	Detailed explanation features at least two sides of an issue or feature	Information across more than two format types can be pooled together and used to support explanations	GREEN
	6	Data is handled well when describing patterns in graphic or image based form, locational knowledge on a range of scales is evident. P.E.A	Concepts of locational influences such as latitude and its role in processes and features is evident in work	Discussion appears as work is balanced to aid the drawing of a judgemental conclusion	Statistical analysis such as mean, median, mode, interquartile and range are deployed to analyse data. Conclusive statements drawn from resources.	
	7	Competent with a range of imagery such as satellite, maps and graphs and able to link patterns as well as all the above.	Inter-relationship between processes and locations are secure, competent use of secure geographical language	Analysis of sources, materials, processes and features establishes clear links to locations enabling accurate judgement	Able to manage several formats of resources which facilitates analysis in writing	
	8	Able to blend a range of resources to show clear locational and process knowledge. Able to locate and identify	Inter-relationships are written about with great competency. Using additional evidence to strengthen work	Evaluation is used to conclude and make judgements across a range of scales linking inter-relationships between cause and effect	Able to manipulate data and text from multiple sources to support evaluation. Anomalies are critiqued	
RED						RED

		all main features of earth.			
	9	Seeks to use and adapt multiple sources of data to support work across a range of scales from local to global.	Develops own thinking to challenge theory; brings in self sourced evidence to develop work.	Critical evaluation is applied in study; justifiable ranking of causes and effects is apparent in all case studies	Able to manipulate data and text from multiple sources to support critical evaluation. Anomalies are critiqued

GEOGRAPHY KS3 TO GCSE ASSESSMENT MATRIX

Mathematics – Year 7

Key Contact: Mr Findlay (Head of Department)

Students inevitably arrive in Year 7 with widely differing levels of mathematical competence; some finding addition and subtraction particularly challenging while others are ready to learn and apply the rules of algebra to solve complex problems. Our aim in the first few weeks of Year 7 is to identify the starting point of every student so that we can best support them at their level and ensure the challenge is appropriate for them to make the best progress that they can make.

Routes and Setting

In order to identify student's current level, we draw on a range of information sources including SATS results, CAT scores, end of half-term assessments, and teacher assessment. Students are then allocated a route (Red, Green, Blue or Orange) which allows us to 'meet the students where they are' and teach them at a level that best meets their individual needs. This will be challenging but attainable based on student's prior knowledge and ability.

Students on similar routes are therefore organised into sets as follows:

Red Route - Set 1
Green Route - Set 2
Blue Route - Set 3
Orange Route - Set 4

The content covered on each route is shown on the next page.

Assessment and Reporting

Students are assessed at the end of every half term on work covered up to that point. The assessments are therefore different for each route, and we report on how each student is progressing within the context of their own starting point. For example, any student that is making good progress on his or her own route will be reported as 'Secure' or 'Mastered', regardless of the route. Further detail about our assessment procedures can be found in the box opposite.

Typical and Historical Outcomes

The mathematics team work extremely hard to help all students make as much progress in mathematics as possible and we are very proud of the outcomes of our students at GCSE and A level which reflect this.

Typically, students who arrive to us with the prior knowledge that places them on the Red route have gone on to attain grades 7 – 9 at GCSE. Students whose prior knowledge places them on the Green route have typically gone on to achieve grades 5 – 7 at GCSE. Students on the Blue route have typically achieved grades 4 – 5 at GCSE, and students on the Orange routes have typically achieved between grades 1 and 4 at GCSE.

Individuals can and do perform outside of these ranges and we encourage and support students to strive for the highest outcome, regardless of their starting point. Students are regularly re-evaluated and can be moved onto a different route if that is appropriate.

KS3 expectations:

Lessons

- Students have 3 lessons of maths per week.
- Students can expect one piece of homework per week, taking approximately 20 – 30 minutes to complete in Year 7.
- There is a formal assessment every half term – this can include any topics covered by the student up to that point.
- Students may be invited to come for catch up at lunch time with the class teacher or head of department if there are knowledge gaps that need to be secured in order to pave the way for the learning ahead.

Organisation

- Exercise book, pen, pencil, rubber, ruler and planner to be brought to every lesson. Calculators are not required in Year 7.

Reporting procedures and 'next steps' for improvement

A variety of factors are considered when reporting student progress (including classwork and homework) but the predominant factor is the performance in the end of half term tests. The following gives some guidelines:

Mastered	
A student who scores very highly in the end of half term test (typically above 90%) and consistently demonstrates the ability to apply knowledge in new contexts.	The department will evaluate whether the student should be on a higher route and could cope with a higher level of pace and challenge. Your input is welcome.
Secure	
A student who scores well on the end of half term test (typically above 60%) and is demonstrating that they have a secure understanding of the topics covered and are ready for the learning ahead.	Further practise that helps the student to apply the concepts learnt to new or different situations will support their development to 'mastery'.
Not Yet Secure	
Assessment indicates the student has some significant gaps in understanding the topics covered that may be a hindrance to future learning.	The teacher and student will identify the most pressing topics and provide further instruction or practise opportunities. This might include catch-up at school, or additional homework.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red	<p>Four operations (with decimals)</p> <p>Ordering number and place value</p> <p>Rounding and Estimating</p> <p>Powers and square roots</p> <p>Areas of rectangles</p> <p>Concept of Perimeter</p>	<p>Fractions of amounts</p> <p>Percentage of amount</p> <p>Percentage increase and decrease</p> <p>Number machines</p> <p>Solving simple linear equations</p> <p>Ratios</p> <p>Proportion</p> <p>Basics of probability</p> <p>Two way tables</p> <p>Frequency trees</p>	<p>Fractions skills (equivalence, ordering, mixed to improper)</p> <p>Converting Fractions to decimals</p> <p>Fractions - Decimals - Percentage Equivalence</p> <p>Further Ratios</p> <p>Fractions arithmetic</p>	<p>Directed number</p> <p>BIDMAS</p> <p>Substitution</p> <p>Areas of triangles</p> <p>Names and properties of shapes and solids</p> <p>Areas of trapezii and parallelograms</p> <p>Compound areas</p> <p>Vertices, Edges, Faces. Nets.</p> <p>Simple surface areas</p> <p>Volume of a prism</p>	<p>Venn diagrams</p> <p>Classification of number</p> <p>PPF</p> <p>HCF</p> <p>LCM</p> <p>Forming and simplifying algebraic expressions</p> <p>Expand and simplify pairs of single brackets</p>	<p>Linear equations with unknowns both sides</p> <p>Solving harder linear equations</p> <p>Understanding Inequalities</p> <p>Solving Linear Inequalities</p>
Green	<p>Four operations (with decimals)</p> <p>Ordering number and place value</p> <p>Rounding and Estimating</p> <p>Powers and square roots</p> <p>Areas of rectangles</p> <p>Concept of Perimeter</p>	<p>Fractions of amounts</p> <p>Percentage of amount</p> <p>Percentage increase and decrease</p> <p>Number machines</p> <p>Solving simple linear equations</p> <p>Ratios</p> <p>Proportion</p> <p>Basics of probability</p> <p>Two way tables</p> <p>Frequency trees</p>	<p>Fractions skills (equivalence, ordering, mixed to improper)</p> <p>Converting Fractions to decimals</p> <p>Fractions - Decimals - Percentage Equivalence</p> <p>Further Ratios</p> <p>Fractions arithmetic</p>	<p>Directed number</p> <p>BIDMAS</p> <p>Substitution</p> <p>Areas of triangles</p> <p>Names and properties of shapes and solids</p> <p>Areas of trapezii and parallelograms</p>	<p>Compound areas</p> <p>Vertices, Edges, Faces. Nets.</p> <p>Simple surface areas</p> <p>Volume of a prism</p>	<p>Venn diagrams</p> <p>Classification of number</p> <p>PPF</p> <p>HCF</p> <p>LCM</p>

Mathematics – Year 7

Blue	<p>Four operations (with decimals)</p> <p>Ordering number and place value</p> <p>Rounding and Estimating</p> <p>Powers and square roots</p> <p>Areas of rectangles</p> <p>Concept of Perimeter</p>	<p>Fractions of amounts</p> <p>Percentage of amount</p> <p>Percentage increase and decrease</p> <p>Number machines</p> <p>Solving simple linear equations</p> <p>Ratios</p> <p>Proportion</p> <p>Basics of probability</p> <p>Two way tables</p> <p>Frequency trees</p>	<p>Fractions skills (equivalence, ordering, mixed to improper)</p> <p>Converting Fractions to decimals</p> <p>Fractions - Decimals - Percentage Equivalence</p> <p>Further Ratios</p>	<p>Fractions arithmetic</p> <p>Directed number</p> <p>BIDMAS</p>	<p>Substitution</p> <p>Areas of triangles</p> <p>Names and properties of shapes and solids</p> <p>Areas of trapezii and parallelograms</p>	<p>Compound areas</p> <p>Vertices, Edges, Faces. Nets.</p> <p>Simple surface areas</p> <p>Volume of a prism</p>
Orange	<p>Four operations (with decimals)</p> <p>Ordering number and place value</p> <p>Rounding and Estimating</p> <p>Powers and square roots</p> <p>Areas of rectangles</p>	<p>Concept of Perimeter</p> <p>Fractions of amounts</p> <p>Percentage of amount</p> <p>Percentage increase and decrease</p> <p>Number machines</p> <p>Solving simple linear equations</p>	<p>Ratios</p> <p>Proportion</p> <p>Basics of probability</p> <p>Two way tables</p> <p>Frequency trees</p>	<p>Fractions skills (equivalence, ordering, mixed to improper)</p> <p>Converting Fractions to decimals</p> <p>Fractions - Decimals - Percentage Equivalence</p> <p>Further Ratios</p>	<p>Fractions arithmetic</p> <p>Directed number</p> <p>BIDMAS</p>	<p>Substitution</p> <p>Areas of triangles</p> <p>Names and properties of shapes and solids</p> <p>Areas of trapezii and parallelograms</p>

Mathematics – Year 8

Key Contact: Mr Findlay (Head of Department)

The teaching of mathematics in Year 8 is carefully structured so that it reinforces concepts learnt in Year 7 and simultaneously progresses and develops student's skills and understanding in the subject. Our aim continues to be to support every student at a level that is appropriate to their needs, and to ensure the level of challenge is carefully matched to their ability so that each student makes the best progress that they can make.

Routes and Setting

At the end of Year 7 the setting is re-evaluated using all the available information to ensure that all students start year 8 on the appropriate route. The routes (Red, Green, Blue or Orange) help us to 'meet the students where they are' and teach them at a level that best meets their individual needs. This means the mathematics will be challenging but attainable based on student's prior knowledge and ability.

Students on similar routes are therefore organised into sets as follows:

Red Route - Set 1
Green Route - Set 2
Blue Route - Set 3
Orange Route - Set 4

The content covered on each route is shown on the next page.

Assessment and Reporting

Students are assessed at the end of every half term on work covered up to that point. The assessments are therefore different for each route, and we report on how each student is progressing within the context of their own starting point. For example, any student that is making good progress on his or her own route will be reported as 'Secure' or 'Mastered', regardless of the route. Further detail about our assessment procedures can be found in the box opposite.

Typical and Historical Outcomes

The mathematics team work extremely hard to help all students make as much progress in mathematics as possible and we are very proud of the outcomes of our students at GCSE and A level which reflect this.

Typically, students who arrive to us with the prior knowledge that places them on the Red route have gone on to attain grades 7 – 9 at GCSE. Students whose prior knowledge places them on the Green route have typically gone on to achieve grades 5 – 7 at GCSE. Students on the Blue route have typically achieved grades 4 – 5 at GCSE, and students on the Orange routes have typically achieved between grades 1 and 4 at GCSE.

Individuals can and do perform outside of these ranges and we encourage and support students to strive for the highest outcome, regardless of their starting point. Students are regularly re-evaluated and can be moved onto a different route if that is appropriate.

KS3 expectations:

Lessons

- Students have 3 lessons of maths per week.
- Students can expect one piece of homework per week, taking approximately 30 minutes to complete.
- There is a formal assessment every half term – this can include any topics covered by the student up to that point.
- Students may be invited to come for catch up at lunch time with the class teacher or head of department if there are knowledge gaps that need to be secured in order to pave the way for the learning ahead.

Organisation

- Exercise book, pen, pencil, rubber, ruler and planner to be brought to every lesson. Calculators are required from Year 8 onwards.

Reporting procedures and 'next steps' for improvement

A variety of factors are considered when reporting student progress (including classwork and homework) but the predominant factor is the performance in the end of half term tests. The following gives some guidelines:

Mastered	
A student who scores very highly in the end of half term test (typically above 90%) and consistently demonstrates the ability to apply knowledge in new contexts.	The department will evaluate whether the student should be on a higher route and could cope with a higher level of pace and challenge. Your input is welcome.
Secure	
A student who scores well on the end of half term test (typically above 60%) and is demonstrating that they have a secure understanding of the topics covered and are ready for the learning ahead.	Further practise that helps the student to apply the concepts learnt to new or different situations will support their development to 'mastery'.
Not Yet Secure	
Assessment indicates the student has some significant gaps in understanding the topics covered that may be a hindrance to future learning.	The teacher and student will identify the most pressing topics and provide further instruction or practise opportunities. This might include catch-up at school, or additional homework.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red	Measuring and classifying angles Angle facts Forming algebraic expressions Linear equations from shapes Nth term	Rearranging formulae Drawing straight line graphs Gradient of a line $Y = mx + c$ Parallel and perpendicular lines Inequalities regions	Using a calculator Solving simple quadratic equations Area of a circle and semi-circle Circumference of a circle Perimeter of a semi-circle Area and Perimeter of sectors Pythagoras	Mid-point of a line segment Exchange rates Calculator percentages Reverse percentages Compound interest	Expanding double brackets Expanding triple brackets Factorising (common factors) Factorising simple quadratics Difference of two squares Solving simple quadratics	Simultaneous equations Simple bearings Internal and external angles Angles in parallel lines
Green	Forming and simplifying algebraic expressions Expand and simplify pairs of single brackets Linear equations with unknowns both sides Solving harder linear equations Understanding Inequalities Solving Linear Inequalities	Measuring and classifying angles Angle facts Forming algebraic expressions Linear equations from shapes Nth term	Rearranging formulae Drawing straight line graphs Gradient of a line $Y = mx + c$ Parallel and perpendicular lines Inequalities regions	Using a calculator Solving simple quadratic equations Area of a circle and semi-circle Circumference of a circle Perimeter of a semi-circle	Area and Perimeter of sectors Pythagoras Mid-point of a line segment Exchange rates	Calculator percentages Reverse percentages Compound interest
Blue	Venn diagrams Classification of number	Forming and simplifying algebraic expressions	Understanding Inequalities Solving Linear Inequalities	Angle facts Forming algebraic expressions	Sequences Nth term	Gradient of a line $Y = mx + c$

Mathematics – Year 8

	PPF HCF LCM	Expand and simplify pairs of single brackets Linear equations with unknowns both sides Solving harder linear equations	Measuring and classifying angles	Linear equations from shapes	Rearranging formulae Drawing straight line graphs	Parallel and perpendicular lines
Orange	Revision and re-capping of all Year 7 topics	Compound areas Vertices, Edges, Faces. Nets. Simple surface areas Volume of a prism	Venn diagrams Classification of number PPF HCF LCM	Forming and simplifying algebraic expressions Expand and simplify pairs of single brackets Linear equations with unknowns both sides	Solving harder linear equations Understanding Inequalities Solving Linear Inequalities Measuring and classifying angles	Angle facts Forming algebraic expressions Linear equations from shapes

Mathematics – Year 9

Key Contact: Mr Findlay (Head of Department)

The teaching of mathematics in Year 9 is carefully structured so that it reinforces concepts learnt in Year 7 and 8 while simultaneously progressing and developing student's skills and understanding in the subject. Our aim continues to be to support every student at a level that is appropriate to their needs, and to ensure the level of challenge is carefully matched to their ability so that each student makes the best progress that they can make.

Routes and Setting

At the end of Year 8 the setting is re-evaluated using all the available information to ensure that all students start Year 9 on the appropriate route. The routes (Red, Green, Blue or Orange) help us to 'meet the students where they are' and teach them at a level that best meets their individual needs. This means the mathematics will be challenging but attainable based on student's prior knowledge and ability.

Students on similar routes are therefore organised into sets as follows:

Red Route - Set 1
Green Route - Set 2
Blue Route - Set 3
Orange Route - Set 4

The content covered on each route is shown on the next page.

Assessment and Reporting

Students are assessed at the end of every half term on work covered up to that point. The assessments are therefore different for each route, and we report on how each student is progressing within the context of their own starting point. For example, any student that is making good progress on his or her own route will be reported as 'Secure' or 'Mastered', regardless of the route. Further detail about our assessment procedures can be found in the box opposite.

Typical and Historical Outcomes

The mathematics team work extremely hard to help all students make as much progress in mathematics as possible and we are very proud of the outcomes of our students at GCSE and A level which reflect this.

Typically, students who arrive to us with the prior knowledge that places them on the Red route have gone on to attain grades 7 – 9 at GCSE. Students whose prior knowledge places them on the Green route have typically gone on to achieve grades 5 – 7 at GCSE. Students on the Blue route have typically achieved grades 4 – 5 at GCSE, and students on the Orange routes have typically achieved between grades 1 and 4 at GCSE.

Individuals can and do perform outside of these ranges and we encourage and support students to strive for the highest outcome, regardless of their starting point. Students are regularly re-evaluated and can be moved onto a different route if that is appropriate.

KS3 expectations:

Lessons

- Students have 3 lessons of maths per week.
- Students can expect one piece of homework per week, taking approximately 30 minutes to complete.
- There is a formal assessment every half term – this can include any topics covered by the student up to that point.
- Students may be invited to come for catch up at lunch time with the class teacher or head of department if there are knowledge gaps that need to be secured in order to pave the way for the learning ahead.

Organisation

- Exercise book, pen, pencil, rubber, ruler and planner to be brought to every lesson. Calculators are required from Year 8 onwards.

Reporting procedures and 'next steps' for improvement

A variety of factors are considered when reporting student progress (including classwork and homework) but the predominant factor is the performance in the end of half term tests. The following gives some guidelines:

Mastered	
A student who scores very highly in the end of half term test (typically above 90%) and consistently demonstrates the ability to apply knowledge in new contexts.	The department will evaluate whether the student should be on a higher route and could cope with a higher level of pace and challenge. Your input is welcome.
Secure	
A student who scores well on the end of half term test (typically above 60%) and is demonstrating that they have a secure understanding of the topics covered and are ready for the learning ahead.	Further practise that helps the student to apply the concepts learnt to new or different situations will support their development to 'mastery'.
Not Yet Secure	
Assessment indicates the student has some significant gaps in understanding the topics covered that may be a hindrance to future learning.	The teacher and student will identify the most pressing topics and provide further instruction or practise opportunities. This might include catch-up at school, or additional homework.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red	Probability Tree diagrams Simple Index Laws Standard Form Four operations with standard form	Trigonometry Speed-distance-time Volume of cone and sphere Compound spheres and cones Surface area of cone and sphere Volume-density-mass and other compound measures	Drawing quadratic and cubic graphs Graphical solutions Estimating gradients of graphs for acceleration Area under graphs for displacement Velocity-time and speed-time graphs Simple SUVAT	Direct proportion Inverse proportion Knowledge of graphs of standard functions: linear, reciprocal, quadratic, cubic. Area and Volume scale factors	Upper and lower bounds Quadratic formula Recurring decimals to fractions Fractional and negative indices Rearranging formulae with factorising	Simplifying surds Rationalising surds Exact trig values Sine and cosine rules Sine rule for area Segments area and perimeter
Green	Expanding double brackets Expanding triple brackets Factorising (common factors) Factorising simple quadratics Difference of two squares Solving simple quadratics	Simultaneous equations Simple bearings Internal and external angles Angles in parallel lines	Probability Tree diagrams Simple Index Laws Standard Form Four operations with standard form	Trigonometry Speed-distance-time Volume of cone and sphere Compound spheres and cones Surface area of cone and sphere Volume-density-mass and other compound measures	Drawing quadratic and cubic graphs Graphical solutions Estimating gradients of graphs for acceleration Area under graphs for displacement Velocity-time and speed-time graphs	Direct proportion Inverse proportion Knowledge of graphs of standard functions: linear, reciprocal, quadratic, cubic.
Blue	Using a calculator Solving simple quadratic equations Area of a circle and semi-circle Circumference of a circle	Area and Perimeter of sectors Pythagoras Mid-point of a line segment Exchange rates	Calculator percentages Reverse percentages Compound interest	Expanding double brackets Expanding triple brackets Factorising (common factors) Factorising simple quadratics Difference of two squares Solving simple quadratics	Simultaneous equations Simple bearings Internal and external angles Angles in parallel lines	Probability Tree diagrams Simple Index Laws Standard Form Four operations with standard form

Mathematics – Year 9

Orange	Revision and re-capping of all Year 8 topics	Sequences	Gradient of a line	Circumference of a circle	Mid-point of a line segment	Expanding double brackets
		Nth term	$Y = mx + c$	Perimeter of a semi-circle	Exchange rates	Expanding triple brackets
		Rearranging formulae	Using a calculator	Area and Perimeter of sectors	Calculator percentages	Factorising (common factors)
		Drawing straight line graphs	Solving simple quadratic equations	Pythagoras	Reverse percentages	Factorising simple quadratics
			Area of a circle and semi-circle			Difference of two squares
						Solving simple quadratics

Music - Year 7

Key Contact: Mr Clarke

Subject Content

Year 7 Music provides students with an opportunity to study the elements of music which will give them a strong start to key stage 3 and also help prepare them for music in year 8, 9 and beyond. They will take part in composing, performing and listening and appraising activities and cover music from different styles and cultures.

Learning opportunities

During music lessons students will develop their knowledge of the elements of music, such as rhythm, metre, pitch and tempo. They will be expected to write music using basic staff notation and use correct rhythms. They will be expected to sing as a whole class or small group and if they wish as an individual. There will be opportunities to play musical instruments and perform as part of a whole class or as part of a small group. Students will also be able to use recording equipment and music computer software.

Units of work in year 7

Building Bricks

The elements of music will be introduced and after 1 performance, 1 composing and 1 listening exercise, a base line assessment will take place.

Rhythm, Metre and Pulse

The basics of rhythm and metre will be studied through composing, performing, singing, conducting and listening giving students the knowledge to make progress throughout the rest of the key stage.

Form and Structure

The plans and designs that hold all pieces of music will be studied in this unit, giving students the opportunities to develop more structured compositions and performances.

Pictures at an Exhibition

Instruments of the Orchestra

Students will learn about Timbre and the instruments of the orchestra in this unit throughout this unit. Their skills in reading music and rhythm from previous units will be used to put together class performances. Students will also complete listening exercises and composing tasks focusing on Timbre/Sonority.

Song Writing

The aspects of song will be covered in this unit focusing on "what makes a good song". Students will learn about the importance of riff, melodies, hooks and structure. Students will compose and perform songs in groups.

KS3 expectations:

Application

- Where students have not completed tasks in line with their ability catch-up sessions will be used to redo the work.

Organisation

- In addition to the school planner a Pen and pencil and eraser are required for every lesson; all musical notes should be written in pencil. Students can also bring own instruments to lessons and may be asked to do so.

Independence

- Students should be able to work independently and in small groups, taking musical risks when in these situations.

Improving work and making progress.

Assessment

Throughout each term students will be continually assessed in the areas of Performing, Composing and Listening and Appraising in addition to this, students will complete 2 formal assessments that will lead towards a report to parents. These will mainly take place in class as part of a small group task when performing. Students also have the opportunity to perform individually if they wish to do so.

Peer and self-assessment will be used throughout the course to enable students to make progress. Whilst peer and self-assessment are considered to be important parts of the teaching process. The reports to parents will be based on the formal assessments outlined above.

Resources

Students can seek help from their teacher during lunchtimes and break times during the school day. Students must ask if they do not understand their work especially when completing homework tasks.

Various websites can be used to help with homework tasks and independent work a few examples are:

www.bbc.co.uk/music

www.bbc.com/bitesize

Music - Year 8

Key Contact: Mr Clarke

Subject Content

Year 8 Music provides students with an opportunity to expand on the study from year 7 by continuing to focus on the elements of music. They will take part in composing, performing and listening and appraising activities and cover music from different styles and cultures including world music including reggae and Indian music.

Learning opportunities

During music lessons students will develop their knowledge of the elements of music, such as rhythm, metre, pitch and tempo. They will be expected to write music using basic staff notation and use correct rhythms. They will be expected to sing as a whole class or small group and if they wish as an individual. There will be opportunities to play musical instruments and perform as part of a whole class or as part of a small group. Students will also be able to use recording equipment and music computer software.

Units of work in year 8

Reggae

A focus on the melodies, riffs, beat and timing of Reggae will open year 8 for students. Students will learn about the origins of Reggae. The main focus of this unit will be a group performance combining the main elements of a Reggae song.

Variations

Students will learn about the compositional technique Variations. They will learn how composers use the technique. Classical and contemporary music will feature throughout the unit.

Improvisation

The focus of this unit will be improvisation in music. Students will experience this through a study of styles that feature improvisation such as African drumming, Chinese Pentatonic music, Indian Music and the Blues.

Music and Space

Students will learn about music composed for the Planet Suite by Holst. Students will perform music from the suite and compose their own version of a planet from the piece using the technique and elements used in the original work.

Indian Music

A focus on Raga will end year 8. Students will expand upon their improvisation skills to construct raga using traditional technique and elements.

KS3 expectations:

Application

- Where students have not completed tasks in line with their ability catch-up sessions will be used to redo the work.

Organisation

- In addition to the school planner a Pen and pencil and eraser are required for every lesson; all musical notes should be written in pencil. Students can also bring own instruments to lessons and may be asked to do so.

Independence

- Students should be able to work independently and in small groups, taking musical risks when in these situations.

Improving work and making progress.

Assessment

Throughout each term students will be continually assessed in the areas of Performing, Composing and Listening and Appraising in addition to this, students will complete 2 formal assessments that will lead towards a report to parents. These will mainly take place in class as part of a small group task when performing. Students also have the opportunity to perform individually if they wish to do so.

Peer and self-assessment will be used throughout the course to enable students to make progress. Whilst peer and self-assessment are considered to be important parts of the teaching process. The reports to parents will be based on the formal assessments outlined above.

Resources

Students can seek help from their teacher during lunchtimes and break times during the school day. Students must ask if they do not understand their work especially when completing homework tasks.

Various websites can be used to help with homework tasks and independent work a few examples are:

www.bbc.co.uk/music

www.bbc.com/bitesize

Music - Year 9

Key Contact: Mr Clarke

Subject Content

Year 9 Music provides students with an opportunity to expand on the study from year 7 and 8 and prepare them for GCSE Music. They will take part in composing, performing and listening and appraising activities and cover music from different styles and cultures including film music, music for special events and popular song.

Learning opportunities

During music lessons students will develop their knowledge of the elements of music, such as rhythm, metre, pitch and tempo. They will be expected to write music using basic staff notation and use correct rhythms. They will be expected to sing as a whole class or small group and if they wish as an individual. There will be opportunities to play musical instruments and perform as part of a whole class or as part of a small group. Students will also be able to use recording equipment and music computer software.

Units of work in year 9

Film Music

Students will focus on music that is used in films in this unit. A focus on music used for mood, emotion, time and place, tension and character will be studied through composing, performing and listening and appraising music.

Rock n' Roll

Students will have the opportunity to experience Rock n roll by learning about the chord sequences, blues scales, riffs, bass lines and lyrics.

Toccata

The focus of this unit will be a study of the elements of an organ toccata. Class performances of the piece will take place and students will learn to use ornaments such as mordents and turns in composing and performance tasks.

Minimalism

The music of Steve Reich and other minimalist composers will be a focus in this unit. Composing and performing will take place using devices such as repetition and phase shifts.

Popular Song

Students will end the key stage with a unit focusing on making arrangements of popular songs. Students will work in small groups to perform their own version of songs.

KS3 expectations:

Application

- Where students have not completed tasks in line with their ability catch-up sessions will be used to redo the work.

Organisation

- In addition to the school planner a Pen and pencil and eraser are required for every lesson; all musical notes should be written in pencil. Students can also bring own instruments to lessons and may be asked to do so.

Independence

- Students should be able to work independently and in small groups, taking musical risks when in these situations.

Assessment

Throughout each term students will be continually assessed in the areas of Performing, Composing and Listening and Appraising in addition to this, students will complete 2 formal assessments that will lead towards a report to parents. These will mainly take place in class as part of a small group task when performing. Students also have the opportunity to perform individually if they wish to do so.

Peer and self-assessment will be used throughout the course to enable students to make progress. Whilst peer and self-assessment are considered to be important parts of the teaching process. The reports to parents will be based on the formal assessments outlined above.

Resources

Students can seek help from their teacher during lunchtimes and break times during the school day. Students must ask if they do not understand their work especially when completing homework tasks.

Various websites can be used to help with homework tasks and independent work a few examples are:

www.bbc.co.uk/music

www.bbc.com/bitesize

PE- KS3

Key Contact: Mrs Quickfall & Mr Henley

Subject Content

In KS3, students will have 5 hours a fortnight of Physical Education. They will be introduced to a range of sporting activities including invasion games, net games, gymnastics, Health Related Fitness to name a few. We aim to develop basic skills in these activities and increase students understanding of rules and tactics. This will help to equip students with the appropriate skills needed for KS4 PE.

Learning opportunities

Students will be provided with learning experiences designed to allow them to become successful learners, to overcome challenges and that provide a range of opportunities to engage in carefully planned competitive sporting events and festivals, at both intra school and inter school level. They will be expected to engage fully in all sporting activities and encouraged to participate in extra-curricular sport. Joining sports teams is an excellent way to contribute to whole school life. Students will gain invaluable transferrable skills such as: Leadership, Teamwork, Confidence, Organisation and Communication.

Units of Work.

Term 1 & 2

Football	Netball	Tag Rugby	Hockey
Gymnastics	HRF	Badminton	

Term 3

Athletics	Striking and Fielding	Tennis
-----------	-----------------------	--------

KS3 expectations:

Application

- Positive attitude to participation in core lessons.
- To be prepared to integrate in extra-curricular activities.
- Act upon oral feedback given during lessons.

Organisation

- To be equipped fully, with the correct kit, every lesson.

Independence

- To be proactive and take responsibility for form sports within the tutor group.

Improving work and making progress.

Assessment.

Students will be assessed on technique and Performance as an individual. Analysis and assessment of own and others performance in each activity. Assessment will be ongoing throughout each sporting activity unit.

Oral feedback will be given to improve performances during lessons. Self and peer assessments will also aid improvement through the units.

Resources

Extra-curricular clubs to help develop ability further at both lunchtimes and afterschool.

A range of equipment is provided for the delivery of lessons and clubs.

Route		Working <i>towards</i> a GCSE level of:	Range and Quality of Skills	Physical Attributes: Fitness	Decision Making: Game or Performance Situation	Leadership	Route
ORANGE		1	Simple core skills are performed, with very limited effectiveness Advanced skills are not usually attempted	Level of personal fitness is a very limited and more regular health and fitness activities are advised	Rarely selects the appropriate skill for the situation Demonstrates very limited awareness of the rules/regulations of the activity during performance	Shows no knowledge of how to lead a warm-up or cool down.	
		2	Core skills are performed with limited accuracy, control and fluency Any advanced skills attempted are performed with very limited success	Demonstrates limited physical fitness and psychological control during performance	Selects and uses appropriate skills on few occasions. Demonstrates limited awareness of the rules/regulations of the activity during performance	Attempts to lead a warm-up and/or cool down showing limited leadership.	
		3	Core skills are performed with developing accuracy, control and fluency Any advanced skills attempted are performed with limited success	Demonstrates developing physical fitness and psychological control during performance	Selects and uses appropriate skills on few occasions. Demonstrates developing awareness of the rules/regulations of the activity during performance	Can lead a basic warm-up and cool down with developing leadership skills.	
	BLUE	4	Core skills are performed with moderate accuracy, control and fluency Any advanced skills attempted are performed with developing success	Demonstrates moderate levels of physical fitness and psychological control to perform effectively	Selects and uses appropriate skills on some occasions. Demonstrates moderate awareness of the rules/regulations of the activity during performance.	Can lead a warm-up and cool down using a variety of activities. Verbal communication skills are moderate .	
		5	Core skills are performed with competent accuracy, control and fluency The advanced skills demonstrated are performed with moderate accuracy, control and fluency	Demonstrates competent physical fitness and psychological control to perform with some effectiveness	Selects and uses appropriate skills on some occasions. Demonstrates competent awareness of the rules/regulations of the activity during performance.	Can lead a warm-up and cool down using sport specific activities. Communication skills are competent .	
	GREEN	6	Core skills are performed with constant accuracy, control and fluency	Demonstrates constant levels of physical fitness and psychological control to perform to a good level	Selects and uses appropriate skills on many occasions.	Is able to lead a warm-up, cool down and some basic skills drills. Constant communication skills are demonstrated. Relationships with peers are developing.	GREEN

PE

		The advance performed with competent accuracy, control and fluency		rules/regulations of the activity during performance	
7		Core skills are performed with confident accuracy, control and fluency The advanced skills demonstrated are performed with constant accuracy, control and fluency	Demonstrates appropriate levels of physical fitness and psychological control to perform with confidence	Successfully selects and uses appropriate skills on some occasions. Demonstrates confident awareness of the rules/regulations of the activity during performance	Is able to lead a range of warm-up, skills sessions and cool downs. Confident relationships with peers are demonstrated. Able to identify some skills faults.
8		Core skills are performed with highly confident accuracy, control and fluency The advanced skills demonstrated are performed with confident accuracy, control and fluency	Demonstrates high levels of physical fitness and psychological control to perform fluently	Successfully selects and uses appropriate skills on many occasions Demonstrates fluent awareness of the rules/regulations of the activity during performance	Is able to fluently lead a range of warm-up, skills sessions and cool downs. Good relationships with peers are demonstrated. Able to identify faults.
9		Core skills are performed with highly developed accuracy, control and fluency The advanced skills demonstrated are performed with FLUENT accuracy and control.	Demonstrates highly developed levels of physical fitness and psychological control to perform to an outstanding level	Successfully selects and uses appropriate skills on most occasions Demonstrates highly developed awareness of the rules/regulations of the activity during performance	Is able to successfully lead a range of warm-up, skills sessions and cool downs. Highly developed relationships with peers are demonstrated. Able to identify and correct faults.

RED

RED

RE- Year 7

Key Contact: Mrs Shelley

Subject Content

Year 7 RE is intended to introduce students to the essential skills required to be successful at G.C.S.E. A good RE student will be able to think independently, evaluate different arguments, justify their own opinion and explain how religious teachings influence the lives of believers.

Year 7 is also an introduction to various belief systems that include; humanism, atheism, Christianity, Islam, Buddhism and other religions.

Learning opportunities

Students will be expected to demonstrate that they understand different beliefs regardless of their own views. There will also be plenty of opportunity to debate beliefs and give their own view on them.

During RE lessons students will develop their written ability to be able to construct a good essay and expand on written points. They will be involved in a lot of class discussion work to help them listen and respond to others. There will be plenty of opportunity to get involved in creative class and homework tasks. Research is also an essential skill for students to become independent learners and this will form a large part of their learning.

Units of Work.

Term 1

Belief about God –Students study key ideas about the existence of God. Students will look at Christian, Muslim and Humanist ideas about God.

Religion and Science – A study of different ideas about the origins of the universe. Students look at how religious beliefs affect the way people look after the environment.

Term 2

Revelation - This topic introduces students to the idea of God communicating with people through supernatural experiences. The emphasis is on the importance of revelation stories to religions. They will also evaluate the idea of revelation and give their own views on its validity.

Sermon on the Mount – Students study the meaning of Jesus' teaching and look at it in the context of persecution and bullying today.

Term 3

Buddhism/Philosophy – At study of key questions about the meaning and purpose of life through a Buddhist perspective.

KS3 expectations:

Application

- 2 pieces of homework per topic. Revision for key work tests to be taken seriously.
- Where students have not completed tasks in line with their ability, homework and test resits will be undertaken during lunch time catch up sessions.

Organisation

- Exercise book, pen, pencil, rubber, ruler and planner to be brought to every lesson.

Independence

- All research must be put into own words in written tasks.
- Help can be given with homework but the work must reflect the student's own ability.

Improving work and making sufficient progress.

Assessment.

Students will be given two written assessments per unit of work. These will be in the form of written structured answers. They will also be given two homework tasks per topic. The two formal assessments will be teacher marked. Students will also be involved in peer and self-assessing their work.

Purple pen work will be carried out regularly and will involve students in improving their extended writing skills. This will be followed up by staff to ensure that students are responding properly to the comments made and that they have understood how to correct their work.

All work is marked based on the new GCSE assessment criteria.

Resources

Students can seek help from their individual teacher during lunchtime and break time. If students do not understand a homework task it is important that they do this.

There are a range of useful text books that can be made available to students to help them with independent work. Useful websites below;

<http://www.bbc.co.uk/religion/religions/>

<https://www.bbc.com/education/subjects/zh3rkqt>

Route	Working towards a GCSE level of:	Describe	Explain and Analyse	Debate/Critical Thinking	Written Communication (Spelling, Punctuation and Grammar - SPaG)	Route
ORANGE		1 Little knowledge and/or understanding of the religion(s) studied. No use of specialist vocabulary	Recall basic facts about a religion and how this can relate to own life experiences	Recall and talk about basic facts, experiences and feelings that students find interesting or puzzling.	Presentation, spelling, punctuation and/or grammar make it difficult to understand your meaning	ORANGE
		2 Demonstrate basic knowledge and/or understanding of the religion(s) studied. Some use of specialist vocabulary.	Recall facts about religion(s) studied and how this can relate to own life experiences using everyday language.	Ask, respond sensitively about own and others' experiences and feelings. Recognise that some questions cause people to wonder and are difficult to answer. Use a sense of morality	Presentation, spelling, punctuation and/or grammar require improvement. Limited information is given and your meaning is unclear.	
		3 Demonstrate a developing knowledge and understanding of the religion(s) studied. A developing use of specialist vocabulary.	Recall facts about religion(s) studied and how this can relate to own and others' life experiences using everyday language.	Identify what influences own and others' sense of morality making links between values and commitments and own attitude/behaviour.	Some relevant information is given but your meaning is unclear. Presentation, spelling, punctuation and/or grammar require improvement.	
BLUE		4 Demonstrate knowledge and understanding of the religion(s) studied. Accurate and appropriate use of a developing specialist vocabulary.	Recall facts about religion(s) studied and how this can relate to own and others' life experiences using everyday language.	Raise, suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. Apply ideas to own and others' lives.	Present some relevant information in a way that makes your meaning clear. Text produced is readable. SPaG is mostly accurate.	BLUE
		5 Demonstrate accurate knowledge and understanding of the religion(s) studied. Accurate and appropriate use of some specialist vocabulary.	Recall and apply complex facts about religion(s) studied to own and others' life experiences. Explain and analyse differences in belief leading to differences in opinion.	Ask and suggests answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others'	Present relevant information in a way that makes your meaning clear. Text produced is readable. SPaG is mostly accurate.	
GREEN		6 Demonstrate secure knowledge and understanding of the religion(s) studied. Accurate and appropriate use of specialist vocabulary.	Interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.	Use reasoning and examples to express insights into the relationship between beliefs, teaching and world issues.	Present relevant information clearly and employ structure to make your meaning clear. The text produced is readable. SPaG is accurate.	GREEN
		7 Demonstrate some detailed knowledge and understanding of the religion(s) studied. Accurate and appropriate use of wide specialist vocabulary.	Explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. Use a variety of sources, evidence and forms of expression	Evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples	Present relevant information clearly and employ some structure and style to make your meaning clear. The text produced is readable. SPaG is accurate.	
RED		8 Demonstrate increasingly detailed knowledge and understanding of the religion(s) studied. Accurate and	Coherently analyse a wide range of viewpoints on questions of identity,	Synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and	Present relevant information clearly and employ structure and style to make your	RED

RE

		appropri specialist vocabulary.	values and commitments	perspectives or others	ie text produced is readable. SPaG is accurate.
9		Demonstrate detailed knowledge and thorough understanding of the religion(s) studied. Accurate and appropriate use of complex specialist vocabulary.	Demonstrate detailed knowledge and thorough understanding to explain and analyse the religion(s) studied. Explain where appropriate, how differences in belief can lead to differences in opinion .	Interpret the meaning and importance of the beliefs and practices of the religion(s) studied, and assess the impact of these on the lives of believers. Evaluate different points of view to reach your own conclusions supported by a range of evidence .	Present relevant information clearly and consistently employ structure and style to make your meaning clear. The text produced is readable . SPaG is always accurate .

Year 7 assessments

TA – Teacher assessed work

H – Homework

PA – Peer assessed work

SA – Self assessed work

Belief about God

H – Keywords

SA – Keyword test

PA – PEE paragraph work

H – Ask two people to answer your ultimate question

TA – Ultimate questions extended writing

PA – Humanist – Recipe for a good life

SA – Belief in God rough draft

H – Belief in God assessment final version

TA – Belief in God extended writing

Sermon on the Mount

H – Keywords

SA – Keyword test

H – Research for presentations

PA and TA – Bullying presentations

TA – Explain two teachings from the Sermon on the Mount

Revelation

H – Keywords

SA – Keyword test

TA – Explain the meaning of the story of King Nebuchadnezzar

PA – Revelation story presentations

SA- Rough draft for extended writing

H – Are the revelation stories true? Final version

TA – Are the revelation stories true? Extended writing

Religion and Science

H – Keywords

SA – Keyword test

H – Beautiful Gardens

TA – Explain Christian teachings about

Stewardship

PA – Stewardship PowerPoints

TA – Duty to look after the world extended writing

H – Duty to look after the world final version

RE- Year 8

Key Contact: Mrs Shelley

Subject Content

Year 8 RE is intended to give students a good knowledge of the key beliefs of Islam and Christianity. Students will learn teachings and practises of these religions and how these affect the lives of the believers. Students will also analyse the beliefs and give their own opinion on some of the key concepts. Islam and Christianity are studied at G.C.S.E.

Learning opportunities

Students will be expected to demonstrate that they understand different beliefs regardless of their own views. There will also be plenty of opportunity to debate beliefs and give their own view on them.

During RE lessons students will develop their written ability to be able to construct a good essay and expand on written points. They will be involved in a lot of class discussion work to help them listen and respond to others. There will be plenty of opportunity to get involved in creative class and homework tasks. Research is also an essential skill for students to become independent learners and this will form a large part of their learning.

RE is taught twice a cycle in year 8 so the subject content covered is less than year 8 and 9.

Units of Work.

Term 1/2

Islam – This unit of work introduces students to the Five Pillars of Islam, which are five important beliefs that underpin the Muslim faith. They will study how these beliefs influence and affect the life of a Muslim. Students will consider the difficulty and commitment involved in following the Five Pillars. Students will also be given opportunity to discuss and evaluate the ideas from their own perspective.

Term 2/3

Christianity - This unit of work will focus on key Christian beliefs about Jesus, the Trinity, differences between Christians and concepts such as love and forgiveness. Students will not only consider what these ideas mean to Christians but will reflect on their view about love and forgiveness in society.

KS3 expectations:

Application

- 3 pieces of homework per topic. Revision for key work tests to be taken seriously.
- Where students have not completed tasks in line with their ability, homework and test resits will be undertaken during lunch time catch up sessions.

Organisation

- Exercise book, pen, pencil, rubber, ruler and planner to be brought to every lesson.

Independence

- All research must be put into own words in written tasks.
- Help can be given with homework but the work must reflect the student's own ability.

Improving work and making sufficient progress.

Assessment.

Students will be given two formal written assessments per unit of work. These will be in the form of written structured answers. They will also be given three homework tasks per topic. The two formal assessments will be teacher marked. Students will also be involved in peer and self-assessing their work.

Purple pen work will be carried out regularly and will involve students in improving their extended writing skills. This will be followed up by staff to ensure that students are responding properly to the comments made and that they have understood how to correct their work.

All work is marked based on the new GCSE assessment criteria.

Resources

Students can seek help from their individual teacher during lunchtime and break time. If students do not understand a homework task it is important that they do this.

There are a range of useful text books that can be made available to students to help them with independent work. Useful websites below;

<http://www.bbc.co.uk/religion/religions/>

<https://www.bbc.com/education/subjects/zh3rkqt>

Route	Working <i>towards</i> a GCSE level of:	Describe	Explain and Analyse	Debate/Critical Thinking	Written Communication (Spelling, Punctuation and Grammar - SPaG)	Route	
ORANGE		1 Little knowledge and/or understanding of the religion(s) studied. No use of specialist vocabulary	Recall basic facts about a religion and how this can relate to own life experiences	Recall and talk about basic facts, experiences and feelings that students find interesting or puzzling.	Presentation, spelling, punctuation and/or grammar make it difficult to understand your meaning	ORANGE	
		2 Demonstrate basic knowledge and/or understanding of the religion(s) studied. Some use of specialist vocabulary.	Recall facts about religion(s) studied and how this can relate to own life experiences using everyday language.	Ask, respond sensitively about own and others' experiences and feelings. Recognise that some questions cause people to wonder and are difficult to answer. Use a sense of morality	Presentation, spelling, punctuation and/or grammar require improvement. Limited information is given and your meaning is unclear.		ORANGE
		3 Demonstrate a developing knowledge and understanding of the religion(s) studied. A developing use of specialist vocabulary.	Recall facts about religion(s) studied and how this can relate to own and others' life experiences using everyday language.	Identify what influences own and others' sense of morality making links between values and commitments and own attitude/behaviour.	Some relevant information is given but your meaning is unclear. Presentation, spelling, punctuation and/or grammar require improvement.		
BLUE		4 Demonstrate knowledge and understanding of the religion(s) studied. Accurate and appropriate use of a developing specialist vocabulary.	Recall facts about religion(s) studied and how this can relate to own and others' life experiences using everyday language.	Raise, suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. Apply ideas to own and others' lives.	Present some relevant information in a way that makes your meaning clear. Text produced is readable. SPaG is mostly accurate.	BLUE	
		5 Demonstrate accurate knowledge and understanding of the religion(s) studied. Accurate and appropriate use of some specialist vocabulary.	Recall and apply complex facts about religion(s) studied to own and others' life experiences. Explain and analyse differences in belief leading to differences in opinion.	Ask and suggests answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others'	Present relevant information in a way that makes your meaning clear. Text produced is readable. SPaG is mostly accurate.		BLUE
GREEN		6 Demonstrate secure knowledge and understanding of the religion(s) studied. Accurate and appropriate use of specialist vocabulary.	Interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.	Use reasoning and examples to express insights into the relationship between beliefs, teaching and world issues.	Present relevant information clearly and employ structure to make your meaning clear. The text produced is readable. SPaG is accurate.	GREEN	
	RED		7 Demonstrate some detailed knowledge and understanding of the religion(s) studied. Accurate and appropriate use of wide specialist vocabulary.	Explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. Use a variety of sources, evidence and forms of expression	Evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples		Present relevant information clearly and employ some structure and style to make your meaning clear. The text produced is readable. SPaG is accurate.
		8 Demonstrate increasingly detailed knowledge and understanding of the religion(s) studied. Accurate and	Coherently analyse a wide range of viewpoints on questions of identity,	Synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and	Present relevant information clearly and employ structure and style to make your	RED	

RE

		appropri specialist vocabulary.	values and commitments	perspectives or others	ie text produced is readable. SPaG is accurate.
9		Demonstrate detailed knowledge and thorough understanding of the religion(s) studied. Accurate and appropriate use of complex specialist vocabulary.	Demonstrate detailed knowledge and thorough understanding to explain and analyse the religion(s) studied. Explain where appropriate, how differences in belief can lead to differences in opinion .	Interpret the meaning and importance of the beliefs and practices of the religion(s) studied, and assess the impact of these on the lives of believers. Evaluate different points of view to reach your own conclusions supported by a range of evidence .	Present relevant information clearly and consistently employ structure and style to make your meaning clear. The text produced is readable. SPaG is always accurate .

TA – Teacher assessed work

H – Homework

PA – Peer assessed work

SA – Self assessed work

-

Year 8

Christianity

H – Keywords

SA – Keyword test

H – Learn the differences between the denominations for a quiz

TA—Explain the difference between two Christian

denominations

TA – Explain two Christian teachings about love

PA – Story of Lost Son and what it means today.

TA – People should always forgive extended writing

H – Revision for Exam

-

Islam

H – Keywords

SA – Keyword test

TA—Explain two ways that

Shahadah influences the life of a Muslim

H – Research for prayer wall display

SA – Prayer wall displays after quiz

PA – Rough draft of Swam writing

TA—Explain two ways that Sawm

Influences the life of a Muslim

TA – Is Prayer the hardest pillar to follow? Extended writing

H – Final version of extended writing assessment

RE- Year 9

Key Contact: Mrs Shelley

Subject Content

Year 9 RE provides students with the opportunity to study some more mature philosophical and ethical issues which will help them with the transition towards G.C.S.E. They will engage with key philosophical questions and reflect on a wide range of religious and non-religious views and try to apply and evaluate these.

Learning opportunities

Students will be expected to demonstrate that they understand different beliefs regardless of their own views. There will also be plenty of opportunity to debate beliefs and give their own view on them.

During RE lessons students will develop their written ability to be able to construct a good essay and expand on written points. They will be involved in a lot of class discussion work to help them listen and respond to others. There will be plenty of opportunity to get involved in creative class and homework tasks. Research is also an essential skill for students to become independent learners and this will form a large part of their learning.

Units of Work.

Term 1/2

The Problem of Evil –Students study key ideas about the existence of God in a world full of suffering. Students will look at religious and non-religious responses to this.

Human Rights & Justice– This topic addresses the issue of human rights abuse in the world and religious responses towards working to help others.

Term 2/3

Equality – Students study different types of prejudice and stereotyping in the world today. They study the law on equality in the UK and look at religious teachings about equality.

Martin Luther King – Students study racism in the time of MLK and learn about pacifism and peaceful protest. They evaluate the idea of pacifism in the world today from different perspectives.

Crime and Punishment – Students study arguments for and against the death penalty. They look at religious and non-religious responses to the issue.

KS3 expectations:

Application

- 2 pieces of homework per topic. Revision for key work tests to be taken seriously.
- Where students have not completed tasks in line with their ability, homework and test resits will be undertaken during lunch time catch up sessions.

Organisation

- Exercise book, pen, pencil, rubber, ruler and planner to be brought to every lesson.

Independence

- All research must be put into own words in written tasks.
- Help can be given with homework but the work must reflect the student's own ability.

Improving work and making sufficient progress.

Assessment.

Students will be given two written assessments per unit of work. These will be in the form of written structured answers. They will also be given two homework tasks per topic. The two formal assessments will be teacher marked. Students will also be involved in peer and self-assessing their work.

Purple pen work will be carried out regularly and will involve students in improving their extended writing skills. This will be followed up by staff to ensure that students are responding properly to the comments made and that they have understood how to correct their work.

All work is marked based on the new GCSE assessment criteria.

Resources

Students can seek help from their individual teacher during lunchtime and break time. If students do not understand a homework task it is important that they do this.

There are a range of useful text books that can be made available to students to help them with independent work. Useful websites below;

<http://www.bbc.co.uk/religion/religions/>

<https://www.bbc.com/education/subjects/zh3rkqt>

Route	Working towards a GCSE level of:	Written Communication (Spelling, Punctuation and Grammar - SPaG)				Route
		Describe	Explain and Analyse	Debate/Critical Thinking	Written Communication	
ORANGE	1	Little knowledge and/or understanding of the religion(s) studied. No use of specialist vocabulary	Recall basic facts about a religion and how this can relate to own life experiences	Recall and talk about basic facts, experiences and feelings that students find interesting or puzzling.	Presentation, spelling, punctuation and/or grammar make it difficult to understand your meaning	ORANGE
	2	Demonstrate basic knowledge and/or understanding of the religion(s) studied. Some use of specialist vocabulary.	Recall facts about religion(s) studied and how this can relate to own life experiences using everyday language.	Ask, respond sensitively about own and others' experiences and feelings. Recognise that some questions cause people to wonder and are difficult to answer. Use a sense of morality	Presentation, spelling, punctuation and/or grammar require improvement. Limited information is given and your meaning is unclear.	
	3	Demonstrate a developing knowledge and understanding of the religion(s) studied. A developing use of specialist vocabulary.	Recall facts about religion(s) studied and how this can relate to own and others' life experiences using everyday language.	Identify what influences own and others' sense of morality making links between values and commitments and own attitude/behaviour.	Some relevant information is given but your meaning is unclear. Presentation, spelling, punctuation and/or grammar require improvement.	
BLUE	4	Demonstrate knowledge and understanding of the religion(s) studied. Accurate and appropriate use of a developing specialist vocabulary.	Recall facts about religion(s) studied and how this can relate to own and others' life experiences using everyday language.	Raise, suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. Apply ideas to own and others' lives.	Present some relevant information in a way that makes your meaning clear. Text produced is readable. SPaG is mostly accurate.	BLUE
	5	Demonstrate accurate knowledge and understanding of the religion(s) studied. Accurate and appropriate use of some specialist vocabulary.	Recall and apply complex facts about religion(s) studied to own and others' life experiences. Explain and analyse differences in belief leading to differences in opinion.	Ask and suggests answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others'	Present relevant information in a way that makes your meaning clear. Text produced is readable. SPaG is mostly accurate.	
GREEN	6	Demonstrate secure knowledge and understanding of the religion(s) studied. Accurate and appropriate use of specialist vocabulary.	Interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.	Use reasoning and examples to express insights into the relationship between beliefs, teaching and world issues.	Present relevant information clearly and employ structure to make your meaning clear. The text produced is readable. SPaG is accurate.	GREEN
	7	Demonstrate some detailed knowledge and understanding of the religion(s) studied. Accurate and appropriate use of wide specialist vocabulary.	Explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. Use a variety of sources, evidence and forms of expression	Evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples	Present relevant information clearly and employ some structure and style to make your meaning clear. The text produced is readable. SPaG is accurate.	
RED	8	Demonstrate increasingly detailed knowledge and understanding of the religion(s) studied. Accurate and	Coherently analyse a wide range of viewpoints on questions of identity,	Synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and	Present relevant information clearly and employ structure and style to make your	RED

RE

		appropri specialist vocabulary.	values and commitments	perspectives or others	ie text produced is readable. SPaG is accurate.
9		Demonstrate detailed knowledge and thorough understanding of the religion(s) studied. Accurate and appropriate use of complex specialist vocabulary.	Demonstrate detailed knowledge and thorough understanding to explain and analyse the religion(s) studied. Explain where appropriate, how differences in belief can lead to differences in opinion .	Interpret the meaning and importance of the beliefs and practices of the religion(s) studied, and assess the impact of these on the lives of believers. Evaluate different points of view to reach your own conclusions supported by a range of evidence .	Present relevant information clearly and consistently employ structure and style to make your meaning clear. The text produced is readable. SPaG is always accurate .

TA – Teacher assessed work

H – Homework

PA – Peer assessed work

SA – Self assessed work

-

Year 9

Problem of Evil

H – Keywords

PA – Keyword test marking

TA – Explain two teachings from the Adam and Eve story

TA – Is the Adam and Eve story a good explanation for evil? Extended writing

SA – Rough draft of assessment extended writing

H – Final version of assessment extended writing

-

Human Rights

H – Keywords

SA – Keyword test

TA – Explain two religious

teachings about human rights

PA – Amnesty campaign

TA – Do we have a duty to uphold human rights? Extended writing

H – Final version of assessment extended writing

Racism and MLK

H – Keywords

SA – Keyword test

TA – Birmingham riots or Bus Boycott questions

TA – Violence is always wrong extended writing

PA – Rough draft of extended writing task

H – Final version of extended writing task

-

Science - Year 7

Key Contact: Dr K King

Subject Content

Year 7 marks the beginning of a 2 year KS3 where the work completed provides the grounding needed for starting their GCSE Science studies in year 9. We will cover a number of topics that all fall into the 5 broad themes of: cells; particles; forces; energy and interdependence. These are the foundations of the knowledge required to be successful in Science. In addition to this we will be teaching scientific skills that are needed to be a good investigative scientist. Each topic will focus on one particular skill alongside its content. These skills fall in to the categories of: planning, data collection, analysis and evaluation.

Learning opportunities

Every lesson will have quantifiable learning objectives that tell students what they need to know and allow them to self assess their own progress within a lesson. They will learn via a number of methods: class/group/peer discussion, investigation, practical work, debating ethical issues, and applying their knowledge to everyday situations.

Units of Work.

Topic 1: Practical Science (Skill focus: Health and safety)

Topic 2: Energy (Skill focus: Research)

Topic 3: Particles (Skill focus: Hypothesis)

Topic 4: Organisation (Skill focus: Diagrams)

Topic 5: Electricity (Skill focus: tables)

Topic 6: Reproduction (Skill focus: Literacy)

Topic 7: Elements and Compounds (Skill focus: Planning/methods)

Topic 8: Forces (Skill focus: using data)

Topic 9: Living world (Skill focus: Describing graphs)

Topic 10: Space (Skill focus: Secondary data)

Topic 11: The Earth Project

KS3 expectations:

Application

- 2 pieces of homework per topic.
 - 1) A common assessed homework that complements either the topic content or skills focus.
 - 2) Written evidence of revision for the end of topic test.

Organisation

- Exercise book, pen, pencil, rubber, ruler, calculator, protractor and planner to be brought to every lesson.

Independence

- All written work must be put into own words.
- Help can be given with homework but the work must reflect the student's own ability.

Improving work and making sufficient progress.

Assessment.

In addition to the frequent assessment strategies within lessons there will be:

- Two homeworks per topic (see above)
- End of topic test

Assessments will be marked via a mixture of self/peer and teacher marking. Each assessment will identify further work that can be completed to stretch and challenge the student.

Resources

- 1) KS3 Revision Club – Monday lunchtimes in S3
- 2) BBC bitesize – KS3 Science
- 3) Students can seek help from their individual teacher during lunchtime and break time. If students do not understand a homework task it is important that they do this.
- 4) KS3 Science revision guide – we recommend the CGP KS3 Science revision guide.

Year 7 Science

		Exam Theory			Skills			
		Biology	Chemistry	Physics	Planning	Data Collection	Analysis	Evaluation
ORANGE		1.1 Label the parts of cells. 1.2 State 5 major organs in the human body. 1.3 State the difference between an invertebrate and a vertebrate. 1.4 State where the energy in food chains or food webs comes from.	2.1 Draw particle diagram of solid, liquids and gases. 2.2 State examples of chemical and physical changes.	3.1 State types of energy. 3.2 State different fossil fuels. 3.3 Name forces as contact or non-contact forces. 3.4 State the units for mass, weight, speed, distance and time. 3.5 State that the moon reflects sunlight. 3.6 Name the planets in order.	Name basic lab equipment and draw it.	Use equipment safely to collect data.	Write a sentence conclusion.	State something that went well with your experiment.
		1.5 Identify 3 specialised cells. 1.6 Label parts of reproductive systems. 1.7 Use classification keys. 1.8 List 2 factors that affect our characteristics.	2.3 List properties of solids, liquids and gases. 2.4 Name changes in state. 2.5 Define element, mixture and compound. 2.6 Define combustion. 2.7 Identify metal and non metal elements.	3.7 State unit of energy. 3.8 Define renewable and non-renewable energy with examples of both. 3.9 Define potential difference, current and resistance. 3.10 Identify series and parallel circuits. 3.11 Describe the effect of forces on objects. 3.12 Label drag force on a diagram. 3.13 Describe the effects of friction.	State the uses of lab equipment. List 3 lab safety rules.	Fill in a premade table with results in right columns.	State simply what happened in the experiment with why.	Say if you think the results are reliable.
	BLUE	1.9 Describe the functions of the parts of cells. 1.10 State what is inside the nucleus. 1.11 Describe how some animals and plants are adapted to their habitat.	2.8 Define density. 2.9 Define atom and molecule. 2.10 Describe changes in state using particle theory. 2.11 Describe how forming compounds changes the elements properties.	3.14 Describe energy transformations. 3.15 Describe how fossil fuels are formed. 3.16 Describe energy transfers in renewable energy sources. 3.17 Describe energy transfer in a circuit. 3.18 Draw series and parallel circuits.	Name basic hazards in a science lab and how to prevent them causing harm.	List the units for basic scientific measurements.	State simply what happened in the experiment using data and a few key science terms.	State whether your experiment was reliable, precise or valid.

GREEN				3.19 Explain why we have days and years. 3.20 Describe the patterns in planet characteristics.				
		1.12 Describe how 3 specialised cells are adapted to their function. 1.13 Describe the organization of genetic material in a cell. 1.14 Explain the difference between a cell, tissue, organ and organ system. 1.15 Predict changes in food chains and webs.	2.12 Calculate density. 2.13 Explain expansion using particle theory. 2.14 Describe diffusion. 2.15 Use formula for basic common compounds, eg. CO ₂ , H ₂ O, O ₂ .	3.21 Draw Sankey diagrams. 3.22 Describe how electricity is made in a coal power station. 3.23 Describe how current flows in a series circuit. 3.24 Calculate resultant forces. 3.25 Plot distance time graph.	Identify hazard symbols. List the practical equipment.	Name 3 types of graphs and what they are used to display.	Identify a basic pattern from the graph. Explain using basic scientific knowledge.	State whether your experiment was reliable, precise and valid. Defining each of these terms.
		1.16 Describe the functions of the structures in the human skeleton. 1.17 Describe fertilisation and cell division in humans. 1.18 Describe the stages in the menstrual cycle.	2.16 Explain diffusion in terms of concentration gradient. 2.17 Explain how pure substances can be identified. 2.18 Write word equations for reactions including combustion. 2.19 Identify how many molecules and atoms there are in a formula.	3.26 Describe advantages and disadvantages of fossil fuels as an energy source. 3.27 Describe how energy can be generated using nuclear power. 3.28 Describe how resistance affects current 3.29 Explain how drag affects the motion of a car. 3.30 Calculate speed. 3.31 Interpret distance time graphs. 3.32 Explain how total solar and lunar eclipses occur.	Follow the steps of a method carefully. Identify hazards in a practical.	Draw a simple table for results. Plot a bar chart when provided with axes. Collect data.	Describe what the results show using data from table and graph. Manipulate the data to make a quantitative conclusion. (Doubling or halving?)	State how you used equipment to increase reliability, validity and precision.
	RED	1.19 Describe the role of the skeleton in making blood cells. 1.20 Explain how twins are formed. 1.21 Explain how reproduction causes variation. 1.22 Describe the menstrual cycle and link to hormones.	2.20 Write symbol equations for reactions including combustion. 2.21 Explain why mass is conserved in reactions. 2.22 Identify the state of a substance using Melting and boiling points	3.33 Describe advantages and disadvantages of nuclear power. 3.34 Describe advantages and disadvantages of renewable energy sources. 3.35 Calculate energy use of appliances. 3.36 Rearrange speed equation. 3.37 Explain why the seasons occur. 3.38 Define the terms mass and weight.	Identify Independent and dependent variables for a practical. Write a basic method.	Draw a simple table with units. Collect reliable data. Plot points on a scatter graph when provided with axes	Describe basic graph patterns, showing directly proportional /linear relationships. Explain the conclusions using scientific knowledge and correctly used scientific terms.	Identify areas of weakness in the method.

		<p>1.23 Explain how the developing foetus is nourished, gets rid of waste and keeps healthy.</p> <p>1.24 Evaluate issues associated with fertility treatment.</p> <p>1.25 Evaluate the changing methods of classification.</p>	<p>2.23 Balance symbol equations.</p> <p>2.24 Identify reasons why mass may change in a reaction.</p>	<p>3.39 Calculate the cost of running appliances.</p> <p>3.40 Use distance time graph to calculate speeds</p> <p>3.41 Describe why weight changes in different places.</p> <p>3.42 Explain how to change the resistance of a circuit.</p>	<p>Link the risks to hazards in a practical.</p> <p>Write an organized method.</p> <p>Describe how to measure Independent and dependent variables.</p>	<p>Draw a table with 4 or more columns. Construct axes and plot b correctly. Calculate a mean. Use equations with 3 variables.</p>	<p>State whether results support hypothesis. Identify anomalous results. Describe graph patterns with 2 stages.</p>	<p>Describe how errors and weaknesses in the method affected results.</p>
--	--	--	---	---	--	--	---	---

Science - Year 8

Key Contact: Dr K King

Subject Content

Year 8 continues the progression of a 2 year KS3 where the work completed provides the grounding needed for starting their GCSE Science studies in year 9. We will cover a number of topics that all fall into the 5 broad themes of: cells; particles; forces; energy and interdependence. These are the foundations of the knowledge required to be successful in Science. In addition to this we will be teaching scientific skills that are needed to be a good investigative scientist. Each topic will focus on one particular skill alongside its content. These skills fall in to the categories of: planning, data collection, analysis and evaluation.

Learning opportunities

Every lesson will have quantifiable learning objectives that tell students what they need to know and allow them to self assess their own progress within a lesson. They will learn via a number of methods: class/group/peer discussion, investigation, practical work, debating ethical issues, and applying their knowledge to everyday situations.

Units of Work.

Topic 1: Acids and alkali (Skill focus: Risk assessment)

Topic 2: Organ systems (Skill focus: Using data)

Topic 3: Heat (Skill focus: Analysis)

Topic 4: Mixtures (Skill focus: Planning or writing a method)

Topic 5: Food and digestion (Skill focus: Variables)

Topic 6: Waves (Skill focus: Analysis and evaluation)

Topic 7: Microorganisms (Skill focus: research Topic 6: Plants (Skill focus: Describing graphs)

Topic 8: Metals (Skill focus: Risk assessment)

Topic 9: Plants (Skill focus: Describing graphs)

Topic 10: Fields (Skill focus: assessment project)

Topic 11: Stretching

KS3 expectations:

Application

- 2 pieces of homework per topic.
- 3) A common assessed homework that complements either the topic content or skills focus.
- 4) Written evidence of revision for the end of topic test.

Organisation

- Exercise book, pen, pencil, rubber, ruler, calculator, protractor and planner to be brought to every lesson.

Independence

- All written work must be put into own words.
- Help can be given with homework but the work must reflect the student's own ability.

Improving work and making sufficient progress.

Assessment.

In addition to the frequent assessment strategies within lessons there will be:

- Two homeworks per topic (see above)
- End of topic test

Assessments will be marked via a mixture of self/peer and teacher marking. Each assessment will identify further work that can be completed to stretch and challenge the student.

Resources

1) KS3 Revision Club – Monday lunchtimes in S3

2) BBC bitesize – KS3 Science

3) Students can seek help from their individual teacher during lunchtime and break time. If students do not understand a homework task it is important that they do this.

4) KS3 Science revision guide – we recommend the CGP KS3 Science revision guide.

Year 8 Science

		Exam Theory			Coursework Skills			
		Biology	Chemistry	Physics	Planning	Data Collection	Analysis	Evaluation
ORANGE		1.26 State the effects of an unbalanced diet. 1.27 Name 3 types of microbes. 1.28 List the ways microbes can enter the body and how we defend against them. 1.29 Label a leaf cross section.	2.25 State examples of acids and alkalis. 2.26 State their hazard symbols. 2.27 Name metals and non metal elements. 2.28 Name methods of separating mixtures. 2.29 State examples of indicators.	3.43 State units for heat and temperature 3.44 List 3 states of matter 3.45 Define sound and reflection 3.46 State the units of loudness 3.47 Name primary and secondary light colours	Name basic lab equipment and its uses.	Use equipment safely to collect data.	State simply what happened in the experiment with why.	Say if you think the results are reliable
		1.30 State the 7 components of a balanced diet. 1.31 Label the organs of the digestive system. 1.32 Give examples of different types of diseases. 1.33 State the uses of yeast and bacteria in food production 1.34 List roles of circulatory system. 1.35 Label the respiratory system. 1.36 Describe the role of the roots in a plant. 1.37 List 3 limiting factors of Photosynthesis.	2.30 Define rusting, corrosion, mixture, chromatography and element. 2.31 Use the pH scale to identify acids and alkalis. 2.32 State the characteristic properties of metals and non-metals. 2.33 Define the terms: oxygen, oxide and oxidation, corrosion and chromatography. 2.34 Describe materials as soluble and insoluble. 2.35 Name 2 group 1 metals.	3.48 Define heat and temperature. 3.49 State the direction of energy flow for given examples. 3.50 Label the changes in states of matter. 3.51 Name some conductors and some insulators. 3.52 Define waves. 3.53 List materials used in sound proofing. 3.54 Define refraction.	Name basic hazards in a science lab and how to prevent them causing harm.	List the units for basic scientific measurements	State simply what happened in the experiment using data and a few key science terms.	State whether your experiment was reliable, precise or valid.
	BLUE	1.38 Describe the roles of the digestive organs. 1.39 Define Aerobic and anaerobic respiration. 1.40 Define fermentation. 1.41 Describe the structure of three microorganisms. 1.42 State what is in a vaccine . 1.43 Label the heart.	2.36 Describe 2 ways of measuring pH 2.37 State the 3 ways we can make a neutral salt. 2.38 State the pH of metal and non metal oxides. 2.39 Describe the conditions needed for corrosion. 2.40 State what the reactivity series is.	3.55 Describe how cooling is energy loss. 3.56 Define conduction, convection, radiation and insulation. 3.57 Define transverse and longitudinal 3.58 Describe how sound waves travel through solids, liquids and gases.	Identify hazard symbols. List the practical equipment.	Name 3 types of graphs and what they are used to display	Identify a basic pattern from the graph. Explain using basic scientific knowledge.	State whether your experiment was reliable, precise and valid. Defining each of these terms

GREEN		1.44 List 3 adaptations of the alveoli and respiratory airways. 1.45 List the uses of glucose in a plant.	2.41 Describe the reactions of the alkali metals+ water. 2.42 Describe how filtrations, chromatography, evaporation work to separate mixtures.	3.59 Define frequency and amplitude 3.60 State the range of human hearing 3.61 State the speed of light				
		1.46 Describe how to test for protein, sugar and starch 1.47 State the word equation for anaerobic respiration 1.48 State the word equation for fermentation 1.49 State the word equation for photosynthesis 1.50 Describe the role of white blood cells 1.51 Describe the role of yeast in food production 1.52 Describe the consequences of smoking 1.53 Relate leaf structures to their jobs in photosynthesis 1.54 Describe how plant is adapted for transpiration	2.43 Define the term: alkali and base. 2.44 Define displacement. 2.45 Describe what happens when acids and alkalis are combined. 2.46 Describe some everyday uses of neutralisation. 2.47 Write word equations for neutralisation. 2.48 Write word equation for acid + metal. 2.49 Write word equation for acid + carbonate. 2.50 Write word equation for metal + oxygen. 2.51 Explain dissolving using particle theory. 2.52 Describe how distillation works.	3.62 Describe difference between heat and temperature 3.63 Explain how thermal energy is transferred as kinetic energy 3.64 Describe conduction 3.65 Describe how fluids behave when heated 3.66 Describe reflection and absorption of heat 3.67 Describe features of 2 wave types 3.68 Compare the speed of light and sound. 3.69 Draw reflected light on a diagram 3.70 Describe why objects appear a certain colour	Follow the steps of a method carefully. Identify hazards in a practical.	Draw a simple table for results. Plot a bar chart when provided with axes. Collect data	Describe what the results show using data from table and graph. Manipulate the data to make a quantitative conclusion.	State how you used equipment to increase reliability , validity and precision
		1.55 Calculate the energy requirements in a diet 1.56 Explain the roles of enzymes 1.57 State the symbol equation for respiration, and photosynthesis 1.58 Describe how MRSA evolved 1.59 Describe the role of bacteria in food production	2.53 Predict the products of neutralisation . 2.54 Describe how to make a salt from a base and an acid. 2.55 Explain how rust prevention methods work. 2.56 Describe the trends in reactivity of metals. 2.57 Predict products of displacement reactions.	3.71 Explain conduction and convection using a particle model 3.72 Explain why sound can't travel through a vacuum. 3.73 Describe oscilloscope traces 3.74 Describe uses of ultra sound waves	Identify Independent and dependent variables for a practical. Write a basic method.	Draw a simple table with units. Collect reliable data. Plot points on a scatter graph when provided with axes	Describe basic graph patterns, showing directly proportional /linear relationships. Explain the conclusions using scientific knowledge and correctly used scientific terms.	Identify areas of weakness in the method

GREEN		1.60 Explain difference between arteries and veins 1.61 Describe how we breathe	2.58 Define oxidation and reduction.	3.75 Draw refracted light on a diagram 3.76 Describe dispersion				
	RED	1.62 Explain the roles of bacteria in digestion 1.63 Explain how a vaccine works 1.64 Explain why MRSA is a problem in hospitals 1.65 Explain the factors that affect transpiration 1.66 Explain the graphs for the limiting factors in photosynthesis	2.59 Make predictions about reactivity of metals. 2.60 Explain why group 1 metals are called alkali. 2.61 Write symbol equations for basic reactions. 2.62 Describe how C can be used to extract metals. 2.63 Explain how separation methods using particle models. 2.64 Evaluate effectiveness of an indicator.	3.77 Explain how different states are better at transferring heat. 3.78 Explain how a vacuum flask works 3.79 Explain the differences between waves types. 3.80 Describe link between angle of incidence and angle of reflection	Link the risks to hazards in a practical. Write an organized method. Describe how to measure Independent and dependent variables	Draw a table with 4 or more columns Construct axes and plot data points correctly. Calculate a mean Use equations with 3 variable.	State whether results support hypothesis Identify anomalous results Describe graph patterns with 2 stages	Describe how errors and weaknesses in the method affected results.
		1.67 Evaluate the effectiveness of vaccination programs 1.68 Evaluate the overuse of antibiotics 1.69 Evaluate the use of statins and surgery in circulatory diseases.	2.65 Define what makes a solution an acid or alkali in terms of ions. 2.66 Explain why neutralisation takes place. 2.67 Write symbol equations for displacement and other complex reactions. 2.68 Compare different methods for metal extraction.	3.81 Explain why ultrasound is used for foetal scanning instead of X-rays. 3.82 Explain refraction 3.83 Explain how dispersion works with reference to frequency and speed.	Identify all the hazards and associated risks in a practical. Write a hypothesis for a practical. List control variables and write a detailed method.	Plot a linear graph using a whole-number scale. Draw a linear line of best fit. Calculate simple percentages. Rearrange equations with three variables	Link results to complex scientific explanations. State what the secondary data shows. Describe why it is important to repeat anomalous results.	State 3 improvements that could be made to the method

Technology - Year 7

Introduction

Designing and making is a fundamental and essential part of every-day and wider society. It has never been more current and valuable to 21st Century Learners. The D&T department is committed to teaching pupils the value and importance of quality designing and making and the impact of their decisions as designers and consumers.

The Design and Technology Department are passionate about developing and encouraging creativity, teamwork, determination and resilience in all our pupils. We firmly believe that all pupils should be risk takers and problem solvers and that they should always be encouraged to have a go, and not to be afraid of making mistakes.

Year 7 Curriculum

Throughout year 7 pupils study Design and Technology for 4 hours per fortnight. During each year pupils will have the opportunity to study three material areas within Design and Technology. These include **food preparation and nutrition, textiles and resistant materials and graphics.**

Due to the practical nature of the subject, lessons are taught with a very 'hands-on' approach. This allows the pupils to gain confidence using a wide range of tools, equipment, materials and machinery, to make products which they are encouraged to take home. The pupils will be taught about "The Design Process", and they will have the opportunity to design for themselves, clients and markets. Wherever possible creativity is encouraged to allow pupils to design their own solutions to practical problems.

Rotations

Food preparation and nutrition.

Please see separate sheet

Textiles. Pupils will follow a basic skills course in the use and care of the sewing machine. Aspects of safety will also be taught through the use of a variety of textiles equipment to include scissors, irons and the sewing machine. Students will be encouraged to develop a range of design ideas for a patchwork cushion that will be developed into a final practical outcome. Improving design skills will also be a focus through the homework tasks especially the use of annotation and justifying materials choices.

Resistant Materials and Graphics. Pupils are introduced to workshop safety and working with a variety of timber and plastic based materials. They are taught a range of basic skills such as measuring, marking out, cutting and shaping, preparation and finishing. They begin gaining knowledge and understanding of designing using the design process by designing and making a pencil holder for themselves, a box with swivel lid using CAD/CAM and finally, modelling a disabled person's product from mixed media. Graphic skills are taught through a range of projects focussing on a range of media to develop techniques and processes.

KS3 expectations:

Application

- Homework for KS3 students consists of a variety of tasks to further develop their skills within the area in which they are working.
- Homework will be given once per timetable rotation

Organisation

- Writing and drawing equipment for every lesson
- Ingredients for Food lessons.

Independence

- Students should be able to complete homework independently, but feel free to support when help is required.
- Students should check their homework.

Improving work and making progress. All students are aware of their route. Staff will follow up after work has been marked to ensure that students are responding to feedback- in order to succeed! Support your child by helping them to respond to the teacher comments in their book. They can always add more to their work.

Assessment and feedback. In Design and Technology, verbal feedback is recognised as having the greatest impact on pupil progress and it will be at the core of every-day teaching and learning. We encourage parents to ask their children about the feedback they receive. As well as the on-going verbal assessment that takes place throughout the course due to its practical nature, formal assessment will be carried out on one practical product and an end of module test. These assessments along with a judgement of the overall quality of completion of the course booklet will be used to report progress to parents. Pupils are assessed within three areas: 1. Designing – where pupils research set problems and produce a design solution; 2. Making – where pupils use a range of tools, equipment, components and ingredients to manufacture their product; 3. Evaluating – where pupils test and evaluate their product against specific criteria.

Key Contact: Mr Main

YEAR 7 TECHNOLOGY KS3 – GCSE ASSESSMENT MATRIX

Route			Design	Make	Evaluate
ORANGE		1	I have found some simple research and commented on it and I have produced a minimum of two design idea which relates to the design brief	I have a product which uses one skill with some accuracy and I have used tools and equipment with supervision	I have explained the look of my design, and with some help explained why this is the case
		2	I have developed one or two ideas into a final design and added colour/shading to make them look realistic	I have a product which is mostly finished and has some accuracy in parts and I have identified one quality check for my practical work	With help I have said what needs to be improved next time and I have said what was hard when making my product
		3	I have come up with a minimum of three creative design ideas with basic reference to my research and/or a specification	I have used tools and equipment correctly and safely and I have made my product from a range of materials, components and ingredients	I have said if I the product I have produced was successful or unsuccessful
GREEN	BLUE	4	My development work and final design uses a mix of sketches and labels to show information about materials/ingredients, sizes/quantities, function and	I have produced a product which is mainly finished and uses two or more skills	I have recorded strengths and weaknesses about my work
		5	I have used ideas from other designers and or existing products to help me in my work	I have produced a product which has a basic level of making and I have worked independently, safely and checked my work	I have identified what is working well and what could be improved
		6	I have produced an analysis that draws helpful conclusions related to the task and produced a specification to inform my designs	I have produced a product which has a good level of making and I have worked safely	I have thought about and reflected upon my specification, and said where my product is successful and not-so-successful
	RED	7	I have made ideas/developments clear using annotated 2D/3D drawings, discussion and modelling, showing an understanding of how it could be made	I have produced a product which has a good level of demand in some parts and I have recorded quality checks in my work	I have said/documented where my product does/does not fit my specification and why
		8	I have researched independently and analysed my findings from two sources and I have written a design specification which relates to the Design Brief using	I have produceed a product which has a good level of making skills	I have reflected upon my design work and shown some evidence of evaluation in my writing
		9	I have produced a variety of creative ideas linked to my research/analysis and I have a clear understanding of how my product will be made through a detailed plan	I have applied quality checks during the making of my product and I have worked independently during practical work	I have compared the final product with the main points of the specification and have tested my product in situation

Technology - Year 8

Introduction

Designing and making is a fundamental and essential part of every-day and wider society. It has never been more current and valuable to 21st Century Learners. The D&T department is committed to teaching pupils the value and importance of quality designing and making and the impact of their decisions as designers and consumers.

The Design and Technology Department are passionate about developing and encouraging creativity, teamwork, determination and resilience in all our pupils. We firmly believe that all pupils should be risk takers and problem solvers and that they should always be encouraged to have a go, and not to be afraid of making mistakes.

Year 8 Curriculum

Throughout year 8 pupils study Design and Technology for 4 hours per fortnight. During each year pupils will have the opportunity to study three material areas within Design and Technology. These include **food preparation and nutrition, textiles and resistant materials and graphics**

Due to the practical nature of the subject, lessons are taught with a very 'hands-on' approach. This allows the pupils to gain confidence using a wide range of tools, equipment, materials and machinery, to make products which they are encouraged to take home. The pupils will be taught about "The Design Process", and they will have the opportunity to design for themselves, clients and markets. Wherever possible creativity is encouraged to allow pupils to design their own solutions to practical problems.

Rotations

Food preparation and nutrition. Please see separate sheet

Textiles. Pupils will build upon on the skills and knowledge that they learnt in Year 7. Pupils will develop practical skills through prototyping their ideas to refine and improve their practical work. Students will be introduced to a range of suitable materials and components to produce a fabric plushy toy for a client of their choice. Safe working practices will also be revisited. Peer and self-evaluation will be used to help students reflect and develop their ideas.

Resistant Materials and Graphics Pupils build upon the skills, knowledge and understanding learned in Year 7 with an increasing focus on working with more care and accuracy. Workshop safety is reinforced and they continue working with various timber, metal and plastic based materials. In Graphics they will develop skills and understanding of various mechanism and drawing /presentation techniques. They continue gaining knowledge and understanding of designing using the design process by designing a note holder for a client. Initially they will make a wood project to reinforce workshop practice.

KS3 expectations:

Application

- Homework for KS3 students consists of a variety of tasks to further develop their skills within the area in which they are working.
- Homework will be given once per timetable rotation

Organisation

- Writing and drawing equipment for every lesson
- Ingredients for Food lessons.

Independence

- Students should be able to complete homework independently, but feel free to support when help is required.
- Students should check their homework.

Improving work and making progress.

All students are aware of their route. Staff will follow up after work has been marked to ensure that students are responding to feedback- in order to succeed! Support your child by helping them to respond to the teacher comments in their book. They can always add more to their work.

Assessment and feedback.

In Design and Technology, verbal feedback is recognised as having the greatest impact on pupil progress and it will be at the core of every-day teaching and learning. We encourage parents to ask their children about the feedback they receive. As well as the on-going verbal assessment that takes place throughout the course due to its practical nature, formal assessment will be carried out on one practical product and an end of module test. These assessments along with a judgement of the overall quality of completion of the course booklet will be used to report progress to parents. Pupils are assessed within three areas: 1. Designing – where pupils research set problems and produce a design solution; 2. Making – where pupils use a range of tools, equipment, components and ingredients to manufacture their product; 3. Evaluating – where pupils test and evaluate their product against specific criteria.

Key Contact: Mr Main

YEAR 8 TECHNOLOGY KS3 – GCSE ASSESSMENT MATRIX

Route			Design	Make	Evaluate
ORANGE		1	I have come up with a minimum of three creative design ideas with basic reference to my research and/or a specification	I have used tools and equipment correctly and safely and I have made my product from a range of materials, components and ingredients	I have said if I the product I have produced was successful or unsuccessful
		2	My development work and final design uses a mix of sketches and labels to show information about materials/ingredients, sizes/quantities, function and	I have produced a product which is mainly finished and uses two or more skills	I have recorded strengths and weaknesses about my work
		3	I have used ideas from other designers and or existing products to help me in my work	I have produced a product which has a basic level of making and I have worked independently, safely and checked my work	I have identified what is working well and what could be improved
	BLUE	4	I have produced an analysis that draws helpful conclusions related to the task and produced a specification to inform my designs	I have produced a product which has a good level of making and I have worked safely	I have thought about and reflected upon my specification, and said where my product is successful and not-so-successful
GREEN		5	I have made ideas/developments clear using annotated 2D/3D drawings, discussion and modelling, showing an understanding of how it could be made	I have produced a product which has a good level of demand in some parts and I have recorded quality checks in my work	I have said/documented where my product does/does not fit my specification and why
		6	I have researched independently and analysed my findings from two sources and I have written a design specification which relates to the Design Brief using	I have produceed a product which has a good level of making skills	I have reflected upon my design work and shown some evidence of evaluation in my writing
	RED	7	I have produced a variety of creative ideas linked to my research/analysis and I have a clear understanding of how my product will be made through a detailed plan	I have applied quality checks during the making of my product and I have worked independently during practical work	I have compared the final product with the main points of the specification and have tested my product in situation
		8	I have applied the findings from my research to show how my ideas better suit the customer and have written a detailed product specification	I have produced a product which has a demanding level of making and finishing and have used specialist tools, techniques and processes	I have suggested and recorded the main changes I would need to make in the future to improve my product
		9	I used a wide range of information to design, improve and develop ideas with 2D/3D skills and have explained how my developed design meets my specification	I have selected and use a wider, more complex range of materials, components and ingredients independently including the use of CAM where appropriate	I have explained my research and specification, whether it was appropriate and have evaluated my product in use and gained user feedback

Technology - Year 9

Introduction

Designing and making is a fundamental and essential part of every-day and wider society. It has never been more current and valuable to 21st Century Learners. The D&T department is committed to teaching pupils the value and importance of quality designing and making and the impact of their decisions as designers and consumers.

The Design and Technology Department are passionate about developing and encouraging creativity, teamwork, determination and resilience in all our pupils. We firmly believe that all pupils should be risk takers and problem solvers and that they should always be encouraged to have a go, and not to be afraid of making mistakes.

Year 9 Curriculum

Throughout year 9 pupils study Design and Technology for 4 hours per fortnight. During each year pupils will have the opportunity to study the three material areas within Design and Technology. These include **food preparation and nutrition, textiles and resistant materials.**

Due to the practical nature of the subject, lessons are taught with a very 'hands-on' approach. This allows the pupils to gain confidence using a wide range of tools, equipment, materials and machinery, to make products which they are encouraged to take home. The pupils will be taught about "The Design Process", and they will have the opportunity to design for themselves, clients and markets. Wherever possible creativity is encouraged to allow pupils to design their own solutions to practical problems.

Rotations

Food preparation and nutrition.

Please see separate sheet

Textiles. Pupils will use their knowledge of materials, skills and a continued awareness of safety learnt in Years 7 and 8 to develop a fabric storage product for the teenage market, looking at existing products and trends to develop a working prototype. Students will have access to a range of new techniques and processes to include printing, dyeing and surface decoration. Presentation of design work and high quality functioning products will be a focus of the course in Year 9.

Resistant Materials. Pupils build upon the skills, knowledge and understanding learned in Year 7 and Year 8. Workshop safety is again reinforced and students work with timber based materials and plastic. This project outcome has a more interactive approach and includes the use of CAD/CAM. Students build upon the range of skills learned in years seven and eight with an increasing focus on the quality needed to create a marketable product. They continue gaining knowledge and understanding of designing using the design process. This year a strong element of creativity is introduced into students designing and making a Clock for a teenage market.

KS3 expectations:

Application

- Homework for KS3 students consists of a variety of tasks to further develop their skills within the area in which they are working.
- Homework will be given once per timetable rotation

Organisation

- Writing and drawing equipment for every lesson
- Ingredients for Food lessons.

Independence

- Students should be able to complete homework independently, but feel free to support when help is required.
- Students should check their homework.

Improving work and making progress.

All students are aware of their route. Staff will follow up after work has been marked to ensure that students are responding to feedback- in order to succeed! Support your child by helping them to respond to the teacher comments in their book. They can always add more to their work.

Assessment and feedback.

In Design and Technology, verbal feedback is recognised as having the greatest impact on pupil progress and it will be at the core of every-day teaching and learning. We encourage parents to ask their children about the feedback they receive. As well as the on-going verbal assessment that takes place throughout the course due to its practical nature, formal assessment will be carried out on one practical product and an end of module test. These assessments along with a judgement of the overall quality of completion of the course booklet will be used to report progress to parents. Pupils are assessed within three areas: 1. Designing – where pupils research set problems and produce a design solution; 2. Making – where pupils use a range of tools, equipment, components and ingredients to manufacture their product; 3. Evaluating – where pupils test and evaluate their product against specific criteria.

Key Contact: Mr Main

YEAR 9 TECHNOLOGY KS3 – GCSE ASSESSMENT MATRIX

Route			Design	Make	Evaluate
ORANGE		1	I have used ideas from other designers and or existing products to help me in my work	I have produced a product which has a basic level of making and I have worked independently, safely and checked my work	I have identified what is working well and what could be improved
		2	I have produced an analysis that draws helpful conclusions related to the task and produced a specification to inform my designs	I have produced a product which has a good level of making and I have worked safely	I have thought about and reflected upon my specification, and said where my product is successful and not-so-successful
		3	I have made ideas/developments clear using annotated 2D/3D drawings, discussion and modelling, showing an understanding of how it could be made	I have produced a product which has a good level of demand in some parts and I have recorded quality checks in my work	I have said/documented where my product does/does not fit my specification and why
	BLUE	4	I have researched independently and analysed my findings from two sources and I have written a design specification which relates to the Design Brief using	I have produceed a product which has a good level of making skills	I have reflected upon my design work and shown some evidence of evaluation in my writing
GREEN		5	I have produced a variety of creative ideas linked to my research/analysis and I have a clear understanding of how my product will be made through a detailed plan	I have applied quality checks during the making of my product and I have worked independently during practical work	I have compared the final product with the main points of the specification and have tested my product in situation
		6	I have applied the findings from my research to show how my ideas better suit the customer and have written a detailed product specification	I have produced a product which has a demanding level of making and finishing and have used specialist tools, techniques and processes	I have suggested and recorded the main changes I would need to make in the future to improve my product
	RED	7	I used a wide range of information to design, improve and develop ideas with 2D/3D skills and have explained how my developed design meets my specification	I have selected and use a wider, more complex range of materials, components and ingredients independently including the use of CAM where appropriate	I have explained my research and specification, whether it was appropriate and have evaluated my product in use and gained user feedback
			8	My design work showed a thorough understanding of physical properties and working characteristics of materials/ingredients	I have produced a product which has a high level of making, finishing, demanding in its range of skills and use a range of tools and equipment accurately, skilfully and safely
		9	I have used a variety of approaches to generate a wide variety of creative ideas and have resolved design problems independently	I have produced a product which has a very high level of accuracy in its making and finishing independently and have applied quality checks throughout the making process	I have selected appropriate techniques to evaluate how my product performs e.g. customer survey, peer feedback, expert opinions