

Key Themes 2020-21



Half Term 1

Change.

Students consider change - from controlled, small personal choice change to cataclysmic change beyond control. How and why does change happen and how can we react?



Half Term 2

Impacting on others.

Students consider historical examples and examples from their own lives, of how actions, small and large can impact on other people immediately or in the future.



Half Term 3

Morality.

Students explore their own morals and those of society. Can Science and morality ever clash? How do we cope when moral codes clash?



Half Term 4

The Power of Education.

Students consider why people across the world have fought for the right to education. They consider what makes a good education and how to be the best learner they can be.



Half Term 5

Rights and Responsibilities.

Students consider the meanings of these terms and how they are interlinked. They consider those relevant to them and where rights originate.



Half Term 6

Conflict.

Students consider historical and modern conflicts and question why they start and if conflict is ever justified. How is conflict resolved?

Civic Duty.

Whole school charity focus this half term.

Maths



| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|---|---|--|--|---|---|
| <p>CURRICULUM CONTENT - Understanding Percentages. Fractions and Percentages as Operators</p> <p>PRIOR/NEW LEARNING - Y7 HT3 (6) Y7 HT2 (4)</p> <p>LINKS TO THE KEY THEMES - Percentage change. Change between fractions, percentages and fractions linking to equivalence. Change between proper to improper fractions. All these changes important to help solve problems.</p> | <p>CURRICULUM CONTENT - Ratio. Powers and Roots. Order of Operations.</p> <p>PRIOR/NEW LEARNING - Y7 HT1 (1) Y7 HT1 (1/2) Y7 HT1 (1)</p> <p>LINKS TO THE KEY THEMES - Expressed as a percentage change you can see what the impact is, whether it has increased or decreased. Using decimal multipliers when increasing or decreasing can show the impact it has on values. Using unit ratios correctly can have an impact on how to compare and solve problems.</p> | <p>CURRICULUM CONTENT - Simplify and Manipulate Algebra Plotting and Interpreting Graphs. Introducing Probability.</p> <p>PRIOR/NEW LEARNING -Y7 HT3 (7) Y7 HT6 (15)</p> <p>LINKS TO THE KEY THEMES - Equations must have an equal sign and whatever is on both sides must be equal. What is on one side must be on the other just like the weighing scales of justice we have morals to upkeep this. Linking to morals in the context of questions when looking at graphs.</p> | <p>CURRICULUM CONTENT - Introducing Probability. Circles and Compound Area. 3D Shapes, Capacity and Volume.</p> <p>PRIOR/NEW CONTENT - Y7 HT4 (9/10)</p> <p>LINKS TO THE KEY THEMES - Probability context problems can link to fairness and results across the world and how education has an impact on results and link to universities which countries are more likely to have more places to study and where students are from across the world. Final result would be the chance of having a successful career after having a powerful education. Context problems could be area of countries which have students at school or college.</p> | <p>CURRICULUM CONTENT - Proportion. Constructions. Similarity and Congruence.</p> <p>PRIOR/NEW LEARNING -Y8 HT1 (1) Y7 HT5 (12) Y7 HT6 (15)</p> <p>LINKS TO KEY THEMES - All questions which have equal sign both sides must be the same like equations, formulae and graphs can be seen as a justice scale which can be linked to courts and rights individuals have.</p> | <p>CURRICULUM CONTENT - Similarity and Congruence. Applied Graphs. Further Probability. Project work.</p> <p>PRIOR/NEW LEARNING - Y7 HT6 (15) Y8 HT3 (7) Y8 HT3/4 (8)</p> <p>LINKS TO THE KEY THEME - Looking at conflict data students could compare data using percentages, decimals, fractions and ratio. Order of operations, we could say just like BIDMAS we follow a particular order we can link this to conflict and how orders are followed.</p> |

English



Half Term 1

Half Term 2

Half Term 3

Half Term 4

Half Term 5

Half Term 6

CURRICULUM CONTENT - Reading: 'Animal Farm' by George Orwell - **RESISTANT TEXT** - the context is challenging and complex. Analogy and political commentary.

Plus extract from 'Brave New World' and non-fiction on 'Windmills'/Russian History Poem 'Vultures' by Chinua Achebe

Writing Alongside the Text: Diary, Talk, Review

Spoken Language: Group Discussions and Debate in Role

Writing Support Unit: Creative Writing

Big Question: 'How can power corrupt?'

PRIOR/NEW LEARNING - **Novel Study:** Retrieve information and distinguish between fact and opinion; inference and deduction to explore layers of meaning; precise points with textual support; literary heritage; form, layout and presentation create effects; effect of literary texts.

• **Spoken Language:** Sustained contributions to group discussions, explain ideas and ask pertinent questions, develop and evaluate dramatic performances through dramatic conventions, techniques and styles, structure speech effectively for clarity and effect, sustain contributions to group discussion, adapt SE for purpose and audience.

• **Diary:** Distinctive character and viewpoint; sentence lengths and structures; vocabulary

• **Talk:** Connect and shape ideas; punctuation to aid cohesion and clarify meaning.

• **Review:** Editing and proofreading, sentence construction, correct spelling

• **Technical Vocabulary:** Allegory, regime, persecution, ellipsis, modal verbs, noun phrase - **Capital Letters and Your/You're**

LINKS TO KEY THEME - **Change/Impacting on Others:** Consider the changes in history through the study of AF and Enrichment Week – Community Issues e.g. foodbank visit and project.

CURRICULUM CONTENT - Reading: 'I Am Malala' by Malala Yousafzai -

AUTOBIOGRAPHY/**RESISTANT TEXT CULTURAL DIFFERENCE** - diary-style text.

Plus, extract from 'A Thousand Splendid Suns' and non-fiction from MY and UN and 'He For She' Emma Watson.

Poems 'Nothing's Changed' by Tatamkhulu Afrika and 'Search for my Tongue' by Sujata Bhatt

Writing Alongside the Text: Descriptive Writing and Article

Spoken Language: Speech

Writing Support Unit: Speeches

Big Question: 'How can you overcome adversity?'

PRIOR/NEW LEARNING - **Autobiography:** Notes from different sources; trace development of writer's ideas, viewpoint and themes; precise points with textual support; structural and organisational choices create effects.

• **Spoken Language:** Sustain effective contributions, explain speakers' intentions from a range of contexts, use a range of verbal and non-verbal techniques.

• **Descriptive writing:** Editing and proofreading; cohesive devices to connect ideas and between paragraphs; vocabulary.

• **Speech:** Understand and use SE; spell complex and polysyllabic words accurately; connect and shape ideas when planning writing.

• **Article:** Range of punctuation, develop viewpoint, extended vocabulary.

• **Technical Vocabulary:** Homophone, active/passive voice - **Was/Were & There/They're/Their**

LINKS TO KEY THEME - **Morality/The Power of Education:** To understand the importance of education for characters in 'Malala'. 'Unsung Heroes' Enrichment project linked to education as well.

CURRICULUM CONTENT - Reading: 'The Curious Incident of the Dog in the Night-Time' Play by Mark Haddon – **MULTIPLE NARRATORS & TIMELINES** - challenging and complex structure.

Plus extract from book about autism and parenting and a non-fiction article on the traits of autism

Poem 'The Misunderstood Child and Half-Caste' by John Agard

Writing Alongside the Text: Script Writing, Formal Letter, Writing Poetry

Spoken Language: Performance Based Reading – linked to Short Story Competition

Writing Support Unit: Writing About Whole Play

Big Question: 'What makes us different?'

PRIOR/NEW LEARNING - **Play:** Inference/layers of meaning; make relevant notes; writer's ideas/themes; context; explain how specific choices create effect.

• **Spoken Language:** Range of verbal and non-verbal techniques, develop & evaluate dramatic performance and roles, explain effect of features of speech and strategies of speakers.

• **Script writing:** Format & planning; character voice; experimenting with sentence lengths.

• **Letter:** Planning & organising; precise vocabulary for a specific effect; standard English and tenses.

• **Poem from a point of view:** Punctuation for effect, develop distinctive character voice, spelling skills

• **Technical Vocabulary:** Article, object, possessive, root word, subject, synonym, prefix, suffix, register - **Possessive Apostrophe and Contraction**

LINKS TO KEY THEMES - **Rights and Responsibilities/Conflict:** Responsibilities covered in 'Curious'. Enrichment 'Short Story' competition to include links to conflict e.g. inner conflict.

Science



| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
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| <p>CURRICULUM CONTENT - Science introduction - recap the basics skills learnt in Year 7. Organisms -Look at gas exchange when we are breathing. Understand the factors that constitute a healthy lifestyle- drugs, diet, alcohol and smoking. Identify food types by testing too and understand the process of digestion using enzymes and what happens to our food once digested. Electricity -Study magnetism, understand the earth's magnetic field and how to make an electromagnet.</p> <p>PRIOR/NEW LEARNING -In Year 7 students learnt about cells and interactions between muscles and bones. They also learnt about basic electrical terms and circuits.</p> <p>LINKS TO THE KEY THEME - The process of digestion changes large insoluble molecules into smaller ones that can be used by our body. See the impacts an unhealthy lifestyle can have on our bodies and internal organs.</p> | <p>CURRICULUM CONTENT - Matter - Classify substances into elements, compounds or mixtures. Introduction to the periodic table and representation of elements and compounds using formulae. Look at trends within groups and comparisons of different groups and form predictions about an element's reactivity. Waves - Look at different types of waves and classify them as S or P types. Compare hearing ranges of animals and understand how microphones work. Learn what the electromagnetic spectrum is.</p> <p>PRIOR/NEW LEARNING - In Year 7 students learn about basis waves and could explain how we hear and see. Students also learnt about states of matter and separation techniques.</p> <p>LINKS TO THE KEY THEME -How only a few elements were discovered initially and over time the periodic table evolved, and Mendeleev left spaces for undiscovered elements.</p> | <p>CURRICULUM CONTENT - Reactions - understand how atoms behave in chemical reactions obeying laws of conservation of mass. Give examples of types of reaction- combustion, thermal decomposition etc. Calculate energy transfers in reactions due to making and breaking of bonds. Energy - Be able to define work and describe ways that energy can be transferred by conduction, convection and radiation. Be able to link heat and temperature.</p> <p>PRIOR/NEW LEARNING - Yr 7 students identified acids and alkalis and observed and explained simple chemical changes. They looked at renewable energy sources and understand how energy can be useful or wasted.</p> <p>LINKS TO THE KEY THEME - Opportunities to discuss the ethics of science, thalidomide and drug testing, genetic engineering etc.</p> | <p>CURRICULUM CONTENT - National Science Week - the theme varies every year. Origins - Understand what natural selection and extinction is and study the work of Darwin. Be aware of why we must preserve biodiversity. Understand what DNA is, where it is found and what inheritance is. Explain what genes are and the importance of genetic engineering.</p> <p>PRIOR/NEW LEARNING - In Year 7 students studied variation and adaptations and studied in detail the reproduction process.</p> <p>LINKS TO THE KEY THEME - Improve their learning in a novel way during National Science week maybe a new situation or hypothesis- identify the type of learner they are.</p> | <p>CURRICULUM CONTENT - Cycles - Study the interdependence of species within an ecosystem and factors that can disrupt food chains and webs. Understand what respiration is. Identify factors required for plants to photosynthesise and link plant minerals to their uses. Earth - Looking at climate change and global warming. Learn the carbon cycle, looking at how we extract metals and why we must recycle.</p> <p>PRIOR/NEW LEARNING - In year 7 students the structure of the earth and the solar system.</p> <p>LINKS TO THE KEY THEME - Students need to be aware that they have a responsibility to respect and look after our planet for ourselves and future generations.(Considering choices made during lockdown of corona virus and how responsibility for its reproduction rate relied on everyone).</p> | <p>CURRICULUM CONTENT - Forces - Delve deeper into the different types of forces and their usefulness in machines. Define pressure and see its effects in solids, liquids and gases. Curriculum enrichment and end of year project.</p> <p>PRIOR/NEW LEARNING - Students in Yr 7 studied balanced and unbalanced forces, could calculate speeds of objects and describe the effects of gravity.</p> <p>LINKS TO THE KEY THEME - Discuss the role of activist groups Friends of the earth, Greta Thunberg and Extinction rebellion who believe in peaceful protest over the conflicts of mankind destroying our ecosystems and environment, particularly plastics and the damage they are causing in our oceans.</p> |

Geography



| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
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| <p>CURRICULUM CONTENT - Hurricane Havoc. Extreme weather events, hurricanes, anticyclones and depressions. Comparison of HIC and LIC. Causes and impacts LIC case study and management.</p> <p>PRIOR/NEW LEARNING - Building on physical processes, at a global scale. Impacts categorised into social, economic and environmental. 3Ps introduced. Impact of level economic development. SKILLS: map use, latitude, interpretation of photographs and maps. Building on interpreting satellite images.</p> <p>LINKS TO THE KEY THEME - How the weather changes, how the impacts of weather can change a place, how people can make changes to protect themselves against the weather. People can manage and change their environment to protect against extreme weather.</p> | <p>CURRICULUM CONTENT - Climate Crisis. Climate over time, glaciation, climate change, causes, impacts, management, forest fires. Microclimate fieldwork.</p> <p>PRIOR/NEW LEARNING - Building on understanding synoptic links to understand scale of problem. Links to year 7 extreme environment to analyse change. Geological time scales. Extreme weather hazards increase due to climate change. Link to year 7 rivers, developing explanation of geographical processes. SKILLS: maps, locations, interpreting photographs, satellite images and climate graphs. Building on: fieldwork skills, greater range of tests. Increasing independence to devise fieldwork.</p> <p>LINKS TO THE KEY THEME - Looking at how the actions that people have taken have changed the climate, the impact this is having on our lives now and the impact it will have on the people of the future if we do not take action immediately. Greta Thunberg and Extinction Rebellion.</p> | <p>CURRICULUM CONTENT - Impossible Places. Hot deserts, Las Vegas, the Skywalk and Dubai. Water scarcity and resource management introduced. Sustainable buildings. Base Camp Everest and forbidden places - Chernobyl.</p> <p>PRIOR/NEW LEARNING - Building on: Issue evaluation looking at stakeholders. Sustainability linked to location and people. Exploring emerging effects of globalisation. SKILLS: maps, latitude, compass direction, interpretation of satellite images and photographs. Building on: compound bar charts and DME linked to climate change.</p> <p>LINKS TO THE KEY THEME - Are people right to exploit these impossible places, building the Skywalk on land sacred to the local tribe, the litter and environmental impact on Mount Everest (making Sherpas risk their lives). Production of energy - is it more important than the environment?</p> | <p>CURRICULUM CONTENT - Who wants to be a billionaire? Trade game, distribution of wealth, types of industry, measures of development, DTM, strategies to close the development gap.</p> <p>PRIOR/NEW LEARNING - Building on development, distribution of resources and inequality. Develops concepts introduced in Awakening Africa. Costs and benefits of energy exploitation. SKILLS: Building on maps skills, location and interpretation of photographs and graphs. Building on: Population pyramids, DTM, measures of central tendency.</p> <p>LINKS TO THE KEY THEME - Understanding that countries with a better education system are more developed, the people are therefore wealthier. How people in countries in Africa and Asia are fighting to get an education (especially girls).</p> | <p>CURRICULUM CONTENT - Collapsing Coasts. Wave types, coastal processes and landforms, rock types, holistic management. Local Case Study - Holderness Coast.</p> <p>PRIOR/NEW LEARNING - Building on more complex physical processes linked with climate change. Direct link to year 7 rivers and glaciation in climate crisis to physical processes and use and management of a physical landscape. SKILLS: maps skills, use of OS maps, location, compass direction, interpreting photographs. Building on: GIS Google times lapse.</p> <p>LINKS TO THE KEY THEME - Responsibility of the council to protect the coast, rights of people living along the coast, increased erosion due to defences built to protect. What determines which areas are protected?</p> | <p>CURRICULUM CONTENT - Business Boom. The link between geography and football, where to locate a stadium. Types of industry. Impacts of TNC (Nike), fair trade and sustainable business.</p> <p>PRIOR/NEW LEARNING - Building on: Globalisation and industrialisation. Consider the social and environmental impacts of development. Making business sustainable. SKILLS: locating on a map, interpreting photographs and DME.</p> <p>LINKS TO THE KEY THEME - Modern conflict, is it right that TNC's exploit LIC's.</p> |

History



Half Term 1

CURRICULUM CONTENT - How significant was the English Civil War? Students will study various aspects of life in England pre and post-civil war, looking at the reasons for war and the impact of this.

PRIOR/NEW LEARNING - Building on cause and consequence effect as well as looking at the conflict between parliament and monarchy due to religion and power, origins in the Reformation and Elizabethan England.

LINKS TO THE KEY THEME - Students will assess the amount of change brought about by the Civil War, both socially and politically and consider the impact of this.

Half Term 2

CURRICULUM CONTENT - How was Britain able to create the biggest Empire the world has ever seen? Students will study the growth of the British Empire; how this was achieved and the impact of this, socially, politically and economically.

PRIOR/NEW LEARNING - Linking to previous learning, from looking at early expansionism under Elizabeth I and the rivalries between European powers that developed under the Tudors. This topic also introduces slavery, which will be looked at further in the next topic.

LINKS TO THE KEY THEME - Students will consider the impact of the Empire, from both a British and colonised perspective, assessing the differences and what long term impact this had. Students will then debate how current affairs could potentially affect people in the future.

Half Term 3

CURRICULUM CONTENT - What was the impact of slavery on Africa? Students will further their knowledge of slavery, by looking at how slavery began, the movement of slaves, the daily life of slaves and then the impact this had on individuals, as well as on Africa as a continent.

PRIOR/NEW LEARNING - students will have seen examples of black people's role in England under the Tudors. They have seen the expansion of Britain as an Empire nation and will now switch focus to examine impact this had on Africa and those people taken as slaves.

LINKS TO THE KEY THEME - Students will study slavery from both a British and slave perspective; this will allow them to consider the morality of the slavery and help them to form their own moral judgement.

Half Term 4

CURRICULUM CONTENT - How violent was the French Revolution? Students will compare life in France pre and post revolution, considering the impact it had, as well as understanding the causes of it.

PRIOR/NEW LEARNING - The Civil War topic introduces ideas around social contract and questions about the status of the monarch which are re-examined here in a different context. Also provides a different example of the use of 'peasantry'.

LINKS TO THE KEY THEME - Students can look at the difference in class and see the power that education has in breaking barriers.

Half Term 5

CURRICULUM CONTENT - Did everyone benefit from the Industrial Revolution? This topic focuses on the changing nature of life in England between 1750 and 1900; reasons for industrialisation of Britain; impact of industrialisation on society. As well as the changing nature of medical understanding and developments in surgery.

PRIOR/NEW LEARNING -

Explaining the reasons for Britain's industrialisation is helped by the long-term impact of Black Death, expansion of Britain into an Empire and the problems in France with labour and wages under the Ancient Regime.

LINKS TO THE KEY THEME - Students will consider the role of the government during this time period and how much responsibility they took for implementing the change, particularly with the medical revolution.

Half Term 6

CURRICULUM CONTENT - Why did so many people die for the vote? Students will study the attitudes towards women during C19th including the influence of Queen Victoria; rise of the suffrage movement amongst the working classes; rise of the female suffrage movement; methods of the suffragist and suffragette campaigns; interpretations of the Suffragette campaign; role of women during the First World War and reasons for women gaining limited suffrage in 1918.

PRIOR/NEW LEARNING - Students will further their understanding of the development of the rights of ordinary people since the diminishing of rights under the Normans. The impact of industrialisation and ideas of rights and freedoms from France.

LINKS TO THE KEY THEME - Students will look at the conflict surrounding suffrage, through looking at various opinions from different people, whilst considering why certain people had certain viewpoints.

MFL



Half Term 1

CURRICULUM CONTENT - Ma vie de famille - Students will learn how to describe their family. Students will develop an understanding of European Day of languages. In addition, students will learn how to talk about where they live.

PRIOR/NEW LEARNING - This topic will build upon learning of countries, months, seasons and activities students have previously learn in Year 7 but in a different context. Students will be able to apply familiar language to unfamiliar contexts alongside developing the ability to express themselves in the past time frame.

LINKS TO THE KEY THEME - Throughout this theme students will consider change of family and places they used to live compared to where they currently live.

Half Term 2

CURRICULUM CONTENT - En ville - Students will learn how to talk about places in a town or village. Students will learn how to talk about where they go at the weekend, how to order in a restaurant and accept / decline invitations.

PRIOR/NEW LEARNING - Students will build on their understanding of cultural diversity when learning about Christmas celebrations alongside learning about the Epiphany and how this differs. In addition, students will recap on prior knowledge of hobbies and free time activities alongside food and drink vocabulary used throughout year 7.

LINKS TO THE KEY THEME - Impacting on others - This will be touched upon when discussing their local area and how different activities and actions can impact on other people.

Half Term 3

CURRICULUM CONTENT - Vivre les vacances. Students will learn how to talk about holidays past and present including holiday activities.

PRIOR/NEW LEARNING - Students will also continue to develop competencies when using perfect tense, using adjectives appropriately alongside higher level justified opinions.

LINKS TO THE KEY THEME - Morality - This will be touched upon when considering aspects of being a responsible tourist.

Half Term 4

CURRICULUM CONTENT - J'adore les fêtes - Students will learn how to talk about different types of festivals in a variety of tenses.

PRIOR/NEW LEARNING - Students will develop cultural awareness when learning about how the French celebrate April Fool's day alongside developing competencies associated with higher level justified opinions alongside learning about the partitive article.

LINKS TO THE KEY THEME - Power of Education - This will be touched upon when considering the skills of resilience and importance of learning languages.

Half Term 5

CURRICULUM CONTENT - les loisirs - Students will learn to talk about Tv programmes, actors and actresses. They will develop the ability to talk about digital technology and how to arrange to go to the cinema.

PRIOR/NEW LEARNING - Students will be building upon their understanding of free time activities in a variety of time frames. The students will develop competencies with adjective agreements and the ability to express justified opinions.

LINKS TO THE KEY THEME - Rights and responsibilities - This will be touched upon when considering the use of technology.

Half Term 6

CURRICULUM CONTENT - le monde est petit - Students will learn how to describe where they live including the weather. They will discuss how you must help at home, including daily routines.

PRIOR/NEW LEARNING - Students will be revising prior learning in preparation for high stake assessments. Students will be recapping on prior learning when discussing the time and weather from year 7 topics. Where they live will be built on prior knowledge from half term 1 and 2 from year 8.

LINKS TO THE KEY THEME - Conflict and Civic Duty - This will be touched upon when developing understanding of how students should help at home to support family and local community. This will be complimented by the enrichment focus on African francophone countries.

Drama



Half Term 1

Half Term 2

Half Term 3

Half Term 4

Half Term 5

Half Term 6

CURRICULUM CONTENT - Studying a text: Blood Brothers (Willy Russell) Pupils study a substantial text to develop a clear understanding of characters and themes explored within the play.

PRIOR/NEW LEARNING - Pupils develop an understanding of the importance of narration, how subtext is woven into a play.

Pupils will explore the use of monologue to develop a character.

Pupils will also explore dramatic techniques: Voice, Body language, Facial expression, Accent, Use of pause.

Pupils will experience whole class role play/use of teacher in role.

HT1 - LINKS TO THE KEY THEME - Pupils will explore change that is within our control and control that we can not control through the themes of the play. They will draw comparisons with their own lives

HT2 - LINKS TO THE KEY THEME - Pupils will consider how Mrs Lyons impacted on Mrs Johnston and on their children's' lives. Also how Mrs Johnston's life choices impacted on her children's lives. Pupils will draw comparisons with their own lives.

HT3 - LINKS TO THE KEY THEME - Pupils will explore morals within the whole class court case where this will be explicitly discussed. Pupils will draw in experiences and beliefs from their own lives to form arguments.

CURRICULUM CONTENT - An introduction to Dramatic conventions: Dan Nolan: Missing (Mark Wheeler) Pupils explore the use of dramatic conventions to deliver a piece of performance through extracts of script and devised performance.

PRIOR/NEW LEARNING - Pupils will develop an understanding of dramatic conventions: Flashback, Monologue, Freeze frame, Mime and music, Hot seating and how these can shape the way an audience absorbs the details of the story and develops an understanding of the characters.

HT4 - LINKS TO THE KEY THEME - Pupils will discuss how many skilful people aided the Nolan family to attempt to find Dan. These skills will be discussed and the impact these educated/highly trained individuals had on Dan's recovery.

HT5 - LINKS TO THE KEY THEME - Pupils will explore the responsibilities that Dan's friends had for him and the responsibility Clare had for her brother to aid the police in their search for Dan. They will also explore the rights and responsibilities of parents.

Art



Half Term 1

Half Term 2

Half Term 3

Half Term 4

Half Term 5

Half Term 6

CURRICULUM CONTENT - Key Skills 2 - Students explore and experiment with different techniques and processes. Students rediscover skills and learn new harder techniques to broaden their skill set.

PRIOR/NEW LEARNING - These skills are new and harder than the ones they learned in year 7 giving them a broad range of practical skills and art history knowledge ready to take into year 9.

HT 1 - LINKS TO THE KEY THEME - Through researching various artists from different time periods, pupils will learn to understand the changes art goes through as it mirrors the society/culture/politics of that time.

HT2 - LINKS TO THE KEY THEME - Through researching various artists from different time periods, pupils will learn to understand the changes art goes through as it mirrors the society/culture/politics of that particular time.

HT 3 - LINKS TO THE KEY THEME - Through researching various artists from different time periods, pupils will learn to understand the changes art goes through as it mirrors the society/culture/politics of that particular time.

CURRICULUM CONTENT - Picasso -Students create a cubist piece inspired by Picasso. Students look at historical artist Picasso. One of the most influential artists of all time. They research his work and the movements he was involved in. They use creative thinking to create work inspired by Picasso. They use skills learned in the key skills stage to embed their learning.

PRIOR/NEW LEARNING - Students looked at contemporary street art in year 7, now it's time to delve into art history and look at Picasso. This gives pupils a deeper understanding and more knowledge. They will understand why Picasso is so influential and use the same techniques he used to further develop themselves as artists.

HT4 - LINKS TO THE KEY THEME - Pupils will discuss what responsibilities do artists have if any and how this can influence art work created.

HT 5 - LINKS TO THE KEY THEME - Pupils will discuss what responsibilities do artists have if any and how this can influence art work created.

HT 6 -LINKS TO THE KEY THEME - Pupils will discuss what responsibilities do artists have if any and how this can influence art work created.

Music



Half Term 1

Half Term 2

Half Term 3

Half Term 4

Half Term 5

Half Term 6

CURRICULUM CONTENT - Pachelbel's Canon: Students explore Pachelbel's Canon in D and the music it has influenced. They play the chord sequence in different ways (steel pans/keyboards) to explore how variations on a theme can be created through the manipulation of musical elements. They will look at how pieces of music throughout history have used the same chord sequence to create different sounding works.

PRIOR/NEW LEARNING - Students will develop skills through:

- Playing in an ensemble and communicating with other musicians
- exploration of compositional styles and techniques including recycling ideas through variation
- perform, listen to, review and evaluate music across a range of historical periods
- genres, styles and traditions (Baroque era)
- understand and explore how music is created, produced and communicated
- instrument skills including dexterity and chord playing

HT1 - LINKS TO THE KEY THEME - Students will explore how fashion and zeitgeist influence the way that audiences receive music, looking at musical fashions of the Baroque era and the fashion of the early 90s and late 2010s (through exploration of "All Together Now - The Farm" and "Memories - Maroon 5"). Student may also consider the impact that the Corona Virus pandemic has affected how music is performed to audiences.

HT2 - LINKS TO THE KEY THEME - Students will explore how changing the parameters of music through variation can have an impact on the way that it is received. They will learn about how too much change can be a barrier to understanding the original intentions.

HT3 - LINKS TO THE KEY THEME - Students will explore and compare the social norms of the Baroque era (Canon in D), the 1990s (All Together Now), and the 2010s (Memories).

CURRICULUM CONTENT - The Blues - Students explore the Blues and Jazz genres. They will learn about its origins from the slave trade through to segregation. They will look at the structure of a 12 bar blues including key terminology specific to the genre. They will learn to play a 'head' and learn how to improvise over a chord sequence.

PRIOR/NEW LEARNING - Students will:

- learn to sing and to use their voices
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- perform, listen to, review and evaluate music from the blues and jazz genres, including the works of great composers and musicians.
- Develop keyboard/instrument skills including the use of two hands to play two parts.

HT4 - LINKS TO THE KEY THEME - Students will explore how segregated States treated the education of black children and how black people fought against the Jim Crow laws adopted by the southern States. Students will look at the story of the Little Rock 9. Students will consider how black musicians suffered or excelled in the face of discrimination.

HT5 - LINKS TO THE KEY THEME - Students will explore how the rights of black people were abused during times of discrimination by looking at the Jim Crow laws and the experiences of black blues/jazz musicians. They will also consider how responsible we are for creating an inclusive society/community.

HT6 - LINKS TO THE KEY THEME - Students will look at the approaches of Martin Luther King and Malcolm X and consider which approach they feel was justified in order to abolish segregation and ensure that black people were given equal rights.

PE



| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
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| <p>CURRICULUM CONTENT –Students will take part in a variety of fitness sessions based around improving their physical activity levels. They will learn the importance of warming up and cool downs as well as the different methods of training they can do to improve overall fitness. Within the sessions there will be a strong focus on learning key terminology in preparations for option choices In Yr.9</p> <p>PRIOR/NEW LEARNING – Students will build on what they have learnt at KS2 and in Yr. 7 regarding warming up and cooling down. New learning will come from their exposure to testing methods and key terminology</p> <p>LINKS TO THE KEY THEME Students have the opportunity to discuss change at a personal level – changes in their lifestyle choice to improve overall health and wellbeing. This then will lead to discussions around family's health and into the community.</p> | <p>CURRICULUM CONTENT In this unit, pupils begin to use their knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance. In athletic activities, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy. Students will also focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents in football.</p> <p>PRIOR/NEW LEARNING Students will build on what they have learnt at KS2 and year 7 regarding new techniques of how to run, throw and jump. Pupils will develop the skills necessary to compete and achieve in a number of athletic events such as running disciplines, the time taken to cover a set distance. Peer observations will happen in football to build students evaluating skills. Students will continue to develop their core skills with replication in small sided games.</p> <p>LINKS TO THE KEY THEME Students will learn about why it is important to treat each other with respect and the impact of their actions on others.</p> | <p>CURRICULUM CONTENT – In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for rugby. Pupils will work on improving the quality of their skills with the intention of outwitting opponents.</p> <p>PRIOR/NEW LEARNING – Students will continue to develop their skills in Rugby league but in a more competitive environment. Pupils will develop the skills necessary to outwit opponents. Passing, receiving, tackling and beating an opponent will be developed through small sided games and conditional situations. Students will start to become reflective in their lessons to develop their understanding even further.</p> <p>LINKS TO THE KEY THEME Students will explore their own morals and also how this applies to current society. They will also explore the influence of scientific evidence on individual morals.</p> | <p>CURRICULUM CONTENT Students will be able to officiate table tennis games whilst also giving constructive feedback to their peers. Students will learn how to apply spin onto the ball in order to try and outwit the opponent.</p> <p>PRIOR/NEW LEARNING Students will have learnt the basic rules and laws of the game whilst also developing their skill set in the four basic table tennis shots, forehand drive, backhand drive, forehand push and backhand push. Students will continue to develop the shots mentioned above but also learn how to apply spin to the ball.</p> <p>LINKS TO THE KEY THEME Students have the opportunity to discuss change at a personal level – changes in their lifestyle choice to improve overall health and wellbeing. This then will lead to discussions around family's health and into the community.</p> | <p>CURRICULUM CONTENT Students will learn how to evaluate individual and team play within cricket. A deeper focus on batting (feet/head position, grip). Students will also start to develop their umpiring in the sport.</p> <p>PRIOR/NEW LEARNING All students will have developed and continue to develop their batting, bowling and fielding skills. Students will start to learn about different hand positions when catching low and high balls, a variety of bowling swing/spin and shot selection when batting.</p> <p>LINKS TO THE KEY THEME We will have a discussion to explore what responsibilities the students have. Will also discuss what they think the meaning of responsibility and rights is.</p> | <p>CURRICULUM CONTENT Students will start to develop the correct techniques for striking the shuttle cock. Students will start to develop the difference between an attacking and defensive shot in Badminton.</p> <p>PRIOR/NEW LEARNING Students will have a sound knowledge about the rules and laws of badminton. They will continue to replicate the skills needed to play the game whilst starting to understand tactics of how to outwit your opponent.</p> <p>LINKS TO THE KEY THEME Students will look at examples of conflict in history for example Muhammad Ali refused to serve in the Vietnam war.</p> |

Catering

Please note – all DT subjects are on a carousel in which students stay on an area of study for 8-10 weeks and then rotate. This enables all our students to have a broad and enrich DT curriculum. Each rotation has a different focus based on our Key themes.



| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|--|-------------|-------------|-------------|-------------|-------------|
| <p>CURRICULUM CONTENT - Foods from around the world</p> <ul style="list-style-type: none"> • Food safety and the affects • Food skill development • Food portion control • Diet related illnesses • Sensory Analysis • Evaluation of self and peers. <p>PRIOR/NEW LEARNING -Students will build on their Y7 knowledge by enhancing their food skills with more challenging recipes. They will have a greater understanding of why a healthy lifestyle is important and different measures that can be put in place to prevent diet related illness. Students will be introduced to foods from around the world opening their horizons to try new things as well as being aware of how to safely and correctly store food.</p> <p>HT1 - LINKS TO TH EKEY THEME - Students will analyse their diet and explore what potentially could happen if these changes are not implemented. This will be linked to diet related illness and portion control. Change will also be explored through the topic of food from around the world, by understanding food miles and carbon footprint, students will be aware of the importance of sourcing local ingredients.</p> <p>HT2 - LINKS TO THE KEY THEME - By analysing data of diet related illness in the local community students will be able to identify why a healthy diet is important linked to the above average heart disease rates in the local area.</p> <p>HT3 - LINKS TO THE KEY THEME Students will understand their own morals related to local farming and reducing the carbon footprint by sourcing local produce as opposed to buying food from all over the world.</p> <p>HT4 - LINKS TO THE KEY THEME -Students will debate why it is important we are educated about where food comes from and how we can ensure we are healthy.</p> <p>HT5 - LINKS TO THE KEY THEME -Students will be made aware that is their responsibility to ensure they are eating a healthy balanced diet linking to their choice of food for lunch and the snacks they eat during break times. They will be encouraged to consider how changes to their diet will affect them in the future.</p> <p>HT6 - LINKS TO THE KEY THEME -Students will be encouraged to use their further developed skills to raise money for charity through a "bake" sale including both sweet and savoury products.</p> | | | | | |

Textiles

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Half Term 1

Half Term 2

Half Term 3

Half Term 4

Half Term 5

Half Term 6

CURRICULUM CONTENT -

The focus at KS3 is for students to generate creative design ideas for Textile products while developing a cultural understanding of textiles. They will be encouraged to make high quality products and to effectively and critically evaluate their own practice.

During year 8 students will be taught the importance of health & safety, fabric properties, tools & equipment, processes, hand embroidery skills, patterns, decorative techniques, dye techniques and repeated pattern in order to design and make a piece of wall art that is inspired by Plastics in the Ocean.

PRIOR/NEW LEARNING - students will be able to draw on their previous creative skills learnt in primary school. They will learn new techniques in hand stitching, tie dye and Macrame.

HT1 - LINKS TO THE KEY THEME - This project is based around their interpretations on the damage to our oceans from the use of plastics. They will be able to learn about which species have become extinct and we can improve our oceans and reduce plastic waste.

HT2 - LINKS TO THE KEY THEME - This topic allows the students to look at how the amount of pollution in our oceans has increased over time. They can also compare the quality of the rivers and seas during the pandemic and see how much of an impact the human race has on the planet.

HT3 - LINKS TO THE KEY THEME - Through the exploration of the topic students will build an understanding of how damage to our oceans impacts humans and the moral implications for disposing of waste. How can we dispose of waste in a safe way?

HT4 - LINKS TO THE KEY THEME - students will be able to develop a real understanding of how educating themselves, family members and the wider society about plastic in our oceans has the potential for change.

HT5 - LINKS TO THE KEY THEME - Students are able to develop an understanding that they do have a right to clean oceans and a safe planet but that it's everyone's responsibility to recycle.

HT6 - LINKS TO THE KEY THEME - Civic duty - the wall art that is created is about educating people on the dangers of pollution in our seas through using recycled products.

D&T

Please note – all DT subjects are on a carousel in which students stay on an area of study for 8-10 weeks and then rotate. This enables all our students to have a broad and enrich DT curriculum. Each rotation has a different focus based on our Key themes.



Half Term 1

Half Term 2

Half Term 3

Half Term 4

Half Term 5

Half Term 6

CURRICULUM CONTENT -

Recap using 2D Design, CAD. Intro to orthographic projection, plan views. Intro to orthographic projection, side views. Intro to orthographic projection, front views. What is a specification, writing a specification.

Designing based on a specification, sketches. Adding notes and annotation to sketches. Product design for a given problem (industry) Sketches. Product design for a given problem (industry) Orthographic. Manufacturing a prototype model based on a specification/design drawing.

Evaluating prototype against specification and design drawing. Getting the feedback of potential users.

Making improvements to a design based on the feedback of users.

Evaluation and assessment week (Assessment).

Review Week.

PRIOR/NEW LEARNING - Students will be introduced to new skills using CAD to enable them to produce their own designs and to work from designs produced by others in the future.

Students will use tools and equipment from previous years confidently and with little assistance.

HT1 - LINKS TO THE KEY THEME - Students will consider how their designs affect other people and make changes if necessary to accommodate others. Consider how the use of materials has changed over time and how use can change based on new evidence e.g. asbestos.

HT2 - LINKS TO THE KEY THEME - Students will consider how their designs affect other people and make changes if necessary to accommodate others or from feedback from others. Consider how the use of materials has changed over time and how use can change based on new evidence e.g. asbestos.

HT3 - LINKS TO THE KEY THEME - Students will consider moral and ethical issues in design and manufacturing e.g. using child labour or "fair trade" vs cheap prices

HT4 - LINKS TO THE KEY THEME - Consider what the consequences would be if nobody were educated and knowledge and skills are not passed on through generations. What impact would it have had on their lives if there were no manufacturing or product development (e.g. play stations, mobile phones etc.) Understand they will have to show resilience and practice to get new skills and not everyone will be good at everything.

HT5 - LINKS TO THE KEY THEME - Explore rights and responsibilities in the workplace (Health and safety at work.)

HT6 - LINKS TO THE KEY THEME - Students will consider conflicts between moral and ethical choices vs cheap consumer products. What is acceptable.

Graphics



Half Term 1

CURRIUCLUM CONTENT - Introduction to Graphics- What is it and what will I study? Pre-production/post production processes Design package tutorials and skills learning Following a client brief Creating Advertising poster

PRIOR/NEW LEARNING - Basic Graphics techniques and ICT packages will be introduced at this point. We will give students the knowledge of some of the key concepts within Graphics. Students will be given activities that include both paper based, as well as computer Graphics tasks to give them the base knowledge in some of the important aspects within both.

LINKS TO THE KEY THEME - As with the other areas of the DT carousel students will need to build resilience in adapting to their new Graphics environment of a computer as well as table based room. This will also be a brand new subject to most, so building students' confidence in what is involved in the subject will play a key role in their success this term and be included within their lessons.

Half Term 2

URRIUCLUM CONTENT - Creating Advertising poster Develop ideas through investigations, demonstrating critical understanding of sources. Create a PowerPoint that shows you have researched different types of advertising posters. Choose four brands you are interested in and create a mood board of examples.

PRIOR/NEW LEARNING - Basic Graphics techniques and ICT packages will be introduced at this point. We will give students the knowledge of some of the key concepts within Graphics. Students will be given activities that include both paper based, as well as computer Graphics tasks to give them the base knowledge in some of the important aspects within both.

LINKS TO THE KEY THEME - When discussing the different products that Graphical designers might use students will be asked to consider the materials that designers might select and the considerations that they would make towards the environment when selecting.

Half Term 3

CURRIUCLUM CONTENT - Mood boards and storyboards What are mood boards? Why do we need mood boards? How to create multiple types of mood boards for different products.

PRIOR/NEW LEARNING - Students will be shown examples of good and bad mood boards. They will learn how to create their own mood boards by following a client brief.

LINKS TO THE KEY THEME - Students will be studying future jobs linked to this sector and how each of those jobs could impact on someone throughout their lives. When looking at lettering styles students will look at including words from key life events that people can experience e.g. "marriage" and adapt their lettering to include the theme.

Half Term 4

CURRIUCLUM CONTENT - Typography Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

PRIOR/NEW LEARNING - Students will create a series of colour typography drawings to illustrate the following new magazine titles, use the internet to help you research before you draw. Write any thoughts or opinions on how effective your drawings are.

LINKS TO THE KEY THEME - Students will look at the branding of some types of products and how it influences their decisions to buy in a certain way.

Half Term 5

CURRIUCLUM CONTENT - Magazine front cover project (enabling both digital and non-digital responses) The focus: The personality of type and its use in logo design. The mini-brief: Design a magazine front cover for a new healthy food magazine that includes type and graphic approach. There is a magazine being launched called Super Foods Monthly

PRIOR/NEW LEARNING - Research food magazines and create hand drawn copies of their logos in your booklet. Annotate your drawings explaining what styles you have found and why you think the designers chose them. You may also want to practice drawing healthy food items such as fruit and vegetables.

LINKS TO THE KEY THEME - When looking at lettering students will be encouraged to use key words from the core "British values", when doing so we will re-visit and discuss what some of these mean as well as include themed "British" lettering.

Half Term 6

CURRIUCLUM CONTENT - produce a hand-rendered or digital final design and an evaluation of how your magazine communicates the message the company wishes to convey to its clients

PRIOR/NEW LEARNING - to present your finished poster either hand drawn or designed on the computer. Write what you are trying to convey with your design as an evaluation.

LINKS TO THE KEY THEME - When looking at lettering students will be encouraged to use key words from the core "British values" that are about "Nature"... e.g. "River", when doing so they can attempt to adapt these letters with a theme/colour that suits the wording.

Computing



Half Term 1

CURRICULUM CONTENT -

Introduction to Computing:

Logons, folder setup etc.
Baseline assessment.

eSafety:

Cyberbullying.
Sexting.

Number Systems:

Introduction. Binary to Denary. Denary to Binary.

PRIOR/NEW LEARNING - Using social media safely is an important skill. Students will be taught good practice and the dangers to be aware of as one of the first topics in the Computing curriculum. Students will also receive an introduction to one of the fundamentals of Computing; how and why computers use binary to represent information (numbers in Year 8).

LINKS TO THE KEY THEME

Students will learn how humans changed from representing numbers using pebbles or marks on a wall (a unary number system) through denary and ultimately binary.

Half Term 2

CURRICULUM CONTENT -

Scratch Programming:

Introduction and Sequencing Instructions
Iteration and Nested Loops
Selection
Scratch Man
Variables

PRIOR/NEW LEARNING - In these introductory lessons, students will learn some of the fundamentals of computer programming and will lead up to the creation of a basic game.

LINKS TO THE KEY THEME - Students will learn the importance of the community in software development, in terms of software development being done in teams across the world or in helping each other in the classroom.

Half Term 3

CURRICULUM CONTENT -

Networks and the Internet:

What is a computer network?
Basic Network Topologies
LANs, WANs and the Internet
Packet Switching and Communication
Search Engines

PRIOR/NEW LEARNING In this introductory sequence of lessons, students will learn how computers communicate with each other and across the world and how technology has had to evolve to access the vast amount of information stored on the internet.

LINKS TO THE KEY THEME - Students will learn a little about the digital divide, how technology and access to the internet separates the 'haves' from the 'have-nots'

Half Term 4

CURRICULUM CONTENT - Introduction to

Computing:

Logons, folder setup etc
Baseline assessment

eSafety:

Cyberbullying.
Sexting.

Number Systems:

Introduction.
Binary to Denary.
Denary to Binary.

PRIOR/NEW LEARNING - Using social media safely is an important skill. Students will be taught good practice and the dangers to be aware of as one of the first topics in the Computing curriculum. Students will also receive an introduction to one of the fundamentals of Computing; how and why computers use binary to represent information (numbers in Year 8).

LINKS TO THE KEY THEME - Students will learn how educating themselves about the dangers of social media keeps them safer.

Half Term 5

CURRICULUM CONTENT -Scratch

Programming:

Introduction and Sequencing Instructions
Iteration and Nested Loops
Selection
Scratch Man
Variables

PRIOR/NEW LEARNING - In these introductory lessons, students will learn some of the fundamentals of computer programming and will lead up to the creation of a basic game.

LINKS TO THE KEY THEME - Students will learn the importance of the community in software development, in terms of software development being done in teams across the world or in helping each other in the classroom.

Half Term 6

CURRICULUM CONTENT -Networks and

the Internet:

What is a computer network?
Basic Network Topologies
LANs, WANs and the Internet
Packet Switching and Communication
Search Engines

PRIOR/NEW LEARNING - In this introductory sequence of lessons, students will learn how computers communicate with each other and across the world and how technology has had to evolve to access the vast amount of information stored on the internet.

LINKS TO THE KEY THEME - Students will learn a little about cyberwarfare - online 'wars' conducted by states on other states and big business.

Personal Development

Life



| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|--|--|--|--|--|--|
| <p>CURRICULUM CONTENT - Students will be exploring what the word “change” means. They will explore how to deal with emotions when they lose a loved one, what healthy relationships look like, the importance of keeping fit and healthy as well as raising awareness of the LGBT+ community and some of the issues they face.</p> <p>NEW/PRIOR LEARNING -Students will develop their knowledge of how to cope with situations as changes to both our bodies and our lives occur.</p> <p>LINKS TO KEY THEME -Students will consider how things around them change, things that are not necessarily in their control and being to explore different coping mechanisms.</p> | <p>CURRICULUM CONTENT - Students will gain an understanding of how their actions can have an impact on others as well as how the media can impact on others. These topics will be explored through politics, money issues, alcohol and drug abuse and risks of unprotected sex.</p> <p>NEW/PRIOR LEARNING -Students will build a greater understanding of how their actions can have an impact on others and what could occur as a result of this.</p> <p>LINKS TO KEY THEME This topic will allow students to develop a greater understanding of how to become a responsible citizen with a clear vision of how their actions can have impact on others around them.</p> | <p>CURRICULUM CONTENT - Students will develop their knowledge of morality by exploring what is morally right and wrong. Students will investigate contraception, consent, gambling crime etc.</p> <p>NEW/PRIOR LEARNING Students will build on Y7 topics of relationship and resilience and life journeys. They will understand how to make morally right decisions throughout life.</p> <p>LINKS TO KEY THEME The theme of morality will be considered when looking at criminality and why people commit crimes, responses to crime and considering the morality of punishments.</p> | <p>CURRICULUM CONTENT - Students will develop their knowledge of the power of education. They will explore employability skills as well as other peoples views on education. Students will be able to identify qualities in role models and how to be successful themselves.</p> <p>NEW/PRIOR LEARNING Students will build on their knowledge from the Y7 topic of “All about me and Careers.” They will develop a deeper understanding of how to be responsible and actively involved in public life.</p> <p>LINKS TO KEY THEME The power of education will be explored when considering science vs religion and how to compare the evidence based on a variety of viewpoints.</p> | <p>CURRICULUM CONTENT - Students will explore the rights and responsibilities they have as humans. They will develop an understanding of social justice and how to form a mutual respect with others.</p> <p>NEW/PRIOR LEARNING Students will build upon their understanding of their rights from the Y7 topic of “Britishness” and apply this to social justice.</p> <p>LINKS TO KEY THEME Rights and responsibilities will be explored throughout the topic when studying the key inspirational people such as Malala and Martin Luther King. They will also consider rights when considering social justice in a more general sense.</p> | <p>CURRICULUM CONTENT – Why is there conflict? (Christianity) - Students will learn the ideas of the Just War theory and argue using several case studies whether there can ever be a just war and what would be the consequences of opening up new technological and nuclear warfare. They will develop an understanding of Ethics and gang culture as well as being aware of the importance of accepting responsibility for their actions.</p> <p>NEW/PRIOR LEARNING Students will build upon their moral reasoning skills by studying moral ideas. In addition students will continue to develop their understanding of tolerance and the need to develop and form respectful relationships within society</p> <p>LINKS TO KEY THEME Students will be exploring conflict throughout this topic when discussing the ideas of a Just War and considering how conflict could be resolved.</p> |
| https://youngminds.org.uk https://www.kooth.com/ | https://www.nspcc.org.uk | | | (1) Britain's Hidden Hungry (full episode) – YouTube (2) Film: Mandela: Long Walk to Freedom | What is Christianity? - BBC Bitesize |

Personal Development

CEIG



| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|--|--|--|---|--|-------------------------------------|
| Assemblies about LMI , how increased business in the area increases job prospects/availability and links to the regeneration of the local community. Careers Café - Art & Computing | Use of alumni - students are able to relate to students from a similar background who are now flourishing in various careers. Careers Cafe - English & Geography. | Enterprise day - working with employers from the local community (growth sector day). Changing the perception of the job market in the local area. Careers Cafe - History & Languages. | Students will participate in Apprenticeship Week and Careers Week which will enable them to consider their future career. Careers Cafe - Maths & Perf Arts | Drop in sessions with careers advisers - allows students to realise It is their right to access information in order gain a greater understanding of potential pathways, therefore raising aspirations. Use the "START" programme to explore further career ideas giving them the responsibility to research potential career pathways. Careers Café - RE & Science. | Careers café - Sports & Technology. |
| https://www.the-lep.com/ | https://icould.com/ | https://www.the-lep.com/ | https://www.gov.uk/apply-apprenticeship | https://www.startprofile.com/ | |

Personal Development

Assemblies



| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|--|--|--|--|---|--|
| <p>1. Welcome - Building relationships with new school environment.</p> <p>2. Behaviour for learning & Rewards - Resilience in learning</p> <p>3. European Day of Languages</p> <p>4. Importance of relationships – Relationships</p> <p>5. What is Safeguarding & who to contact at DLA - Resilience and relationships</p> <p>6. Introduction to school colour system – Resilience</p> <p>7. Rewards Assembly - Resilience & Relationships</p> | <p>1. Fire Safety Week - Importance of being responsible in the lead up to bonfire night.</p> <p>2. Remembrance Week - Community focus</p> <p>3. Healthy Schools - Developing an understanding on importance of all of us being healthy</p> <p>4. Learning Culture - school community and environment</p> <p>5. Staying safe online - Online communities and influences.</p> <p>6. Physical health and wellbeing - importance of own health.</p> <p>7. Rewards Assembly - school community celebrations</p> | <p>1. Growth mindset & Goal setting - Importance of being open to change and how to approach change.</p> <p>2. The importance of money - Exploring challenges with money and how this changes over time.</p> <p>3. Self esteem - Body changes, puberty and how important self esteem is during these changes.</p> <p>4. Road safety - understanding personal road safety as they become more independent.</p> <p>5. Apprenticeship Week - Exploring career options available to them in the future.</p> <p>6. Rewards Assembly - Celebrating the successes throughout this past half term.</p> | <p>1. British culture - Understanding cultural aspects of own identity.</p> <p>2. Careers week - Exploring career options.</p> <p>3. Consent- sexting - Developing understanding of personal boundaries</p> <p>4. The importance of media in society - Exploring lifestyles and how the media impacts this.</p> <p>5. Rewards Assembly - Celebrating successes.</p> | <p>1. Democracy & Individual Liberty - British Values</p> <p>2. Role models & Mutual Respect - British role models and values</p> <p>3. Tolerance of different cultures and religions - Britain as a multicultural society</p> <p>4. Mental Health awareness week</p> <p>5. Rule of Law - British Values</p> <p>6. Rewards Assembly</p> | <p>1. Supporting others - academy chosen charity</p> <p>2. Nature and the Environment - Nature</p> <p>3. The importance of sustainability - Nature</p> <p>4. Prevent - Human nature and ideals</p> <p>5. Healthy Lifestyles - Being healthy and sustainable within the theme of nature</p> <p>6. Supporting others - academy chosen charity update</p> <p>7. Rewards Assembly</p> |

Personal Development

Form Time



| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|--|--|---|---|---|--|
| <p>CHANGE & Human Values - Change will be explored during form time activities considering personal choice and how to stay safe in challenging situations through sessions on who to contact, peer on peer abuse, forced marriage, cycling safety, online presence, cyberbullying and prevent. Students will also consider how and why change happens through the theme of Human values with the following sessions, looking ahead to Y8, Human rights, national peace week, rights to vote, black history month and coming out week. Students will build upon Y7 form time activities exploring PHSCCE themes considering how to maintain personal safety.</p> | <p>Impacting on Others - These topics will be explored during form time through remembrance day, understanding what is meant by British culture, voting systems, government rules, political parties and Christmas celebrations. Students will consider impacts on others when exploring issues with alcohol, steroids, puberty, acne and fast food. Students will build upon their understanding of culture which has been explored through life sessions in Y7 and during the previous half term. Students will continue to develop their understanding of drugs and alcohol and social influences.</p> | <p>Morality Students explore their own morals and those of society. Can Science and morality ever clash? How do we cope when moral codes clash through the following sessions, what are moralism moral dilemmas, in the news, consent, contraception and STIs. Students will also explore aspirations during form time sessions exploring how to set goals, UKYP, career paths, international freedom day, options and enterprise skills. Students will continue to develop their understanding of morality from the topics covered during life sessions. Students have explored aspirational sessions in Y7 enabling students to develop their understanding further.</p> | <p>The Power of Education Students will consider why people across the world have fought for the right to education. During for time students will consider what resilience is, consider key role models such as Malala, Oscar Romero, J.K Rowling alongside considering public speaking, responsibility and expectations of partners. They consider what makes a good education and how to be the best learner they can be. This will be explored during the career focused form time sessions where students will explore personal preferences and potential career options. Students continue to develop awareness of career choices and options open to them. Students consider the aspects of self-concept further when studying aspects of resilience.</p> | <p>Perception & Rights and Responsibilities: Students consider the meanings of these terms and how they are interlinked. They consider those relevant to them and where rights originate. Students will explore sessions considering respect, LGBTQ+ community, Equal marriage, emotional abuse and dealing with loss. In addition when considering perception students will complete activities about how people perceive themselves, anxiety, depression, managing growth, mental health awareness and hygiene. Students will build upon their understanding of maintaining personal safety and building and forming respectful relationships. Students will also be able to consider social influences further throughout the sessions during this half term.</p> | <p>Conflict & Civic Duty - Students will consider conflict in an ethical way considering the following aspects exploring why there is conflict ang gang culture. Students will consider aspects of civic duty when completing sessions on whole school charity focus, rites of passage and social and moral dilemmas with money. Moral dilemmas will be explored further throughout this half term alongside considering issues of conflict when considering worldwide issues and how to resolve them. Students will continue to develop their ability to debate and evaluation own ideas and concepts.</p> |

Personal Development



Colours

| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|--|---|---|---|--|--|
| Red - attend an after-school activity for one half term; Orange - represent the school (in a sports team against another school); Yellow - take part in a school event (open evening) | White - leadership - elections and campaigning; Green - take part in a project/event on sustainability/environment; Blue - be actively involved with a community or international experience (volunteer to help with the foodbank collections) (Y7 write letters to an older person in the community); Pink - volunteer to help sell poppies. | Purple (present to an audience) - Link with History topic - students take part in an organised debate about personal actions during epidemics. | Brown (attend a cultural event) - Link with Music, trip to an orchestral concert.(year 7 first refusal then open to KS4 options group) Grey - residential opportunity. | Green - sustainability of the school. | Pink - Fundraising Grey - residential opportunity |

To find out more about our Colour system, please click the following link [Colours | De Lacy Academy](#)