



# THE WOODSIDE CURRICULUM

## CURRICULUM MAP 2022 - 2023

**INTENT:** To create a personalised curriculum that promotes a love of learning; provides breadth of knowledge and skills; that is enriching and supportive and seeks to bridge the cultural knowledge gap in order to provide a platform for our students to succeed in whatever they aspire to do.

Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
English	KNOWLEDGE	<b>Poetry: Poetic Voices</b> How are monologues used to present a speaker's intent, thoughts, and history?	<b>Modern Prose: Ghost Boys</b> How do writers use structure to convey a message?	<b>Non-fiction: Viewpoints &amp; Perspectives</b> How does the perspective of a writer impact their message?	<b>Modern Drama: A View from the Bridge</b> How did Arthur Miller explore social realism in A View from a Bridge?	<b>Shakespeare: Merchant of Venice</b> How does Shakespeare explore themes of prejudice?	<b>Creative Writing: Descriptive</b> Writing mastery
	SKILLS	Historical context Exploration of poetic forms Analytical writing	Exploration of structure Exploration of literary conventions Fiction & Non Fiction reading	Identifying viewpoints Analysis of language Academic writing	Conventions of tragedy Historical context Dramatic conventions	Historical literacy Conventions of tragedy Analytical writing	Sentence crafting Character, setting, language Writing to create meaning
Maths	KNOWLEDGE	Ratio and Scale. Multiplicative Change. Multiplying and Dividing Fractions.	Working in the Cartesian Plane. Collecting and Representing Data. Probability.	Brackets, Equations and Inequalities. Sequences. Indices.	Fractions and Percentages. Standard Index Form. Number Sense.	Angles in Parallel Lines and Polygons. Area of Trapezia and Circles. Line Symmetry and Reflection.	The Data Handling Cycle. Measures of Location.

	SKILLS	<b>Revisit</b> understanding representation of fractions. Ratio and its link to multiplication. Ratio notation. Simplifying ratios and solving ratio problems. Circumference of a circle. Simple direct proportion problems. Scale factors, scale diagrams and maps. Multiplying and dividing a fraction by an integer and fraction.	<b>Revisit</b> directed number, <b>Revisit</b> pie charts, <b>Revisit</b> Sets and probability. Plotting and interpreting straight line graphs, equations of parallel lines to the axes. Scatter graphs and correlations, one and two-way tables. Listing outcomes, using sample space diagrams and tables.	<b>Revisit</b> two-step equations. Multiplying out single brackets. Forming and using expressions, formulae and identities. Forming and solving equations and inequalities without brackets. Sequences with more complex rules. Writing expressions with powers.	<b>Revisit</b> understanding representation of fractions, <b>Revisit</b> directed number, <b>Revisit</b> equivalence of fractions, decimals and percentages, <b>Revisit</b> order of operations. One number as a percentage of another. Conversion between ordinary numbers and standard form. Developing mental strategies, measures, units, estimation.	<b>Review</b> Y7 angles rules, parallel lines and angles. <b>Revisit</b> geometric notation. Angles in special quadrilateral and polygons. <b>Review</b> of shapes covered in Y7, <b>Revisit</b> constructions of geometric shapes, Area of a trapezium, area and parts of a circle, using significant figures and area of compound shapes. Line symmetry in polygons. Reflections of shapes in horizontal, vertical and diagonal lines.	<b>Revisit</b> pie charts. Collecting data, interpreting statistical diagrams and dual bar charts. Constructing and interpreting pie charts. Mean, mode, median and range. Mean for grouped data. Choosing the appropriate average. Comparing distributions.
Science	KNOWLEDGE	<ul style="list-style-type: none"><li>• Nutrition</li><li>• Healthy Diet</li><li>• Food Tests</li><li>• Drugs and their Effects</li><li>• Effects of Smoking</li><li>• Effects of Alcohol</li><li>• Identifying Chemical Reactions</li><li>• Conservation of Mass</li><li>• Word and Symbol Equations</li><li>• Endothermic and Exothermic Reactions</li><li>• Human Reproduction</li><li>• Fertilisation and Pregnancy</li><li>• Plant Reproduction</li><li>• Plant Growth</li><li>• Photosynthesis</li><li>• Sound</li><li>• Longitudinal Waves</li></ul>	<ul style="list-style-type: none"><li>• Rock Cycle</li><li>• Solar system</li><li>• Gravity and Orbits</li><li>• Gravitational Potential Energy</li><li>• Kinetic Energy</li><li>• Atomic Structure</li><li>• Elements and Compounds</li><li>• Electron Configurations</li><li>• Periodic Table</li><li>• Groups of the Periodic Table</li><li>• Classification of Living Organisms</li><li>• Extinction</li><li>• Evolution and Natural Selection</li><li>• Adaptations of Organisms</li><li>• Changing Animal Behaviour</li></ul>			<ul style="list-style-type: none"><li>• The Universe</li><li>• Life-cycle of Stars</li><li>• Galaxies</li><li>• Nuclear Fission</li><li>• Nuclear Fusion</li><li>• Day and Night</li><li>• Seasons</li><li>• The Moon</li><li>• Eclipses</li><li>• Gravity</li><li>• Transverse Waves</li><li>• Properties of Light</li><li>• Reflection</li><li>• Refraction</li><li>• Colour</li><li>• Structure of the Eye</li><li>• Lenses and Telescopes</li><li>• EM Spectrum</li><li>• Distillation</li><li>• Fractional distillation</li><li>• Conduction</li><li>• Convection</li><li>• Infrared Radiation</li></ul>	
	SKILLS	<p>Practical skills:</p> <ul style="list-style-type: none"><li>• Lab safety</li><li>• Identifying risks and hazards</li><li>• Use of a microscope</li><li>• Use of a Bunsen burner</li><li>• Manipulating lab equipment</li><li>• Planning an experiment</li><li>• Writing conclusions.</li><li>• Evaluating results.</li></ul> <p>Mathematical skills:</p>	<p>Practical skills:</p> <ul style="list-style-type: none"><li>• Lab safety</li><li>• Identifying risks and hazards</li><li>• Manipulating lab equipment</li><li>• Planning an experiment</li><li>• Writing conclusions</li><li>• Evaluating results</li></ul> <p>Mathematical skills:</p> <ul style="list-style-type: none"><li>• Calculations and rearranging equations</li></ul>			<p>Practical skills:</p> <ul style="list-style-type: none"><li>• Lab safety</li><li>• Identifying risks and hazards</li><li>• Manipulating lab equipment</li><li>• Planning an experiment</li><li>• Writing conclusions</li><li>• Evaluating results</li></ul> <p>Mathematical skills:</p> <ul style="list-style-type: none"><li>• Calculations and rearranging equations</li></ul>	

		<ul style="list-style-type: none"> <li>Calculations and rearranging equations</li> <li>Using standard form Significant figures and decimal places Identifying anomalies</li> <li>anomalies</li> <li>Drawing graphs</li> </ul> <p>Literacy Skills:</p> <ul style="list-style-type: none"> <li>Correct meanings and use of words that are central to understanding scientific concepts</li> <li>Identifying common prefixes and suffixes to decode keywords</li> </ul> <p>Career Links:</p> <p>Understanding how science is linked to various careers now and in the future</p>		<ul style="list-style-type: none"> <li>Using standard form</li> <li>Significant figures and decimal places Identifying anomalies</li> <li>Drawing graphs</li> </ul> <p>Literacy Skills:</p> <ul style="list-style-type: none"> <li>Correct meanings and use of words that are central to understanding scientific concepts</li> <li>Identifying common prefixes and suffixes to decode keywords</li> </ul> <p>Career Links:</p> <p>Understanding how science is linked to various careers now and in the future</p>		<ul style="list-style-type: none"> <li>Using standard form</li> <li>Significant figures and decimal places</li> <li>Identifying anomalies</li> <li>Drawing graphs</li> </ul> <p>Literacy Skills:</p> <ul style="list-style-type: none"> <li>Correct meanings and use of words that are central to understanding scientific concepts</li> <li>Identifying common prefixes and suffixes to decode keywords</li> </ul> <p>Career Links:</p> <p>Understanding how science is linked to various careers now and in the future</p>	
History	KNOWLEDGE	Did Martin Luther destroy the authority of the Church in Europe? and What do Tudor paintings reveal to us about the Tudor Dynasty?	Why did the English kill their king in 1842? and Who was the greatest Mughal Emperor?	How should we remember the Mali Empire?	Why and how was slavery allowed to happen?	How should we remember the British Empire?	Industrial Revolution What was the industrial revolution? Would you have survived the Industrial Revolution? Did the Industrial revolution bring only progress and improvement?
	SKILLS	Change and continuity and Evidence/source analysis	Causation and Significance	Evidence/Source analysis	Causation	Interpretations	Change and continuity
Geography	KNOWLEDGE	The Equator to the Poles What are the world's main biomes and how do humans interact with them?		Globalisation A shrinking world. What is globalisation and who are the emerging superpowers?		From land to water How do glaciers, rivers and the sea shape our landscape?	

	SKILLS	Atlas maps – physical maps, land use maps, thematic maps (AO1) (AO4) Extended writing Formulating justified arguments		Atlas maps – physical maps, land use maps, thematic maps (AO1) (AO4) Extended writing – students should be able to describe and explain the issues by writing for extended periods of time. Students should be able to develop their points. Students should be able to use examples and evidence to back up their points. Students should be able to structure their work into logical paragraphs. (AO3)		OS map skills – symbols, grid references, relief, distance and scale (AO4) Decision making skills Fieldwork – use of secondary data to complete a fieldwork project	
French	KNOWLEDGE	Module 1: T’es branché(e) TV programmes, films, reading, the internet and what you did yesterday evening Cultural capital: French film: “Le Petit Nicolas” L+R	Module 3: Mon identité personality, relationships,music, clothes, your passion Cultural capital: French regions L+R+W+S	Module 2: Paris je t’adore what you did in Paris, when you did things, information about a tourist attraction, where you went and how Cultural capital: Museums in Paris: Le Pompidou and Le Louvre L+R+W	Studio 3 Module 4: Spécial vacances (unit 2,3)adventure holidays, what you take with you on holiday, (unit 1,4,5) questions about holidays, what happened on holiday, a tourist attraction Cultural capital: French speaking countries in the Caribbean S	Module 4: Chez moi, chez toi where you live, describing home, meals, what food to buy, an event Cultural capital: Carnival in Nice L+R	revision End of year test L+R+W (Speaking if time allows)  intervention/preparation for yr 9  end of year project-eg holiday brochure
	SKILLS	-Speaking: making sentences more interesting, preparing a presentation -Grammar: aller and faire, the perfect tense of regular verbs	-Speaking: playing for time, listening and reacting -Grammar: Adjectival agreement, the near future tense	Reading: identifying the context, getting the gist -Grammar: the perfect tense of irregular verbs, the- perfect tense with être	-Writing: choosing the correct French words -Grammar: present tense Asking questions using inversion, the conditional, reflexive verbs, combining different tenses, emphatic pronouns	-Writing: using a dictionary, dealing with more than one meaning -Grammar: comparative adjectives, prepositions,three tenses	key grammar - passe compose, sequencers, comparatives and superlatives

Spanish	KNOWLEDGE	<p><b>Repaso</b> Write about yourself, school and town. <i>Present tense ar verbs (incl ser, estar, tener, hacer), adjectives, connectives and qualifiers</i></p> <p><b>Módulo 2 – Todo sobre mi vida</b> what you use your phone for, type of music you like, TV, what you did yesterday</p> <p><b>Cultural capital:</b> Spanish singers: Juanes and Malú <b>L+R+W</b> <b>European Day of Languages/BHM</b></p>	<p><b>Módulo 4 - ¿Qué hacemos?</b> arranging to go out, making excuses, getting ready to go out, clothes, sporting events</p> <p><b>Cultural capital:</b> Spanish fashion chains <b>L+R</b></p>	<p><b>Módulo 1- Mis vacaciones</b> a past holiday, the last day on holiday, what your holiday was like</p> <p><b>Cultural capital:</b> Hispanic holiday destinations <b>L+R</b></p>	<p><b>Módulo 5 - Operación verano</b> a holiday home, holiday activities, directions, about summer camps</p> <p><b>Cultural capital:</b> Oviedo: a Spanish city (or teachers choice)</p>	<p><b>Módulo 3 - ¡A comer!</b> Say what food you like, describing mealtimes, ordering a meal, discussing what to buy for a party</p> <p><b>Cultural capital:</b> Spanish cuisine <b>L+R+W+S</b></p>	<p>Revision <b>End of year test L+R+W (Speaking if time allows)</b></p> <p>intervention/preparation for yr 9</p> <p><b>End of yr project –</b> creating a tourist brochure/menu/board game</p>
	SKILLS	<p>-Reading: identifying the context, getting the gist</p> <p><b>-Grammar:</b> conjugation skills in the past and present with <b>AR/IR and ER</b> verbs and more focus on irregulars. Distinguishing tenses. Opinions and using comparatives</p>	<p>-Writing: using a dictionary, dealing with more than one meaning</p> <p><b>-Grammar:</b> plans (<b>me gustaría</b>), accepting/rejecting invitations, excuses, <b>poder</b> and <b>querer</b>. Stem changing and reflexive verbs. Adjectival endings and agreement. Demonstrative adjectives . 3 tenses together. Dictionary skills</p>	<p>-Speaking: making sentences more interesting, preparing a presentation</p> <p><b>-Grammar:</b> simple past (pretérito), conjugation skills focusing on <b>regular AR and ser</b> and <b>ir</b> irregulars, past and present tenses together</p> <p>-Speaking: playing for time, listening and reacting</p> <p><b>-Grammar:</b> negatives and complex opinions.</p>	<p>-Listening skills: listening for time expressions and verb tenses, listening for points of view-</p> <p><b>Grammar:</b> the comparative and the superlative. The imperative through giving directions. Further developing use of three tenses with time markers. Tackling more challenging listening</p>	<p>-Speaking: playing for time, listening and reacting</p> <p><b>-Grammar:</b> negatives and complex opinions. Cultural awareness of Spanish food. Introduction of <b>near future</b> and use with present + simple past to combine use of <b>3 tenses together</b>. Engaging in more meaningful/informative dialogue</p>	<p><b>Destinos</b> listening strategies for challenging texts</p> <p><b>Que opinas? -</b> practising responding spontaneously</p> <p><b>Mi guía</b> dealing with authentic texts(reading skills)</p>

Design Technology	KNOWLEDGE	Investigation/Design <b>Desk lamp- Rm/Graphics</b>	Design/Make. <b>Desk Lamp- RM/Electronics</b>	Make/Evaluation <b>Desk Lamp Project RM/Electronics</b>	Technical Knowledge. <b>Homeless shelter Investigate/Design</b>	Technical Knowledge. <b>Homeless Shelter Design/Make</b>	Technical Knowledge. <b>Homeless Shelter Make/Evaluate</b>
	SKILLS	Problem solving. Use research. Understand the user needs. Respond to needs in a variety of situations. Develop specifications. To be creative. Develop design skills.	Designing through sketching and modelling. Innovation through iterative design. Prototyping. Select tools, processes, equipment, and machinery precisely. Use CAM.	Finishing process to achieve a high-quality outcome. Finishing woods with different finishes. Health and safety within the workshop. Selecting the correct tools/machines in making the outcome.	Functionality and aesthetics. Understand the properties of materials. Problem solving a design context into a real-life situation. Problem solving. Use research. Understand the user needs. Respond to needs in a variety of situations. Develop specifications. To be creative. Develop design skills.	Designing through sketching and modelling. Innovation through iterative design. Prototyping. Select tools, processes, equipment, and machinery precisely. Use of CAM and different 3D programmes used to design a suitable outcome.	Finishing process to achieve a high-quality outcome. Finishing materials with different finishes. Health and safety within the workshop. Selecting the correct tools/machines in making the outcome Evaluation of outcome against specification.
Art	KNOWLEDGE	<b>Figures.</b> Expectations, re-cap of The Formal Elements Art and vocabulary.  Artist Analysis & response- drawing figures & social issues ( <b>Keith Haring</b> ), foil sculpture ( <b>Alberto Giacometti</b> ), moving figures ( <b>Modernism</b> )	<b>Figures.</b> Drawing figures using correct proportions, analysing & responding to sculpture Artist ( <b>Antony Gormley</b> ) and site-specific installations.	<b>Masks.</b> Masks Mood board, masks usage, <b>African Masks</b> tonal drawing, grid drawing, shape & form, value, symmetry, mark making, proportions, gradual blending, artist research ( <b>Calixte Dakpogan</b> ), Information Page ( <b>Mexican Day of the Dead</b> ), pattern, shape, colour theory, painting.	<b>Masks.</b> <b>Native American art Totem poles</b> , drawing outlines, animals, manipulating cardboard, relief, papier mache techniques, embellishment, painting, pattern, detail, texture, mark making, storytelling, teamwork. Review, refine, evaluate.	<b>Landscapes.</b> Introduction to landscapes: Atmospheric & Linear.  Colour theory re-cap, artist analysis & response ( <b>David Hockney, Vincent Van Gogh, Claude Monet, JMW Turner</b> ), watercolour painting techniques.	<b>Landscapes</b> Landscape grid drawing & painting. Saturation of colour, perspective, washes, blending & mark making. Review, refine, evaluate.

	SKILLS	Understanding & using the Formal Elements, Art vocabulary & visual language, interpreting artists, figure proportions, artist use of colour, making foil sculptures (3D), showing movement by cutting out figures, overlaying and outlining.	Using Superheroes to draw correct body proportions, creating your own superhero, drawing site -specific figure sculptures in urban/rural environments, understanding social issues.	Cultural identity & symbolism, drawing using symmetry, gradual blending & mark making skills, proportion & shape, research & analysis skills, pattern drawing, use of warm & cool colours, painting using mixing, blending, tones and shades, greyscale.	Cultural identity and narratives, drawing animals & outlining shapes, carving, manipulating & layering cardboard to create a relief, using papier mache to create & embellish features, painting using poster paints (limited palette), adding pattern, detail & texture using mark making, collaboration, teamwork skills & responsibility. Reviewing, refining & evaluating.	Analysing artists & responding, developing drawing skills using perspective, drawing using a grid, painting showing mixing, blending & mark making skills, understanding colour theory, self-/peer reflecting.	Drawing accurately using a grid, painting showing washes, saturation, mixing, blending, perspective and mark making skills. Reviewing, refining & evaluating.
Music	KNOWLEDGE	Film Making From Silent to Modern films	Games Music Composition based a character and 8 bit music	History of Blues Exploring music from the 1920's Walking Bass & Chord Progression	Rock n Roll Exploring music from the 1950's Creating I IV V arrangements Building on performance	National Anthems Understanding and appreciating anthems Creating and playing anthems	Celebrating Caribbean Music Reggae Music Calypso Music Mento Music
	SKILLS	Listening & appreciation Composing Score Reading	Listening g Composing Performance	Listening & history Performing (ensemble) Theory and notation	Ensemble skills Performing Skills Theory Skills Chord sequence	Keyboard skills Theory skills Composing skills	Music technology Composing History and influence of world music Technical skills
Drama	KNOWLEDGE	<u>Issue based drama (social media)</u> Looking at how social media can affect teenagers and the outcomes of this.	<u>Horror Genre (Darkwood Manor)</u> How to use drama skills to tell a story	<u>Refugee Boy</u> SOW looking at Refugees and how they feel and are treated.	<u>Issued based Drama (Hidden)</u> SOW looking at mental health and self-harm.	<u>Missing Boy (Homelessness and relationships)</u> A SOW looking at the break down of relationships and homelessness.	<u>Verbatim Theatre (The Riots)</u> Looking at the Tottenham Riots and seeing what we can learn from them

	<b>SKILLS</b>	Improvisation, factual improvisation, facial expressions, still images, body language, evaluation. (AO1, AO2, AO3, AO4)	Genre, Physical theatre, teacher in role, storytelling, music, suspense and tension (AO1, AO2, AO3, AO4)	Improvisation, Script, Stage directions, Performance skills, annotation, storytelling. (AO1, AO2, AO3, AO4)	Improvisation, factual improvisation, facial expressions, still images, body language, evaluation. (AO1, AO2, AO3, AO4)	Performance skills, Narration, Script writing, improvisation, devising, stimulus, factual (AO1, AO2, AO3, AO4)	Forum theatre, improvisation, script, factual improvisation, TIE (AO1, AO2, AO3, AO4)
Computer Science	<b>KNOWLEDGE</b>	<b>Understanding Computers</b> Why computers use binary Why programmers use hexadecimal. The factors the impact memory capacity and processor performance.	<b>Computer Crime &amp; Cybersecurity</b>  Role of hackers. Online dangers Different types of Copyright.	<b>Developing websites</b> The uses of and differences between advantages and disadvantages of the web-stack: HTML, CSS, JavaScript.	<b>Superhero Database</b> Explain the role of a database. What is a query? Uses of a database Advantages/Disadvantages.	<b>Do Aliens Exist?</b> Are websites reliable How to search for suitable information. How is IT used in various roles	<b>Python Programming.</b> Similarities and differences between the web-stack technologies and high-level programming languages. When should each be used.
	<b>SKILLS</b>	Number conversion Binary -> Denary Denary -> Binary Binary addition Storage calculation Performance analysis	How to spot a fake email. Explain the different types of Copyright. Health & Safety Protecting personal data. How to stay safe online	Developing HTML code to create the content of a website. Using CSS Using CSS to	How to create a Database. How to question a database. How to run a report	How to spot an unreliable website. How to protect yourself from online scams. How to evaluate.	Basic programming of simple programs using variables, constants, conditional statements, condition and counter controlled loops and some in built functions
PE	<b>KNOWLEDGE</b>	Topic Invasion Games  Threshold Concept(s)  How do link the themes learnt in Year 7 into different sports in the invasion game category How do the rules of specific games influence our decision making, can we take on the role of an official? How do we construct phases of play in attack and defence in order to outwit or deny our opponent	Topic Trampolining  Threshold Concept(s) How can I develop and devise advanced skills and sequences of movement? Demonstrating and appreciation of performance whilst identifying areas of strength and areas of improvement.	Topic Table Tennis / Tennis Threshold Concept(s) How do the themes learnt in Year 7 link into different sports in the net/wall game category? How do the rules of specific games influence our decision making, can we take on the role of an official? How do we construct phases of play in attack and defence in order to outwit or deny our opponent? I.e. do we vary our shot selection and how do we exploit an opponent's weaknesses	Fitness Threshold concept: Types of training and how different types of training are suited to different sports  Substantive: Pupils further develop safe practice and develop technique across a range of exercises. Pupils understand what sets and reps are and how to record and monitor times / distances and weights. Pupils will develop the skills and techniques necessary to compete in a number of types of training. To gain a baseline data of a range of types of training and track improvement as well as identifying types of training which are strength and areas of development. In all types of training there will be a demonstration of accurate technique, depth of understanding and related performances will be assessed. Pupils should identify the possible health benefits gained	Topic <u>Striking and fielding</u> Threshold Concept(s)  To develop a greater understanding of sport specific rules. How to apply these rules correctly? Pupils to develop more advanced technical skills. Pupils to show an appreciation of how to set attacking and defensive fields based on the changing nature of the games.  In this unit pupils focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Pupils will further work on the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and	Athletics  Threshold Concept(s) 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. Pupils will develop an understanding of the rules and regulations that govern the individual athletic disciplines.



					from the different types of training and how the information gained can be used to . Understand the nature of each type of training and which component of fitness is being improved	then running between wickets or around bases to score runs. Pupil should begin to accurately umpire games. Pupils should be able to justify their actions and support the decisions that they have made	
	SKILLS	<p>Pupils to revisit and refine their technique in key skills such as passing and dribbling and apply these to the specific sport they are studying. Pupils should consider their decision making and what variations are required for there to be a successful outcome. Pupils should develop knowledge of their positional role within and sport and what is the main purpose of their position. Pupils are to have a clear understanding of the rules that govern the sport and apply these appropriately. Pupils should develop a knowledge of phases of play within a range of sports and should use pre planned routines to help outwit and exploit opponents. Consideration should be given to how a ball is recycled, phases of play, inbound balls , and set piece routines. Pupils should develop strategically and tactical knowledge of the sport in both attack and defence and apply appropriately</p>	<p>Substantive: Throughout this scheme pupil will develop the skills necessary to develop more advanced fluent routines. Body tension, control, body extension and aesthetics will be developed through compositional ideas. Demonstrate high quality performances, techniques, and routines. They will understand what “looks” good and the term aesthetics. Pupils will develop their ability to observe and evaluate providing feedback using appropriate terminology. Pupils will look to combine movements using rotations in order to increase the complexity of their sequence</p> <p>Disciplinary: Pupils should be able to accurate replicate more advanced shapes, turns, drops and rotational movements. Pupils will be able to demonstrate correct take-off and landing technique, as well as a clear body shape whilst airborne or in contact with the bed. Pupils should look to generate greater height and perform their moves at the top of the bounce/ . Pupils will select, combine and perform skills demonstrating varied levels of creativity and will</p>	<p>Substantive + Disciplinary</p> <p>Pupils to revisit and refine their technique in key skills such as clears, drops , serving , volleys , smashes etc.. and apply these to the specific sport they are studying. Pupils should consider their decision making and what variations are required for there to be a successful outcome. Pupils should develop knowledge of how to alter the flight and trajectory of their shot using spin , slice or disguise . Pupils should always consider their position and their opponents position when performing a shot. The position and their movement should also be addressed when playing singles and doubles. Pupils are to have a clear understanding of the rules that govern the sport and apply these appropriately. Pupils should develop a knowledge of phases of play within a range of sports and should use pre planned routines to help outwit and exploit opponents. Consideration should be given to how an opponent is moved around the playing area and should look to precisely place the implement in order to reduce the change of it being returned. Pupils should develop strategically and tactical knowledge of the sport in both attack and defence and apply appropriately</p>	<p>Disciplinary</p> <p>Pupils learn the definitions and characteristics of different types of training and how to carry these out. They learn the benefits or each type and link to specific types of fitness and what sports they are suited too. Pupils begin to develop an understanding of their own physical fitness both the strengths and areas for development. Pupil will be introduced to different types of training that develop a range of components of fitness. They will be taught to record their results and monitor over a period of time. Pupils should understand that different types of training are suited to different sports and demand different components of fitness. Pupils should gain knowledge of the nature of the different types of training used and make effective evaluations of strength and weaknesses in their own and others performances. Pupils will also evaluate the effectiveness of each type of training identifying its strengths and possible limitations</p>	<p>Pupils will further develop the ability to outwit opponents using strategies and tactics. Pupils will learn to apply consistency &amp; accurate timing in the use of techniques for batting, bowling and fielding. Pupils should begin to develop the ability to evaluate performances. Continual development and refinement of the learnt skills will contribute to producing an improved performance. Pupils will learn to identify and implement the principles of outwitting opposition. Pupils will implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution. Opportunities to umpire/coach pupils or small groups will develop communication, leadership and decision making skills.</p>	<p>Pupil will develop athletic skills and accurately replicate techniques to achieve an outcome. Pupils will further develop the skills of sprinting, sustained running, jumping and throwing. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students to describe the elements of an effective running, jumping &amp; throwing style. Pupils will learn the specific rules and regulations for each athletic event and apply these appropriately. Pupils should also begin accurately record their times, heights and distances and track their progress in each particular discipline</p>

			develop an understanding of the tariff system when devising their sequence				
Food Prep & Nutrition Food Prep & Nutrition	KNOWLEDGE	Investigating Heat transfer methods. Investigate starches.	Make.	Investigate Aeration	Make Quality & Consistency	Investigate Processing of foods from farm to fork	Make.
	SKILLS	Convection, conduction and radiation – their uses and application in cooking. Understanding how starches are used in cooking: gelatinisation & dextrinization. Smart starches used in manufacturing.  Types, origins of natural and processes starches	Hob, oven, grill work. Boiling, draining and combining Macaroni cheese Spaghetti Bolognese Lasagne Consistency, nutritional value, quality & modifications to suit nutritional needs	How air is incorporated into ingredients. Chemical aerators Natural aerators Physical aerators Combinations and the effects of heat and moisture on a recipe Sensory evaluation	Baked goods: Swiss roll, mousse, scones, creaming method, rubbing in Basic bread Analyse and evaluate outcome, Hypothesis on expected outcomes if control conditions are changed Trouble shooting Evidence of understanding Pastry	Wheat into flour Functions of gluten in bread making Alternative flours and their effectiveness/changes in quality Small scale batch production	Pastry and bread making: rolls, cinnamon buns, pizza Cornish pasty, jam tarts, samosas, borek.. Maths= Ratios Effects of dry and water based heat Decorative techniques, garnishing and finish.
PSHE	KNOWLEDGE	PSHE – Careers and finance unit  7 lessons		PSHE - Drugs and alcohol unit  7 lessons		PSHE - Citizenship Government and politics unit 4 lessons  PSHE - (RSE) Relationships and Sex Education - lessons focusing on help during puberty and healthy relationships 3 lessons	
	SKILLS	Developing an understanding of themselves and the community around them. Class debates and discussions, researching and presentation skills. Working collaboratively with peers					

Religious Studies	KNOWLEDGE	<p><b>Religious Studies – What is Sikhism unit</b></p> <p>Students will study a variety of lessons covering the foundations of Sikhism</p> <p>7 lessons</p>	<p><b>Religious Studies – What is Buddhism unit</b></p> <p>Students will study a variety of lessons covering the foundations of Buddhism</p> <p>3 lessons</p> <p><b>Religious Studies - What is Hinduism unit - part 1</b></p> <p>Students will study a variety lessons covering the foundations of Hinduism</p> <p>3 lessons</p>	<p><b>Religious Studies - What is Hinduism unit - part 2</b></p> <p>Students will study a variety of lessons covering the foundations of Hinduism</p> <p>6 lessons</p>	<p><b>Religious Studies - Does religion help people be good unit</b></p> <p>Students will study a variety of lessons from different religious and spiritual ways of life about being good and living well in society.</p> <p>6 lessons</p>	<p><b>Religious Studies -What is Judaism unit</b></p> <p>Students will study a variety of lessons covering the foundations of Judaism</p> <p>6 lessons</p>	<p><b>Ethics – Young people and global issues</b></p> <p>Students will study a variety of lessons covering global issues affecting young people</p> <p>7 lessons</p>
	SKILLS	Developing mutual respect and understanding of our diverse community. Class debates and discussions, researching and presentation skills. Working collaboratively with peers.					