



Intent: Our Year 8 Art and Design curriculum for the topic "Sweet Treats" is designed to provide students with a dynamic and comprehensive artistic journey. This scheme of work centres on colour theory, advertising techniques for sweet treats, and the exploration of hyperrealism through the works of renowned artists. Our intent is to foster creativity, critical thinking, and a deep understanding of the visual arts, while also encouraging students to engage with contemporary themes and media. Through the theme of "Sweet Treats," students will delve into the world of colour theory, understanding how to manipulate colours to evoke emotions, create visual impact, and enhance the aesthetics of their artworks. This skill is integral to effective artistry. The project will guide students in exploring the world of advertising, specifically focusing on sweet treats such as chocolate bars. They will learn how to effectively communicate the desirability and allure of these products through visual media and aid in their development of probing questions through their understanding of consumerism. Students will be introduced to the concept of hyperrealism, an art style that emphasizes extreme detail and precision. Through the study of hyperrealist artists, they will learn how to achieve an almost photographic level of realism in their artwork, paying attention to intricate details, textures, and accuracy. While students will explore hyperrealism, they will also be encouraged to develop their unique artistic interpretations, bringing their individual style and creativity to the sweet treats theme, ensuring their artworks stand as both original and personal expressions.

Why I study Art?

I study Art because:

- *It helps me find meaning in the world.*
- *It helps me express my identity.*
- *It helps me explore culture and ideologies.*

Cultural capital/enrichment

The cultural capital that Year 8 Art students gain from studying the theme "Sweet Treats" is invaluable in several ways. First and foremost, it provides them with a profound understanding of the cultural significance of food, especially sweet treats, in our society. The study of sweet treats goes beyond mere indulgence; it delves into the historical, social, and even psychological aspects of how these confections have shaped our culture. This knowledge empowers students to explore the intricate relationship between art, food, and consumer culture. It also fosters an appreciation for the rich history of visual representations of sweet treats in art, from classical still-life paintings to contemporary advertising and graphic design. Furthermore, this cultural capital enables students to critically analyse the impact of marketing and advertising on their own lives, promoting media literacy and a deeper awareness of consumer choices. Overall, the study of "Sweet Treats" in Year 8 Art broadens students' horizons, making them more culturally aware and visually literate individuals, better equipped to engage with the world as informed and critical thinkers.

Half term	Topic	knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
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AUTUMN

Observation and hyperrealism

Students will begin the 'Sweet treats' project by completing a baseline test to gauge their initial art skills when entering year 8. Their baseline test will be a pencil study of a chocolate bar which they will draw from direct observation, giving them the experience to draw from life and compare this to drawing from imagery. Students will further develop their knowledge of the formal elements; line, shape, form, texture, colour, value and shape through the use of a variety of materials and techniques such as pen, pencil and coloured pencil with a clear focus on building their observational drawing skills.

1. **Observational Skills:** Students will develop the ability to keenly observe the details and characteristics of sweet treats, paying close attention to shapes, textures, colours, and light and shadow.
2. **Precision and Detailing:** They will learn to work with precision and meticulous attention to detail to capture every intricacy of the subject, whether it's the frosting on a cupcake or the texture of chocolate.
3. **Proportional Accuracy:** Ensuring that their drawings accurately represent the size and proportions of the sweet treats is a fundamental skill.
4. **Hyperrealism Techniques:** Students will explore hyperrealism techniques, including the use of layers, blending, and fine details to achieve a photographic level of realism in their drawings.
5. **Texture Rendering:** Learning to depict a variety of textures such as glossy icing, crumbly cookies, and smooth chocolate, through a combination of techniques like stippling, hatching, and blending.
6. **Light and Shadow:** Understanding how light and shadow interact with the subject to create the illusion of three-dimensionality, and effectively incorporating these elements into their artwork.
7. **Patience and Endurance:** Hyperrealism demands a high level of patience and persistence, as students often spend extended periods perfecting minute details.
8. **Self-Critique and Reflection:** Encouraging students to critically evaluate their own work and make iterative improvements, developing their self-critical thinking and problem-solving skills.

Baseline assessment (study of a chocolate bar from life) on the second Art lesson of the year.

First homework and any key writing pieces will be marked.

9. **Artistic Interpretation:** While striving for hyperrealism, students will still be encouraged to infuse their individual artistic interpretations and personal style into their drawings.

By mastering these skills, Year 8 Art students will not only create highly detailed and lifelike drawings of sweet treats but also develop a strong foundation for advanced drawing techniques and an understanding of the principles of hyperrealism. These skills can be applied to various subject matters and artistic styles, fostering their growth as artists.

SPRING

Artist influence and technique workshops

The realist artist Sarah Graham will be used to inspire the students this term as her focus on accuracy and colour application will assist them in achieving their overarching goal of skill building in preparation for choosing their GCSE options in year 9. Students are challenged to learn and use effective blending and rendering techniques to help them develop their personal responses to the artist. The students also learn how to successfully collage through layering and being able to spot the main shapes and build up to the intricate details.

When Year 8 students focus on understanding a range of artistic techniques, including collage, the application of coloured pencils, colour theory, and the work of hyperrealist artist Sarah Graham, they will acquire a diverse set of skills. These skills encompass various artistic mediums and concepts. Here are the key skills they will learn:

1. **Collage Techniques:** Students will develop skills in selecting, cutting, and arranging different materials to create visually compelling collage compositions.
2. **Mixed Media Application:** Learning to integrate various materials and techniques to create textured and multidimensional artworks, expanding their creative possibilities.
3. **Colour Pencil Application:** Developing proficiency in using coloured pencils to achieve smooth gradients, vibrant colours, and fine details in their drawings.
4. **Layering and Blending:** Understanding how to layer coloured pencil to create different shades and hues and effectively blend colours for a seamless transition.
5. **Colour Theory Proficiency:** Gaining knowledge of colour theory, including complementary colours, warm and cool colour palettes, and colour harmonies, to create visually engaging and balanced artworks.
6. **Understanding Texture:** Learning how to create the illusion of different textures, from the glossy surface of candy wrappers to the roughness of sweet treats, using coloured pencils and mixed media.
7. **Hyperrealism Techniques:** Exploring hyperrealist techniques such as precision detailing, capturing intricate textures, and creating lifelike representations of sweet treats.
8. **Observational Skills:** Developing the ability to carefully observe details and features of sweet treats, which is essential for capturing them accurately in their artwork.

Coloured pencil assessment using skills learnt from the influence of artist Sarah Graham.

Key writing pieces such as artist analysis will be marked for accuracy, complexity of thought and SPAG.

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| | | | <ol style="list-style-type: none">9. Artistic Interpretation: While focusing on hyperrealism, students will also be encouraged to infuse their unique artistic interpretations and personal style into their work.10. Critical Thinking: Encouraging students to analyse and critically assess their own work and the work of Sarah Graham, considering the role of hyperrealism in art and its impact on viewers.11. Research and Art History: Gaining insights into the work of hyperrealist artist Sarah Graham and understanding her contribution to the art world.12. Self-Reflection: Cultivating the ability to reflect on their own artistic progress and make improvements based on self-evaluation and feedback from peers and teachers. | |
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Colour theory, advertising and painting skills

In the final term the students begin to collate and refine their colour theory skills, developing their understanding of complementary, analogous and harmonious colours. Students will take part in a series of painting workshops which focus on the 3 main elements of painting, colour mixing, blending and layering, and colour theory. The skills learnt in these workshops are replicated in their watercolour paintings of chocolate bars, the skills are then refined further before the completion of a mixed media final piece.

Year 8 art students, when studying colour theory in advertising for sweet treats, gain a valuable set of skills. These skills are not only applicable to understanding the visual aspects of advertisements but can also be transferred to their watercolour painting skills.

1. **Colour Mixing:** Students will learn how to mix and create a wide range of colours, a fundamental skill in both colour theory and watercolour painting.
2. **Colour Relationships:** Understanding the relationships between colours, such as complementary, analogous, and triadic colour schemes, allows students to create harmonious and visually engaging artworks in both advertisements and watercolour paintings.
3. **Emotion and Mood:** They will grasp how different colours can convey specific emotions and moods, enabling them to make conscious colour choices in their artwork to evoke desired feelings.
4. **Contrast and Visual Hierarchy:** Understanding the importance of contrast and visual hierarchy in colour theory helps students create attention-grabbing advertisements and guides viewers through watercolour paintings with focal points and depth.
5. **Colour Harmony:** Learning how to achieve colour harmony and balance in advertisements will help students create aesthetically pleasing and visually impactful watercolour compositions.
6. **Audience Engagement:** Understanding how colours can attract and engage the target audience in advertisements can also be applied to watercolour paintings to make them more relatable and compelling to viewers.
7. **Colour Symbolism:** Students will recognize the symbolic meanings associated with different colours, which can be utilized in both advertising and storytelling in watercolour paintings.
8. **Application of Colour:** They will acquire skills in applying and layering watercolours effectively, taking into consideration the principles of colour

Watercolour chocolate bar section (should show understanding of watercolour application).

Key writing pieces such as artist analysis will be marked for accuracy, complexity of thought and SPAG.

theory to create depth and vibrancy in their artwork.

9. **Transparency and Opacity:** Understanding the transparency and opacity of watercolours and how these qualities can be used to create various visual effects, adding depth and dimension.
10. **Blending and Gradients:** Students will develop the ability to blend and create smooth colour transitions in both advertising graphics and watercolour paintings, adding subtlety and realism.
11. **Personal Expression:** While following colour theory principles, they will also learn how to infuse their unique artistic expressions and creative interpretations into their work.
12. **Visual Problem-Solving:** Skills developed through colour theory can help students solve visual problems, whether in the context of understanding advertisements or crafting captivating watercolour compositions.



Intent:

Our intent is to provide Sale High students with broad scope of knowledge that challenges the way students think about the arts and teaches them to accept and embrace difference. We want our students to be confident and understand how the arts can benefit all aspects of life such as promoting confidence and good communication skills. We want to teach them that creating safe and comfortable spaces where people of all backgrounds can make, celebrate and learning together is empowering. Students study a range of topics that follow the layout of the GCSE format. Each topic includes either a written, devised or scripted aspect. Topics are chosen to develop creativity, co-operation and challenge students to experience a range of perspectives, issues and events. There is a sharp focus on developing students descriptive, analytical, and evaluative skills. Not only are these essential to GCSE Drama but are crucial skills for life beyond Sale High School. Students develop knowledge of theatrical styles, script writing, vocal skills and physical skills which are crucial to building confidence, communication skills and literacy skills. Students implement and improve these skills through a variety of context, working to transfer skills successful in order to encourage flexible learners. Students experience both traditional styles of drama and more contemporary, challenging them to develop opinions and appreciate work that is not necessarily what they would choose to watch. This promotes acceptance and a balanced outlook crucial to life in general.

Why I study Drama?

I study Drama because:

- I can be creative and collaborative
- I learn how to present myself to an audience
- I will view the world from different perspectives

Cultural capital/enrichment

Performance/presentation skills – awareness of the audience, self-confidence, use of vocal and physical skills

Exploration of own thoughts and feelings through a character, considering what is right and wrong

Creative collaboration to develop working relationships outside of friendship groups

Giving/receiving constructive criticism about peer's performances

Watch different types of theatre from different time periods and countries

Write for particular audiences, considering the emotions/experiences of the character they are portraying.

Work with challenging topics in order to expand their understanding of 'real' issues, including mental health issues and peer pressure.

Extra-curricular drama company 'Platinum Stars' is an opportunity for students be part of a fun and safe environment for young people to experience creating and rehearsing theatre performance for a specific event.

The whole school production is a valuable experience for students to take part in a performance in a theatre, in front of a paying audience.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
AUTUMN 1	Crime & Punishment	<p>Students will explore a crime using teacher-in-role and create a news report about this crime.</p> <p>Students will create and perform a monologue for a character from the medieval times.</p> <p>Students will develop their knowledge of different kinds of punishments from medieval times.</p> <p>Students will create a performance using flashback, flash forward and thought-tracking.</p> <p>Students will create a piece of creative writing in role.</p> <p>Students will create report on the crime in role using evidence for support.</p>	<p>Students will learn to use role play, critical analysis skills, develop a persuasive argument and convey a character's emotions effectively.</p> <p>Students will create a narrative within a monologue.</p> <p>Learn how to structure, and write news reports.</p> <p>Gain insights into historical crimes and punishments.</p> <p>Learn how to create a performance with a non-linear narrative.</p> <p>Use creative writing to develop well-rounded and engaging characters, create immersive settings and maintain a consistent character voice.</p>	<p>Baseline assessment covering key terminology</p> <p>End of topic performance of a news report and a written evaluation</p>
AUTUMN 2	Monologues	<p>Students will take part in a range of activities that focus on the ideas of 'oppression' and 'persecution'.</p> <p>Students will use thought-track effectively to show how the characters feel about their treatment.</p> <p>Students will write a monologue in role to show the impact of the segregation of the Jews on children's friendships during the Holocaust.</p> <p>Students will perform a convincing character (using voice, movement, facial expression and gesture) that considers appropriate emotions which are communicated to the audience, causing them to feel empathy for the character.</p>	<p>Students will need to understand the Holocaust, its historical context, and the experiences of those who lived through it.</p> <p>Learn how to create a monologue that conveys the emotions and experiences of individuals during the Holocaust.</p> <p>Employ creative writing techniques to make the monologue engaging and emotionally impactful.</p> <p>Practicing vocal and physical skills to effectively portray the character's emotions and experiences.</p> <p>Develop confidence and stage presence to engage the audience while performing emotionally challenging material.</p>	<p>End of topic performance of the monologue the student has written.</p> <p>Winter exam based on knowledge learnt in Y7 & so far in Y8.</p>

<p style="text-align: center;">SPRING 1</p>	<p style="text-align: center;">Devising from a Stimulus</p>	<p>Students will devise an extended piece of drama from a given stimulus.</p> <p>Students will perform their piece, demonstrating an understanding of the Drama techniques used.</p> <p>Students will create effective transitions between scenes.</p> <p>Students will create an effective Thought Track.</p> <p>Students will show a character’s emotions through appropriate characterisation skills (facial expressions, body language and tone of voice).</p> <p>Students will use mime, synchronised movement and slow motion effectively.</p>	<p>Students will learn to work as a group to generate original ideas based on a given stimulus.</p> <p>Students will develop an understanding of how to maintain a seamless flow between scenes.</p> <p>Students will coordinate movements with precision and timing and use slow-motion sequences effectively for dramatic impact.</p> <p>Practice vocal and physical skills to effectively portray the character's emotions and experiences.</p> <p>Build a connection with the audience through compelling physical and vocal storytelling.</p> <p>Students will effectively use thought tracking in drama, allowing them to verbalise the inner thoughts and emotions of characters during a scene.</p>	<p>End of topic performance of Devised piece.</p>
<p style="text-align: center;">SPRING 2</p>	<p style="text-align: center;">Shakespeare</p>	<p>Students will learn about ‘Iambic Pentameter’ and how Shakespeare used this to convey meaning</p> <p>Students will learn about the plot and characters in Romeo & Juliet</p> <p>Students will use still image and Shakespearean insults to develop a character backstory then develop this into a performance of a flashback that shows why the Montagues dislike the Capulets.</p> <p>Students will learn about status in drama, using levels and proxemics to show character hierarchy and relationships.</p> <p>Students will perform a scene from Romeo and Juliet (the quarrel between the Montagues and Capulets).</p>	<p>Students will learn to identify where iambic pentameter, is used in Shakespearean verse.</p> <p>Students will practice character development and storytelling by creating in-depth character backstories.</p> <p>Students will improve their dialogue delivery, blocking, and emotional expression.</p> <p>Students will develop the ability to interpret and perform Shakespearean text.</p> <p>Students will learn how to create an effective still image using facial expressions, levels, audience awareness, gestures and stillness.</p> <p>Students will learn how to use the stage space effectively to show character relationships and hierarchy.</p>	<p>End of topic performance and scene from Romeo and Juliet.</p>

SUMMER	Our Day Out	<p>Students will explore the characters and plot of Our Day Out</p> <p>Students will use vocal and physical skills to perform as different stereotypes.</p> <p>Students will devise a scene using a given scenario from the play and include appropriate characters.</p> <p>Students will learn an extract from the script and perform is using appropriate vocal and physical skills.</p>	<p>Students will develop the ability to analyse characters and the plot of "Our Day Out," improving their storytelling skills.</p> <p>Students will use vocal and physical skills to convey character traits effectively.</p> <p>Students will develop memory strategies to retain lines effectively.</p> <p>When devising, students will improve their creativity and storytelling capabilities, considering character motivations and plot development.</p> <p>Students will use vocal and physical skills to express themselves, both in character and as actors, enhancing their communication abilities.</p>	<p>End of topic performance of a scene from Our Day Out</p> <p>Summer exam covering all work studied in year 7</p>
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Intent:

Our intent is to provide Sale High students with broad scope of knowledge that challenges the way students think about the arts and teaches them to accept and embrace difference. We want our students to be confident and understand how the arts can benefit all aspects of life such as promoting confidence and good communication skills. We want to teach them that creating safe and comfortable spaces where people of all backgrounds can make, celebrate and learning together is empowering. Students study a variety of musical styles, each leading to a music making experience, performance and evaluation. The topics covered include the opportunity to sing and make music using a variety of instruments. Students build a valuable understanding of the elements of music such as melody, pitch, tone, texture, structure, dynamics, tempo and rhythm, including music notation. Students gain knowledge of how music is created and recorded in different contexts. They are taught to understand the value of both traditional and contemporary styles and music for different occasions leading to a greater acceptance of these differences. Students are encouraged to improvise and understand that happy mistakes can lead to great work and changes of direction are not necessarily a bad thing. They experience working both solo and in groups, understanding that both have merit and it is important to listen to the ideas of others to build work together – this promotes excellent communications skills. Students are encouraged to perform and evaluate work, focusing on specific skills, reflecting to improve future work.

Why I study Music?

I study Music because:

- I can express myself creatively
- I experience music from other cultures
- It improves my memory, confidence and teamwork skills
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Cultural capital/enrichment

Performance/presentation skills – awareness of the audience, self-confidence, use of practical skills (e.g. open evening, Christmas concert and annual production)

Exploration of own thoughts and feelings through experiencing, discussing and performing a range of musical styles

Creative collaboration to develop working relationships outside of friendship groups

Giving/receiving constructive criticism about peer’s performances

Composing and performing for audiences, considering the emotions they wish to portray

Considering the emotional support music can offer in day to day life

Extra-curricular musical groups and expressive arts company ‘Platinum Stars’ is an opportunity for students be part of a fun and safe environment for young people to experience creating and rehearsing theatre performance (including musical theatre) for a specific event e.g. Christmas Concert and annual production.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
AUTUMN	Soundscapes and Graphic Scores	<p>Students will explore the use of soundscapes and their use in the entertainment industry.</p> <p>Students will study Graphic Scores as alternatives to traditional treble clef notation and understand their advantages and limitations.</p> <p>Students will understand how to create and perform an ensemble soundscape from a given paragraph and another to accompany a Charlie Chaplin film clip.</p> <p>Students will create a graphic score based on their practical piece.</p> <p>Students will develop their understanding of body and traditional percussion instruments and use these in performance</p> <p>Students will draw on previous knowledge of rhythm and beat, dynamics and tempo to understand and enhance their soundscape performances and graphic scores.</p>	<p>Interpret sounds by shape.</p> <p>Record sounds using appropriate shapes.</p> <p>Create and perform soundscapes and demonstrate previous key elements (pitch, dynamics and rhythm) in addition to tone, duration and texture.</p> <p>Listen to, identify and describe basic elements.</p> <p>Recognise simple visual patterns/clues to identify texture and repetition.</p> <p>Give examples of how soundscapes can enhance audience appreciation in different circumstances e.g. film/ theme parks.</p> <p>Explain what an 'acoustic environment' is and give an example.</p> <p>Explain the advantages and disadvantages of graphic scores in comparison to traditional treble clef notation.</p> <p>Identify and use a range of percussion instruments in a traditional and non-traditional manner to create a desired effect.</p> <p>Work successfully in a team to create, perform and evaluate a soundscape.</p>	<p>Mini graphic score sheets</p> <p>Graphic score homework task</p> <p>Soundscape 1 and/or soundscape 2 composition, performance and evaluation</p> <p>Winter exam theory test</p>

SPRING	Gustav Holst: The Planet Suite	<p>Students will learn the instrument of the orchestra</p> <p>Students will study a basic history of Gustav Holst and the context of 'The Planet Suite'. They will look at his inventive and masterful use of the full spectrum of orchestral colours to convey character of each planet to the audience.</p> <p>Students will study the character of different pieces of music and be able to use previous knowledge of key elements (dynamics, tempo, pitch, rhythm and structure) to analyse specific movements.</p> <p>Students will learn about Roman astrology in relation to The Planet Suite.</p> <p>Students will learn how to experiment to recreate their own 'Mars' and 'Saturn' ensemble pieces using a range of tuned and untuned instruments.</p> <p>Students will create their own story based keyboard composition demonstrating key elements linked to the set study piece.</p>	<p>Listening and appraising skills – listening to Mars, Venus, Mercury, Saturn and Jupiter and identifying key instruments and sections of the orchestra as well as key elements in order to determine HOW the character is musically communicated to the audience.</p> <p>Mars: Brass power/ contrast of dynamics/ ABA structure Venus: Gentle/ slow tempo Mercury: True/False identification of a range of elements and instrumentation Jupiter: Recognition of melody lines and overall structure</p> <p>Identify the key character of each section of the orchestra, applying mood and examples from The Planet Suite e.g. Brass can be powerful, strings can be romantic etc.</p> <p>Work in a variety of groupings, with strict time constraints, to re-create and perform the character of two planets. Choose appropriate instrumentation, rhythms, dynamics and structures.</p> <p>As part of a duet - compose, perform and evaluate a story led piece demonstrating a range of techniques and CONTRAST to clearly represent the character of your story to your peers.</p> <p>Identify instruments of the orchestra by sight and sections of the orchestra by ear.</p>	<p>Class listening worksheets</p> <p>Practical performances and evaluations</p> <p>Spring theory exam</p>
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SUMMER	Blues Music	<p>Students will learn about Blues music, its rich and complex history spanning over a century, and some of its key figures.</p> <p>Students will build on basic keyboard skills from year 7 to create a short improvised treble clef performance and play the 12 bar blues chord sequence</p> <p>Students will listen to and identify key instruments and skills related with the Blues style</p>	<p>Listen to blues music and identify key instruments (guitar/banjo, double bass, trumpet, saxophone, piano, harmonica) and key features of the music (improvisation, introduction, walking bass, repetitive chords, tempo, texture, melody line, swing rhythms)</p> <p>Be able to talk about the rural delta blues style of Robert Johnson (early 20th century blues)</p> <p>Research, complete worksheet and be able to talk about Bessie Smith and her classic blues style of singing/ role in the Blues movement (20s and 30s), including call and response.</p> <p>Explain the structure of typical blues lyrics.</p> <p>State and play the 12 bar blues sequence in C major using appropriate finger patterns.</p> <p>Play a walking bass line using appropriate finger patterns.</p> <p>Perform an element of blues with at least one other person to show ensemble skills.</p> <p>*Extension work includes 'In The Mood' which offers higher level keyboard skills and more challenging swung rhythms and extended chords. Student can also be taught to transpose the 12 bar blue chord sequence into more challenging keys and try both chords and improvisation together (and with the teacher in a duet).</p>	<p>Teacher observation of individual keyboard progression</p> <p>Bessie Smith homework</p> <p>Teacher observation of discussion / whiteboard questioning</p> <p>Summer theory exam</p>
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Curriculum Map Year 8: English



Intent: Across both Key Stages, we aim to ensure that our students are able to learn how to **identify** and **explore** the **impact of language** within a variety of different contexts. We explore various genres, forms, structures and purposes of literary works, in order to emphasise the importance of reading and writing as a way of **successfully engaging with the world**, both within the school context and the wider society. At the core, we strive to inspire our young learners to become **competent and confident communicators**, consciously teaching reading and writing skills within every year group, which enables us to demonstrate the progress students make when accessing a multitude of texts which have been produced across the ages for a variety of different reasons.

Through the Key Stages we have designed the curriculum to help our students both improve and refine their reading and writing skills, with a progressively more demanding set of skills taught and revisited throughout the schemes as students travel from Year 7 to Year 11, implementing things such as variations of sentence structures and increasingly difficult and interesting vocabulary. We explore the **etymology** of language and how this correlates to the context from within which it was written, aiding our students' ability to **interpret and infer** with greater confidence.

We want to inspire our students to develop their own **love of language**, to become **critical thinkers**, engaging with moral ideas, and to widen their perspectives when establishing their own impressions and opinions when exploring literary materials. Furthermore, we continue to develop our curriculum content to encourage and enable our students to be empathetic with different points of view, to be understanding when analysing and evaluating character and theme and to be able to both speak and write with clarity and purpose.

Why I study English?

I study English because:

- *It enables me to communicate freely and effectively*
- *I understand more about global culture, thought and literature*
- *Having a love of language and literature transports me to other worlds*

Cultural capital/enrichment: In Year 8, students have the opportunity to attend a variety of different theatre trips with the Theatre Club, which has previously including seeing some of the biggest performances in Manchester's theatre district, such as 'Matilda' and '42nd Street', as well as having the opportunity to take part in a weekly film club, too. There will also be the opportunity, towards the end of the autumn term, to participate in the 'Classroom to Care Home' Inter-house competition, as well as a Shakespearean workshop to look forward to in the summer term.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1 7 weeks	Writing to Persuade (non-fiction reading and writing)	<p>Pupils will learn:</p> <ul style="list-style-type: none"> - How to access a range of non-fiction materials and will be able to identify persuasive features, such as tone and carefully selected language devices, analysing how and why writers have used these to achieve desired effects and outcomes; - The purpose of writing and/or speaking persuasively and how this can be useful both within and outside of a school setting; - How to communicate successfully, appropriately and with purpose, considering text type and audience, too; - The ways in which writers can write to engage and influence an audience, through exposing pupils to a range of materials from the likes of Martin Luther King’s ‘I have a dream’, to more recent and varied text types such as online articles, blogs and speech recordings such as TED talks, on more current topical affairs. - How to respectfully and effectively discuss and debate with their peers, using both speaking and listening skills that will be further developed through fortnightly ‘Let’s Think’ classroom sessions. These sessions are developed to encourage greater confidence with speaking within and outside of the classroom, through posing and dissecting various moral dilemmas, and working as a group to overcome or successfully deal with them. 	<p>Pupils will learn both how to identify and successfully use persuasive language features (such as DAFOREST), as well as how to identify and appropriately use tone within their writing to communicate successfully.</p> <p>Pupils will learn how to use carefully selected vocabulary and punctuation choices for effect, building on their prior knowledge.</p> <p>Pupils will learn how to become more effective communicators through frequent classroom debate and discussion during this unit.</p> <p>Pupils will be able to effectively structure an argument or piece of persuasive text, considering their target audience and selecting vocabulary appropriate to their task/scenario.</p>	<p>SPAG Skills test, assessing their understanding of word classes, punctuation marks, sentence types and the tenses.</p> <p>End of topic assessment – students will need to write the script for their own persuasive speech, in response to a cultural or global dilemma.</p> <p>Spelling Bees of key word vocabulary (twice across the half term, with revision HW opportunities shared to support improvements)</p>

<p>Autumn 2</p> <p>7.5 weeks</p>	<p>'Animal Farm' by George Orwell</p> <p>(Comprehension and language analysis skills)</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> - How to explore an allegorical text and be able to make inferences, using key information, to explore what a writer is implying. They will understand how the concept of fables/morals can address equality and other wider societal issues. - How to effectively explore a text at full level, as this will be a text that is read and studied in full within the classroom setting. - How to effectively write about the intentions of a writer, using their knowledge of both the historical context and writer's beliefs to add depth to their analytical writing. - How fictional characters (in particular, creations of anthropomorphism) can be used to symbolise/communicate the ideas of political individuals or systems. <p>Pupils will also develop a stronger understanding of higher tier vocabulary such as allegory, tyranny, revolution, anthropomorphism, extended metaphor and propaganda, and will be able to reference and benefit from their prior knowledge from across the curriculum in subjects such as History.</p>	<p>Pupils will develop their analytical writing skills, evidencing their ability to analyse a quote at both phrase and word level.</p> <p>Pupils will become familiar with the concept of exploring historical context to add depth to their writing and will be able to show this through the incorporation of AO3.</p> <p>Pupils will be able to explore themes within texts and how these can link to/symbolise wider societal issues, through exploring and referencing this within their QTA responses.</p> <p>Pupils will become familiar with how to use verbs of inference within their analytical writing, as well as identifying, analysing and utilising explicit and implicit persuasive features.</p> <p>Pupils will be able to build on their prior knowledge of persuasive writing and speaking from AUT1 and apply this understanding to their close analysis of characters within the text.</p>	<p>SPAG Skills test, assessing their understanding of word classes and definitions on newly-introduced vocabulary throughout the autumn term, punctuation marks, sentence types and the tenses.</p> <p>Winter Exam – students will be assessed on their comprehension and analytical writing skills, through the production of a QTA response (using an extract from 'Animal Farm'). The exam will also revisit some of the writing skills taught in AUT1, in order to spiral back to prior learning.</p> <p>Spelling Bees of key word vocabulary.</p>
<p>Spring 1</p> <p>5 weeks</p>	<p>Spy Fiction</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> - How writers can create tension and suspense within their writing, through the use of description, vocabulary and punctuation choices, specific sentence structures and 	<p>Pupils will be able to evidence the ability to write creatively, carefully selecting appropriate conventions to</p>	<p>SPAG Skills test, assessing their understanding of word classes and language</p>

	(exploration of extracts/range of text types and creative writing)	<p>other structural techniques, such as slow reveal and anti-climax.</p> <ul style="list-style-type: none"> - How a range of different writers and creators (exploring a range of texts/media) can successfully produce original, unique and imaginative stories, whilst still adopting or utilising the necessary conventions to remain suitable to the genre. - How to create writing for a specific purpose and how to use paragraphing, as well as language choices, for effect. - How to create a piece of fictional writing, using suitable conventions, appropriate to a specific genre. 	<p>ensure their ideas are suitable for the genre.</p> <p>Pupils will be able to use a variety of punctuation marks accurately and for effect, such as brackets and semi-colon.</p> <p>Students will have the ability to purposefully select synonyms and ambitious vocabulary choices within their creative writing for the purpose of creating imagery for a reader.</p> <p>Pupils will be able to communicate clearly and show an awareness of tone, style and register to suit an audience.</p>	<p>features, recapping newly-introduced vocabulary, exploring the accuracy of punctuation marks, sentence types and the tenses.</p> <p>End of topic assessment - students will be producing their own piece of spy fiction, evidencing their understanding of how to deploy language features for effect.</p> <p>Spelling Bees of key word vocabulary.</p>
Spring 2 5 weeks	<p>Speaking & Listening – My Speech</p> <p>(communication and persuasion skills)</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> - How a writer and/or speaker can use persuasive language features, as well as tone and register to successfully persuade, inform or engage an audience. - Pupils will be able to make connections with their unit of student from the beginning of the year through spiral learning to utilise this knowledge and apply it to their own personal responses. - How to be successful communicators, both through effective speaking and effective listening. - How to offer supportive, useful and specific feedback to their peers, with guided processes and regular modelling. - How to successfully deploy a range of persuasive features, such as tone, DAFOREST and carefully selected language devices, in order to achieve the desired response from an audience. 	<p>Pupils will be able to communicate clearly and successfully in front of their peers.</p> <p>Pupils will be able to use both verbal and non-verbal cues to engage an audience.</p> <p>Pupils will understand and be able to evidence how physical aides such as pitch, tone, pace, volume, gesture etc. can be a successful tool when addressing an audience.</p> <p>Pupils will understand how to communicate with a diverse audience,</p>	<p>SPAG Skills test, assessing understanding of a variety of persuasive and creative language features, as well as assessing accuracy of punctuation and grammar, too.</p> <p>End of topic assessment - students will be producing and delivering their own short speech to their class.</p>

			using an appropriate and respectful manner with success.	Spelling Bees of key word vocabulary.
Summer 1 7 weeks	Identity through Literature (analysis of extracts and poetry – reading skills)	<p>Pupils will learn:</p> <ul style="list-style-type: none"> - How a writer presents their own identities and how they encourage readers to do the same. Pupils will be exposed to a variety of diverse texts which encourage self-reflection, and reflection about the world around them. - How writers use poetic techniques to create particular effects. Pupils will be asked to identify and analyse the effects of these techniques within a range of texts, and what the effects could be on readers. - How to create an engaging piece of writing using a variety of language such as colloquialisms, dialects and rhyme. They will use this to create their own poetry, songs and Show and Tell performances. - Build on their speaking and listening skills of year 7 in order to create their own script ready for performance. They will then utilise the skills they have built on in order to perform their identity scripts. 	<p>Pupils will be able to develop a greater understanding of the world around them through a range of diverse texts and language choices.</p> <p>Pupils will be able to discuss and examine a writer’s choice of words and techniques in order to produce analytical responses.</p> <p>Pupils will be able to evidence their speaking and listening skills through a variety of classroom discussion and whole-class performances.</p>	<p>SPAG Skills test, which will be a full recap of skills and content taught from – and revisited - across the year.</p> <p>Summer exam which will assess the content taught in this half term, as well as knowledge and skills learned throughout year 8.</p> <p>Spelling Bees of key word vocabulary.</p>
Summer 2 7 weeks	William Shakespeare ‘Romeo & Juliet’	<p>Pupils will learn:</p> <ul style="list-style-type: none"> - How to access, interpret and analyse Shakespeare’s rich and complex language (as well as taking a close look at his characters and themes), developing an understanding of societal expectations and evolution of theatre over time. Pupils will be exposed to a variety of adaptations, in a variety of forms, and will be exploring the relevance of such themes and ideas in modern day society. - How and why writers create such hyperbolic characters and/or plots and will be exploring the effect of these on both a Jacobean and a C21st audience. - How language (including figurative language, structure, form, grammar, organisational features etc.) can have meaning. 	<p>Pupils will be able to breakdown new and unfamiliar vocabulary and will be able to apply skills taught through exploration of the etymology of words in order to analyse Shakespearean language.</p> <p>Pupils will be able to discuss the effect of the Shakespeare’s choices through applying their understanding of the historical context of the Elizabethan and Jacobean era.</p> <p>Pupils will be able to evidence a full understanding of a</p>	<p>SPAG Skills test, which will be a full recap of skills and content taught from – and revisited - across the year.</p> <p>End of topic assessment – an analytical response (QTA) to an extract previously studied in class. Students will be expected to analyse the language, make</p>

		<ul style="list-style-type: none">- Develop an understanding of the interpretive possibilities of Shakespeare's drama, as well as the critical reading skills that studying Shakespeare requires.	character/theme/text through successfully cross-referencing from across the play in their analytical responses.	reference to the audience and/or writer's intentions, and be able to reference other relevant plot points across the play.
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Curriculum Map Year 8: Geography



Intent: Geography at Sale High School is intended to provide a wealth of knowledge about the world both globally and just outside their window. Students will have the opportunity to explore a wide range of human and physical geography from urban environments and globalisation to ecosystems and coasts. Students will be encouraged to not only learn facts from local and global case studies, but to apply their own understanding and judgement, and at times debate critical issues in geography. From this we hope that each student can gain their own unique but well-informed understanding of the world around them.

In Year 8 students develop their ability to explain process in different contexts. In doing so they begin to understand the forces that drive change on Earth and are able to make sense of them. Recognising that change is inevitable helps us to fear it less and prepares us for our futures in an increasingly dynamic world.

Why do I study Geography?

- It helps me to understand the wider world.
- I can better appreciate diversity.
- I will become a global citizen who can make a positive change.

Cultural capital/enrichment

Fieldwork opportunities – School grounds weather survey (Unit 1 - Weather), Sale Town Centre (Unit 2 - Economic Activity), Lake District (Unit 3 – Ice Worlds), River Mersey (Unit 5 - Flooding).

Read – *Prisoners of Geography* by Tim Marshall (unit 6 – Global Superpowers), *Factfulness* by Hans Rosling (Unit 4 – Population)

Watch – *Plant Earth: Ice Worlds* on BBC iPlayer. Keep up to date with current affairs by watching the news (BBC or other reputable sources) and documentaries such as Unreported World.

Do – Write a weather diary every day for two weeks and see how high- and low-pressure systems are affecting the conditions over time.

Walk along the River Mersey and consider how land use zoning is used to reduce the impacts of flooding. Visit Manchester city centre and Sale town centre and consider how globalisation has affected the shops and businesses there. Visit the Lake District and see how glaciers have carved out the spectacular landscape.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
1	Weather	<ul style="list-style-type: none"> • What air pressure is and why it is important • How depressions affect the weather in the UK over time • How and where tropical storms develop • Features of tropical storms and their impacts • Types of weather hazards experienced in the UK and their impacts • How people can be protected from weather hazards 	<ul style="list-style-type: none"> • Isoline maps – reading and creating • Collecting data on the weather and reporting it • Analysing diagrams 	<ul style="list-style-type: none"> • Literacy piece ‘Weather Report’ • End of unit assessment consisting of knowledge, skill and extended writing sections • ‘Do Now’ and ‘Quick Quiz’ time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork
2	Economic Activity and Globalisation	<ul style="list-style-type: none"> • The different sectors of the economy – primary, secondary, tertiary and quaternary, and how these have changed over time • Why our goods are made abroad • How deindustrialisation has changed Manchester (focus on Salford Quays) 	<ul style="list-style-type: none"> • Describing using graphs • Calculating percentages • Local fieldwork of Sale High Street (using GIS) – data collection and analysis 	<ul style="list-style-type: none"> • Literacy piece ‘How has deindustrialisation affected Manchester?’ • End of unit assessment consisting of knowledge, skill and extended writing sections

		<ul style="list-style-type: none"> • What trade is and why it is important • The features of TNCs and their impacts • The global impacts of industrial accidents • The features of globalisation in Sale 		<ul style="list-style-type: none"> • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork
3	Ice Worlds	<ul style="list-style-type: none"> • Regions of the world that have ice sheets and the reasons for this • The inputs, stores, flows and outputs of the cryosphere • How glaciers erode the land • How glaciers affect landscapes • How people survive life in ice worlds • Why ice worlds are under threat • How polar environments are suffering due to climate change 	<ul style="list-style-type: none"> • Reading thematic maps • OS maps showing relief of post-glaciated landscapes and comparing these to photographs / GIS images • Four and six-figure grid references 	<ul style="list-style-type: none"> • Literacy piece 'Why are ice worlds under threat?' • End of unit assessment consisting of knowledge, skill and extended writing sections • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork
4	Population and Migration	<ul style="list-style-type: none"> • Global population increase, population distribution and population density • Population structure – characteristics and reasons for 	<ul style="list-style-type: none"> • Choropleth maps • Population pyramids – analysis • Flow line maps 	<ul style="list-style-type: none"> • Literacy piece 'How should Japan deal with its aging population structure?' • End of unit assessment consisting

		<p>different structures according to wealth</p> <ul style="list-style-type: none"> • Features of China's One Child Policy and how and why these have changed over time • The implications of China's population policy on society • Voluntary population policies and how these might be implemented to deal with population issues in other parts of the world • Features of economic migration • Causes and effects of forced migration 		<p>of knowledge, skill and extended writing sections</p> <ul style="list-style-type: none"> • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork
5	Flooding	<ul style="list-style-type: none"> • Why floods happen – human and physical causes • Causes of flooding in Bangladesh making it the most flood-prone country in the world • The impacts of flooding in Bangladesh • How flooding affects the UK • How hard and soft engineering strategies can be used to reduce the impacts of flooding 	<ul style="list-style-type: none"> • Flood hydrographs (discharge and rainfall) • Analysis of aerial photographs 	<ul style="list-style-type: none"> • Literacy piece 'How does flooding affect Bangladesh?' • End of unit assessment consisting of knowledge, skill and extended writing sections • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork

6	Global Superpowers	<ul style="list-style-type: none"> • Institutions that govern the world • Countries and organisations that can be considered 'global superpowers' • How physical factors create global superpowers • How human factors create global superpowers • Way superpowers influence the world • Reasons for and against being fearful of rogue superpowers • Superpowers of the future 	<ul style="list-style-type: none"> • Flow line maps – completing and interpreting • Choropleth maps – describe, explain and consider limitations 	<ul style="list-style-type: none"> • Literacy piece 'How do physical factors affect global superpowers?' • End of unit assessment consisting of knowledge, skill and extended writing sections • 'Do Now' and 'Quick Quiz' time in lessons to focus on hinge questions posed to all students. • Teacher analysis of verbal responses and quality of classwork
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Curriculum Map Year 8: History



Intent:

Within the Humanities department History is an essential subject in order to understand the world we currently live in and the consequences of past events that have shaped present day life. In History there are opportunities for students to develop their literacy and oracy when discussing historical matters such as the causes of events or the significance of important individuals. Learners will be able to analyse and evaluate evidence in order to form their own judgements. This provides pupils with knowledge of the past as well as the skills to construct their own well evidenced arguments on a range of issues.

Our aim is to deliver a broad and ambitious History curriculum, rich in knowledge and disciplinary skills, which immerses students in a range of cultures and develops an enquiring and critical outlook on the world. Our curriculum reflects the complexity and diversity of the past, by exploring a range of different individuals and experiences. Students are able to place their own experiences and identity within the history of the local community, Britain and the wider world. History is important because it enables our students to understand the past and use that knowledge to make informed judgements about the present. Our curriculum is mapped out chronologically from migration pre 1066 to the present day.

Year 8 – Throughout the year we will cover significant historical events and developments from the 16th to the early 20th centuries. This scheme aims to provide students with a deep understanding of key topics, including the British Empire, the Transatlantic slave trade, the Industrial Revolution, electoral reform, and World War 1.

Students begin by exploring the rise and expansion of the British Empire, understanding its global reach and impact on various cultures and regions. They then delve into the grim history of the Transatlantic slave trade, examining its economic, social, and humanitarian consequences. Next, students study the Industrial Revolution, discovering how technological advancements transformed society, labor, and urbanization. They explore the struggles for electoral reform, including the fight for suffrage and the evolution of the British political system. The scheme then explores World War 1, examining the causes, consequences, and the global significance of this devastating conflict. Finally, the scheme culminates with a look at the migrants who have arrived in Britain and helped shape the country we live in today.

Why I study History?

I study History because:

- **It helps me to develop a clear sense of identity**
- **I will appreciate the accomplishments of previous generations**

- **Learning from the past helps create a better future**

Cultural capital/enrichment

History provides opportunities for debate and expression of opinion over a variety of issues. Students may explore the role of causes or the significance of consequences and will learn how to apply historical evidence into their own explanations. In order to do this we encourage a wide range of knowledge and experience in order to support them. Sale High School provides opportunities for Humanities trips which are often linked between the Geography and History department in order to explore linked skills or similar themes. In Year 8 we offer an poignant visit to the International Slavery Museum which provides valuable context to our Transatlantic Slave Trade unit. In year 8 the focus is on a chronological breadth study of British history from 1559-1945. Pupils are encouraged to access age-appropriate media in order to develop their contextual knowledge and to build a deeper understanding of the period of history. Videos such as Horrible Histories can provide a threshold of knowledge to access some topics and online channels such as Simple History (often recommended for 13+ due to certain graphic images or topics) can also bolster classroom knowledge. Websites like BBC Bitesize will often provide content linked to our studied topics and can be utilised as a revision aid even in the first year of Sale High School.

Half term	Topic	Key skills I will learn in this topic Skills increase in difficulty and outcome throughout the curriculum and year groups	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	The British Empire	Students will be able to: <ul style="list-style-type: none"> • Describe the factors which enabled the British Empire to grow so large. • Analyse interpretations which discuss British rule in India. • Explain reasons India wanted independence from Britain. • Describe arguments for the British Empire being viewed with both pride and shame. 	Students will know <ul style="list-style-type: none"> • The Rise of the British Empire and the first English colonies (Roanoke and Jamestown) • Key factors which contributed to the growth of the British Empire (e.g. the navy and trading companies) • Positive and Negative aspects of the British Empire (e.g. modernisation and mistreatment of native populations) • Significant events which led to Indian Independence in 1947. 	Quizzes (in class and homework) Mid-Unit Assessment – interpretations on British rule in India End of Unit Assessment – Empire: pride or shame

Autumn 2	The Transatlantic Slave Trade	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe what a cash crop is with several examples. • Describe the triangular trade and reference what items are traded. • Analyse two sources on slave auctions and the middle passage. • Describe what a plantation is and what conditions were like. • Explain both passive and active resistance used by Enslaved people. 	<p>Students will know</p> <ul style="list-style-type: none"> • What Africa looked like before slavery, with focus on the Kingdom of Mali and Mansa Musa. • Key factors which led to the development of the Transatlantic Slave Trade. • The hardships enslaved people faced on the middle passage. • The process of a Slave Auction. • The conditions faced by enslaved people on the plantations and how they resisted their enslavement. 	<p>Quizzes (in class and homework)</p> <p>Mid-Unit Assessment – Source analysis and contextual knowledge on the middle passage and auctions</p> <p>Winter Exam – all topics studied up until this point</p>
Spring 1	The Industrial Revolution	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain changes to Britain during the Industrial Revolution. • Explain why working class children were forced to work during the Industrial Revolution. • Evaluate sources which describe the cholera epidemics of industrial Britain. • Evaluate if life improved for everyone during the Industrial Revolution. 	<p>Students will know</p> <ul style="list-style-type: none"> • Key developments in Britain from 1750-1900. • How Manchester grew as an important industrial centre during the Industrial Revolution. • Various ways children were forced into labour during the Industrial Revolution and the conditions they faced in the workplace. • The Conditions of Industrial towns and the diseases that plagued the population of Britain. • Multiple arguments for and against the claim life in Britain improved during the Industrial Revolution. 	<p>Quizzes (in class and homework)</p> <p>Mid-Unit Assessment – Explanation of the impact of the Industrial Revolution on the People of Britain.</p>

Spring 2	Electoral Reform	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe multiple reasons the electoral system in Britain was unfair. Evaluate the arguments for and against electoral reform. Describe who the Suffragettes were and their aims. Evaluate the methods used by the suffragettes and why they were effective. 	<p>Students will know</p> <ul style="list-style-type: none"> Multiple reasons why the Electoral system of 19th century Britain was unfair (e.g. rotten boroughs) The role of the chartists in establishing reforms needed in order to make politics fair in Britain. Who Emmeline Pankhurst and the Suffragettes were. Methods used by the Suffragettes to gain the attention of the British public and parliament (e.g. arson) 	<p>Quizzes (in class and homework)</p> <p>End of Unit Assessment – Suffragettes and electoral reforms</p>
Summer 1	The First World War	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe how the assassination of Archduke Franz Ferdinand ignited the war. Describe multiple weapons used during the war. Describe major battles and campaigns of the war. Describe the role of soldiers and civilians in the war effort. Explain arguments for and against Haig being a good commander. 	<p>Students will know</p> <ul style="list-style-type: none"> Short term and long term causes of the First World War. How the assassination of Arch Duke Franz Ferdinand triggered the First World War. Methods of propaganda used by the British Army to recruit soldiers for the war. Multiple factors which led to a high casualty rate at the battle of the Somme (e.g. deep German dug outs) Opposing interpretations, which assess the competency of General Douglas Haig. The role played by women and soldiers of the British Empire during the war. 	<p>Quizzes (in class and homework)</p> <p>Mid-Unit assessment - source analysis on recruitment for WW1</p> <p>Summer Exam – all topics studied this year up until this point</p> <p>End of Unit Assessment – Who was responsible for the losses at the Battle of the Somme?</p>

Summer 2	Immigration nation	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the causes, developments and consequences of pre-1066 migration. • Analyse multiple push/pull factors influencing migration to Britain onwards. • Explain changes brought by multiple migrant groups and find similarities. 	<p>Students will know</p> <ul style="list-style-type: none"> • Causes, developments and consequences of pre-1066 migration. • Push and pull factors which have influenced migration to and from Britain. • Various influences migrant groups have had on Britain which have helped develop: culture, politics and society. 	<p>Quizzes (in class and homework)</p> <p>End of Unit Assessment – Similarities between Windrush and South East Asian migrants and the experiences they faced in Britain.</p>
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Curriculum Map Year 8: Religion and Ethics



Intent:

At Sale High School, our aim for Religious and Ethics classes in Key Stages 3 and 4 is to provide students with an academically rigorous and enriching study of religion, philosophy, theology, and ethics. Our curriculum empowers students to thrive in a diverse, multi-faith society by fostering a deep understanding of religious and philosophical concepts. Students gain religious literacy, promoting tolerance and respect for diversity, exploring their own spirituality, and appreciating global beliefs and cultures. This empowerment extends to addressing moral and ethical dilemmas, understanding beliefs' impact on current issues and cultures, nurturing well-rounded individuals who are academically proficient, spiritually aware, culturally sensitive, and morally responsible.

At KS3, students begin by exploring fundamental philosophical inquiries such as, 'What is religion?' and 'Is death the end?'. Followed by an in-depth examination of various religious traditions, centering on Abrahamic religions in Year 7 and Dharmic traditions in year 8, to understand how beliefs shape the practices and behaviors of religious people across the world. Throughout KS3, students will also engage with 'big questions' which encourages students to utilise skills acquired in other humanities subjects to analyse and examine topics.

Our KS3 curriculum serves as the foundation for the skills essential in KS4, where students embark on a Religious Studies GCSE course through the WJEC Eduqas exam board (Route A). This GCSE experience not only provides firsthand experience of GCSE-level work but also continues to develop the skills of critical thinking, empathy, and cultural understanding. It prepares them for thoughtful and inclusive engagement in an increasingly diverse world.

I study RE because:

- I learn more about spirituality, faith, diversity, and belief
- I feel empowered to make a positive contribution and make informed moral choices
- I learn more about how beliefs and values affect current issues and cultures.

Cultural capital/enrichment

In Year 8 at Sale High School, our RE program fosters authentic interfaith dialogue, provides a secure space for self-exploration of beliefs, and includes a visit to a Sikh Gurdwara. The RE department also invites guest speaking from various charities and religion allowing students to engage with people of other faiths from outside the school. In addition, teachers host an 'interfaith club' where students from various different background (religious and non-religious) can explore different culture, traditions and festivals in a fun and interactive way.

Half term	Topic	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	Big Question: 'Is death the end?'	<p>Students will be able to:</p> <ul style="list-style-type: none"> ○ Understand different religious belief in the afterlife, such as, resurrection and reincarnation. ○ Explore humanism and non-religious views on afterlife. ○ Apply logical methods – philosophy. ○ Consider why belief in the afterlife impacts the way people choose to live their lives. 	<p>Students will know</p> <ul style="list-style-type: none"> - Key terms: Resurrections, Reincarnation, Judgement, Heaven, Hell, Atheist and Theist. - The difference and similarities in belief about resurrection and judgement in Christianity and Islam. - What reincarnation is and what the ultimate goal is for reincarnation. - Non-religious arguments for a belief in an afterlife. - Humanist belief in the purpose of life and the afterlife. - How and why belief in an afterlife impacts the why people choose to live their life. 	<p>Spelling Bees of key word vocabulary (once across the half term, with revision HW opportunities)</p> <p>End of Topic test which contains questions which test core knowledge/vocabulary and an extended writing piece tackling the question - 'Explain how and why someone's belief about an afterlife would impact the way they live their life.'</p>
Autumn 2	Dharmic Faith What do Buddhist believe and how do they put beliefs into practise?	<p>Students will be able to:</p> <ul style="list-style-type: none"> ○ Explore who Siddhartha Gautama was and how he became the Buddha. ○ Describe the importance of Enlightenment in the Buddhist tradition. ○ Explain the concepts of Karma, Nirvana and how they like to the 5 precepts. ○ Explain rule about good moral behaviour found in Buddhist belief, such as, the 5 precepts, 8-fold path and the 4 noble truths. ○ Identify how Buddhist belief is expressed in Buddhist monastic and lay practices. 	<p>Students will know</p> <ul style="list-style-type: none"> - Key terms: Buddha, Enlightenment, Nirvana, Karma, - The stories of Siddhartha Gautama's birth and early life which let him to become the Buddha. - Buddhist teaching about good moral behaviour, such as the 5 precepts, and how it affects Buddhist practices. - The Buddha's teachings on suffering and desire. - The ultimate goal for Buddhist is enlightenment and how they believe they can achieve enlightenment. - How Buddhist religious belief impacts the day-to-day activities of believers. - The difference between monastic practices and lay practices. 	<p>Spelling Bees of key word vocabulary (once across the half term, with revision HW opportunities)</p> <p>Mid-Topic test which contains questions which test core knowledge/vocabulary and an extended writing piece tackling the question - "Is karma fair?"</p> <p>Winter Exam which will test students' knowledge of what we have studied so far.</p>

Spring 1	<p>Dharmic Faith What are the core beliefs and values of the Sikhi faith?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ○ Explain the teachings of Guru Nanak and why they are still important for Sikhi today. ○ Describe the roles and importance of the other Guru's in the formation of the Sikhi faith. ○ Identify the K's and how they link to Sikhi identity. ○ Explain how Sikhi concepts of Sewa and Langar are practiced in the UK. 	<p>Students will know</p> <ul style="list-style-type: none"> - Key terms: Waheguru, guru, Sewa, Langar and Khalsa - Belief in the nature of Waheguru. - The role of a Guru and how each Guru develop the Sikhi faith. - The importance of the Panj Payre and the Khalsa. - The 5 K's and why each is important to Sikhi Identity. - What Sewa and Langar are and how they tackle social issues within the UK. - How Sikhi religious belief impacts the day-to-day actions of the believer. 	<p>Spelling Bees of key word vocabulary (once across the half term, with revision HW opportunities)</p> <p>End of Topic test which contains questions which test core knowledge/vocabulary and an extended writing piece tackling the question - 'Explain the importance of practicing Sewa for Sikhi'.</p>
Spring 2	<p>Abrahamic Faith What was radical about Jesus' teachings?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ○ Understand who the historical Jesus was. ○ Analyse theological texts to understand Jesus' teachings on wealth and how we should treat each other. ○ Describe Jesus' actions during the last week of his life and the significance of his resurrection and ascension. ○ Explain why Jesus's teachings and actions were modern for the time and analyse whether they are still modern in today's society by comparing Jesus to modern day activists. 	<p>Students will know</p> <ul style="list-style-type: none"> - Key terms: radical, parable, Pharisees, Samaritan, compassion and agape. - The historical context of Jesus and the geo-political landscape of his time. - How to read theological text and understand the metaphorical nature behind the parables of Jesus. - What was radical about who Jesus helped and befriended. - Why Jesus' parables were radical at the time and why they are still radical today. - How modern-day activists, such as Martin Luther King, were inspired by Jesus. - How to use quotes and scripture to give evidence in extended writing. 	<p>Spelling Bees of key word vocabulary (once across the half term, with revision HW opportunities)</p> <p>Mid-Topic test which contains questions which test core knowledge/vocabulary and an extended writing piece tackling the question - 'Explain what was radical about who Jesus helped and befriended'</p>

Summer 1	<p>Big Question What is the importance of sacred spaces?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ○ Identify important parts of a Church, Mosque and Gurdwara and explain why they are used by the religious community. ○ Describe why sacred spaces are important for both religious people and non-religious people. ○ Explore the case study of Notre Dame and explain how buildings, such as, Notre Dame, are important to national identity. ○ Evaluate whether religious buildings be sold to feed the starving. 	<p>Students will know</p> <ul style="list-style-type: none"> - Key terms: sacred, ritual, altar, pulpit, Mihrab, qiblah, minbar, divan hall and langar. - Different parts of a Church, Mosque and Gurdwara. - The role of sacred spaces within the local and national community as well as the importance for the religious community. - The impact that the fires had on Notre Dame and arguments present for and against the rebuild. - How to use arguments for and against a statement to construct a discuss question. - How to develop and conclude their own beliefs. 	<p>Spelling Bees of key word vocabulary (once across the half term, with revision HW opportunities)</p> <p>End of Topic test which contains questions which test core knowledge/vocabulary and an extended writing piece tackling the question - "Religious buildings should be sold to feed the starving" Discuss.</p> <p>Summer Exam which will test students' knowledge of what we have studied so far.</p>
Summer 2	<p>Big Question What is good/challenging about being ___ in modern Britain?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ○ Identify what makes Britain religious diverse. ○ Explain the benefits of being in a diverse and multicultural society. ○ Describe the challenges faced by religious people in modern Britain. ○ Describe what is good about being a religious person living in modern Britain. ○ Explain why community is important on a local and national scale. ○ Evaluate the statement "It's hard to practice religion in modern day British Society." Discuss 	<p>Students will know</p> <ul style="list-style-type: none"> - Key terms: Diversity, discrimination, prejudice, multicultural and society. - The benefits and drawbacks of being part of a multicultural and diverse society. - The impact of prejudice and discriminations on people and communities. - How to tackle prejudice and discrimination through education and empathy. - The challenges and benefits of being religious in modern day Britain. - The importance of being part of a community for individuals. - How to use arguments for and against a statement to construct a discuss question. - How to develop and conclude their own beliefs. 	<p>Spelling Bees of key word vocabulary (once across the half term, with revision HW opportunities)</p> <p>End of Topic test which contains questions which test core knowledge/vocabulary and an extended writing piece tackling the question - "It's hard to practice religion in modern day British Society." Discuss</p>

Curriculum Map Year 8: Maths



Intent:

The Sale High Mathematics department will provide lessons which are both challenging and stimulating. Our aim is for all students to enjoy mathematics and to achieve their potential. A variety of teaching styles cater for all students' learning needs and staff are always available to support all students both in and out of the classroom. There are ample opportunities for students to learn maths in a variety of enriching ways including after school clubs and entering national competitions. Students who wish to go beyond the National Curriculum will be able to Study Level 2 further mathematics.

The combination of developing fluency and mathematical understanding in tandem will enable students to use their learning accurately, efficiently and flexibly to reason mathematically and solve routine and non-routine problems, so meeting the aims of the national curriculum and GCSE AQA Mathematics specification. It will enable students to solve problems efficiently in later life and students who pursue further studies in mathematics will have sufficient breadth and depth to enable success.

Why I study Maths?

"I learn mathematics because:

- It helps me solve everyday problems,
- Improves my communication skills,
- Make me better at managing my money,
- Opens up more future career options."

Cultural capital/enrichment

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

In year 8 some students participate in the UK maths challenge.

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Half term	Topic	Key skills I will learn in this topic	Key knowledge	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	F DPR	Students will be able to: <ul style="list-style-type: none"> • Convert between decimals, percent's and fractions. • Find a percentage of an amount with a calculator • Write a ratio • Simplify ratios • Share in a ratio • Use ratios in everyday life 	Students will know <ul style="list-style-type: none"> • Number bonds and facts • Know what a decimal multiplier is • Understand the concept of ratios • Know how ratios can be used to solve problems 	Key skills 5 minutes starters End of topic reviews Base line assessment Marked piece
	3D Shapes	Students will be able to: <ul style="list-style-type: none"> • Draw nets of cuboids • Use isometric paper to draw cuboids • Calculate the volume f a cuboid 	Students will know <ul style="list-style-type: none"> • How to visualise the net of a cuboid • How the YM method for drawing cuboids • The concept of volume 	Key skills 5 minutes starters End of topic review Spelling Bee
	Formulae and nth term	Students will be able to: <ul style="list-style-type: none"> • Use a formula • Create a sequence from a given nth term • Find the nth term of a sequence 	Students will know <ul style="list-style-type: none"> • How to substitute values in to a formula • what a nth term rule is • key vocab of sequences 	Key skills 5 minutes starters End of topic review

Autumn 2	Pie Charts	Students will be able to: <ul style="list-style-type: none"> • Interpret pie charts • Draw pie charts using a protractor 	Students will know <ul style="list-style-type: none"> • That a pie chart shows proportions • The data handling cycle • That pie charts show the proportion 	Key skills 5 minutes starters End of topic review
	Area of compound shapes and trapeziums.	Students will be able to: <ul style="list-style-type: none"> • Find the area of compound shapes constructed from rectangle and triangles • Find the area of a trapezium 	Students will know <ul style="list-style-type: none"> • The concept of area • The formula for finding the area of a trapezium 	Key skills 5 minutes starters End of topic review Marked piece Winter summative exam.
	Adding and subtracting fractions	Students will be able to: <ul style="list-style-type: none"> • Add and subtract fractions with different denominators • Efficient methods of addition and subtraction of mixed numbers 	Students will know <ul style="list-style-type: none"> • That denominators need to be the same when adding or subtracting fractions • What mixed and improper fractions are 	Key skills 5 minutes starters End of topic review
Spring 1	Solving equations	Students will be able to: <ul style="list-style-type: none"> • Solve equations using the balance method • Solve equations with unknowns are on both sides of the equation • 	Students will know <ul style="list-style-type: none"> • Why the same can be done to both sides • What a variable is • The concept of algebra 	Key skills 5 minutes starters End of topic review Marked piece
	Powers and roots	Students will be able to: <ul style="list-style-type: none"> • Perform the correct order of operations that include powers 	Students will know <ul style="list-style-type: none"> • Index numbers are and the common misconceptions 	Key skills 5 minutes starters End of topic review

	Rounding	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Round to the nearest integer • Round to decimal places • Round to significant figures 	<p>Students will know</p> <ul style="list-style-type: none"> • Understand the concept of decimal numbers • What significant figures are. 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>
	Scatter graphs and correlation	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Plot coordinates • Draw axis • Construct a scatter graph • Recognise correlation • Draw a line of best fit • Use a scatter graph to make estimates 	<p>Students will know</p> <ul style="list-style-type: none"> • The usage of a scatter graph • What Variables are • That is point is a unique set of data 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>
Spring 2	Angle properties and Parallel lines	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Find missing angles on lines and points • Find missing angles in triangles and quadrilaterals • On parallel lines 	<p>Students will know</p> <ul style="list-style-type: none"> • The sum of interior angles of triangles and quadrilaterals • What are corresponding, alternate and co-interior angles are 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p> <p>Marked piece</p>
	Percentage increase and Decrease	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use mental methods to increase and decrease a quantity by a percentage using a mental method • Use a decimal multiplier to find a quantity • Increase a quantity using a decimal multiplier • 	<p>Students will know</p> <ul style="list-style-type: none"> • Percent means out of 100 • How to convert between percent's and decimals • 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>

	Graphs	Students will be able to: <ul style="list-style-type: none"> Plot coordinates Substitute values into equations Plot a linear graph 	Students will know <ul style="list-style-type: none"> How to plot axis That a linear graph shows the relationship between two variables. 	Key skills 5 minutes starters End of topic review
Summer 1	Working with frequency tables	Students will be able to: <ul style="list-style-type: none"> Construct frequency tables Find the mode, mean, median and range from a frequency table 	Students will know <ul style="list-style-type: none"> What discrete, continuous, qualitative and quantitative data are. How to group data 	Key skills 5 minutes starters End of topic review Marked piece
	Expanding brackets	Students will be able to: <ul style="list-style-type: none"> Simplify algebra that include indices Expand single brackets. 	Students will know <ul style="list-style-type: none"> Index notation That the absence of an operator implies multiplication 	Key skills 5 minutes starters End of topic review
	Multiplying fractions	Students will be able to: <ul style="list-style-type: none"> Add and subtract fractions with different denominators Multiply fractions Multiply mixed numbers 	Students will know <ul style="list-style-type: none"> That denominator has to be identical when adding and subtracting fractions How that mixed numbers can be multiplied by converting to improper fractions. 	Key skills 5 minutes starters End of topic review Marked piece
Summer 2	Circles	Students will be able to: <ul style="list-style-type: none"> Find the circumference of a circle Find the area of a circle 	Students will know <ul style="list-style-type: none"> How to define a circle and name its parts The formulas for finding area and circumference of a circle. 	Key skills 5 minutes starters End of topic review Summer summative exam
	Calculating Probability	Students will be able to: <ul style="list-style-type: none"> Use space diagrams to list outcomes Use a space diagram to find a theoretical probability 	Students will know <ul style="list-style-type: none"> How to assign a probability on the probability line The key probability words 	Key skills 5 minutes starters End of topic review

	Enlargements	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Enlarge a shape • Enlarge a shape from a centre of enlargement 	<p>Students will know</p> <ul style="list-style-type: none"> • That mathematically similar shapes are enlargements • Draw accurate diagrams 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>
	Equations with Brackets	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Solve equation that include brackets 	<p>Students will know</p> <ul style="list-style-type: none"> • Know that a divisor can be used a bracket 	<p>Key skills 5 minutes starters</p> <p>End of topic review</p>

Curriculum Map Year 8: MFL French



Intent VISION

Our department's vision is to develop our students skills and confidence to consider themselves **global citizens** who belong to a **multicultural world**. We aim to cultivate our students' **curiosity of other countries' culture and language**.

We aim to **empower our students with the cognitive skills and metacognitive strategies** which make them successful and resilient learners and which give them a **competitive edge** in future careers.

INTENT

Our intent is to provide Sale High students with a **breadth and depth of knowledge** that promotes **cultural awareness and communication skills to access the wider world**.

Creating learners that are **resilient**, open-minded language detectives **empowered** to demonstrate skills in reading, listening, writing, translation and speaking another language.

Why I study a modern language?

- It makes me a better learner
- It opens doors to a better future
- It makes me a global citizen

Cultural capital/enrichment

Cultural focus on Paris: During the Spring term, students will use Paris as the context of their studies and learn all about its rich culture and tourism.

Trip to France: Students are offered an educational trip to France. This will run either in the Summer term or just before Easter.

Mardi Gras project: Students are encouraged to research the significance of the Mardi Gras festival and produce an imaginative piece of project work for a competition.

Languages XP: Undergraduates from Manchester University offer a 4 week taster course in another language to our most able students in the Spring term.

Languages in the workplace: Students have opportunities to take part in careers talks, webinars or live events, which promote the need of languages in the workplace. Hosts include Alliance Française, GCHQ and local employer, DA languages.

Inter-house Competition: In the Summer term, students compete in the MFL Crackerjack competition and test their knowledge about European facts, culture and languages.

Half term	Topic	Key knowledge	Key skills I will learn in this topic:	Assessment opportunities (Summative and formative) Key pieces
Aut 1	Technology and sport	<p>Grammar focus (TOPCAT)</p> <p>Introduce / retrieve</p> <p>T= tenses and verbs</p> <p>O=opinions</p> <p>P= pronoun use</p> <p>C= conjuntions and complexity</p> <p>A= adjectival rules</p> <p>T= translation.</p> <ul style="list-style-type: none"> • Talk about using mobile phones and computers • Talk about sports you play / do <p>TOPCAT</p> <p>T: embed regular present tense ER verb endings with new verbs. Consolidate IR / RE verb endings in present tense.</p> <p>Introduce simple conditional tense with 'je voudrais + infinitive' Introduce negative constructions.</p> <p>O: revisit varied opinions. New adjectives for a range of reasons, some extended justifications</p> <p>P. As previous + ça m'énerve / ça me plait / ce qui me plait</p> <p>C. Connectives:As previous + de plus / surtout/ même si / así que /alors .</p> <p>Complexity: revisit: je dois / on doit + infiitive. je veux/je voudrais + inf.</p> <p>A. introduce a new range of adjectives and intensifiers (vraiment / extrêmemente / un peu / trop)</p>	<p>W S>Pupils bring together linguistic knowledge that has been building to create detailed descriptions of their use of technology and sports they play/do. Responses include: present tense vers, a range of expression of opinions with justification (including a range of pronoun phrases), extended sentences with connectives and sub clauses, improving accuracy (word order, adjectival agreement, plurals) and frequency phrases.</p> <p>S>Students begin to respond more spontaneously to questions around familiar contexts. (Some students still rely on model responses but can substitute vocabulary). Students describe photographs using spontaneous speech</p>	<p>Key written piece: Respond to 4 bullet points : <i>technology, opinions, sport.</i></p> <p>Translation both ways – <i>technology</i></p> <p>Assessment 1 Speaking assessment. <i>General conversation responses on topics to date to include yr7 retrieval.</i></p>

		Embed concept of word order and adjectival agreement		
Aut 2	hobbies	<ul style="list-style-type: none"> weather & seasons pass times near future tense <p>TOPCAT</p> <p>T Introduce: 1. il fait / il y a + weather phrases. neiger and pleuvoir 2. Full conjugations of jouer and faire in present tense. 3. The near future tense. . Revise SHET and present tense. Embed use of negatives.</p> <p>C Revisit frequency phrases Introduce 'Quand Je préfère + infinitive'</p> <p>A. reuse of wide collection of adjectives from cross contexts and continual focus on accuracy of word order and adjectival agreement</p>	<p>W. > Students can distinguish between 2 tenses and use 2 tenses within a text.</p> <p>L> audio texts become longer, students understand overall meanings, key details, negatives, opinions</p> <p>S L R >students learn to assess each other's accuracy (speaking translation games/ pair work)</p>	<p>Key written piece: Photo card task with near future <i>3Qs - photo / activities you like / activities you are going to do</i></p> <p>Assessment 2: Translation <i>sports - play and do (revisit technology)</i></p>
Spring 1	town	<ul style="list-style-type: none"> talk about places in a town Ask questions about town and places in town give and understand directions (preposition) <p>TOPCAT</p> <p>T. Revisit 'aller' present tense conjugation + a la / au .Introduce imperative - prenez / tournez Introduce the first look at past tense - imperfect - il y avait / c'était + negatives.</p> <p>O Talk about others' opinions - Introduce selon moi / ma mère / mon copain etc and à mon avis / à mon avis / à son avis.</p>	<p>S W L R >students use prepositions with directions and incorporate prior learning of connectives and adjectives to describe location of places in a town in some detail. They also include opinions, subordinate clauses and some complex structures. Students write for varied audiences. eg postcards, instructions</p> <p>S L > students can ask for, understand and give sequences of directions.</p> <p>S> students can use some spontaneous speech to describe pictures of towns. (Others may still need sentence builders)</p>	<p>Key written piece: – translation both ways</p> <p>Assessment 3: <i>L and R> Freetime + prior learning</i></p>

		<p>Express agreement / disagreement - je suis d'accord / je ne suis pas d'accord</p> <p>C. Introduce sequencing words (premièrement / deuxièmement / puis / ensuite / après) to link instructions.</p> <p>Introduce prepositions revisit du / de la / de l'. Embed use of 'quand' as sub clause</p> <p>A. revisit a wide range adjectives.Embed use of quantifiers with adjectives</p>	<p>W> translation practice continues to embed grammatical accuracy.</p> <p>R>students continue the practice of identifying key linguistic features in longer texts.</p>	
Spring 2	Paris	<ul style="list-style-type: none"> • talk about Paris and its attractions/ monuments • talk about what you can do on a town • talk about weekend plans / asking people to go out <p>TOPCAT</p> <p>T. Embed the near future tense using aller + infin 1&2&3 Introduce modal verb pouvoir - on peut + infin construction / incl negative form. Introduce present tense interrogative (2nd person) - and answering - vouloir - Tu veux sortir/aller...? oui je veux bien / non je ne veux pas sortir / non je ne peux pas sortir</p> <p>O express where you would like to go/do and justify - embed idea of justifying opinions as GCSE requirement.</p> <p>O Embed selon moi / ma mère etc and à mon avis / à son avis. Express agreement / disagreement - je suis d'accord / je ne suis pas d'accord</p> <p>P As previous .introduce - ça m'ennuie / ça me fascine</p>	<p>LRSW > students use 2 (or 3 in a simple way) tenses. Texts and responses are lengthening. Sentence length grows with added details.</p> <p>WS > students are increasingly confident with using TOPCAT to quality assure their own complexity.</p> <p>WS >opinions include comparatives and students begin to express the opinions of others.</p> <p>SL.> Students begin to show the initiative in spoken responses by using subordinate clauses, frequency phrases and opinions to a basic response. (more complex with support)</p> <p>LR > students deduce information and points of view from lengthier texts.</p>	<p>Key written piece: – 40/90 A future visit to Paris</p> <p><i>Assessment. Speaking</i></p>

		<p>C Introduce the structure 'où on peut + infinitive.</p> <p>A. add further adjectives to adj library eg. dangereux/ violente / (pas) sécurise / pittoresque . Revisit quantifiers. Introduce comparatives.</p>		
Summer	Holidays TV and film	<ul style="list-style-type: none"> • Talk about countries / holiday destinations • talk about transport • Talk about holiday activities • food / café • big numbers with prices • talk about TV programs • talk about film preferences <p>TOPCAT</p> <p>T. Revisit present tense irregular verbs avoir and etre and then with regular er verbs - rester / voyager / rater (full present tense conjugations). Revisit - the near future tense (embed in all conjugations) Revisit conditional je voudrais + infin - with food and rink in cafe. Introduce aller + en / au / aux before m/f/pl countries. Introduce 'en / à' before transports</p> <p>O widen opinion phrases with 'avoir horreur de' 'avoir une passion pour' 'être fan de' 'ne rater jamais' continue to embed others' opinions also, to compare and contrast</p> <p>P introduce - me passionne / me rend fâché / me fâche</p>	<p>By the end of yr8 students, most students will:</p> <p>-use new vocabulary and recycle knowledge from yr7 and 8 to understand and talk about themselves, family, descriptions, school, where they live, their free time, holidays and food choices.</p> <p>-identify successful language structures and apply them to their word using the TOPCAT mnemonic. Some students are becoming more independent with this as standard practice.</p> <p>-apply more complex TOPCAT strategies, including the use of 3 tenses with regular verbs.(past only with il y avait / il n'y avait pas de and c'était / ce n'était pas at this stage) They use a wide array of adjectives and expressions of opinions. Sentence length is longer using subordinate clauses, and a wider range of quantifiers, conjunctions and frequency phrases</p> <p>- systematically proof read work to improve grammatical accuracy.</p>	<p>SUMMER EXAM Reading & Listening</p> <p><i>(Revisit school subjects & times). Town / prepositions / opinions / things to do.</i></p> <p>Writing assessment - translation to French</p> <p>Key written piece:</p> <p>- 40/90 word as appropriate</p> <p><i>destination / accommodation / activities / future tense</i></p> <p>Translation assessment.</p> <p><i>Present tense / near future tense / holiday vocab</i></p>

			<ul style="list-style-type: none">-use more spontaneous speech and/or respond using memorised language.-systematically retrieve information, opinions and some inferences from longer texts or sequence of speech	
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- It makes me a better learner
- It opens doors to a better future
- It makes me a global citizen

Cultural capital/enrichment

Trip to Spain: Students are offered an educational trip to either Barcelona or Andalucia. This will run either in the Summer term or just before Easter.

Semana Santa project: Students are encouraged to research the significance of the Holy Week festival and produce an imaginative piece of project work for a competition.

Languages XP: Undergraduates from Manchester University offer a 4 week taster course in another language to our most able students in the Spring term.

Languages in the workplace: Students have opportunities to take part in careers talks, webinars or live events, which promote the need of languages in the workplace. Hosts include Alliance Française, Instituto Cervantes, GCHQ and local employer, DA languages.

Inter-house Competition: In the Summer term, students complete in the MFL Crackerjack competition and test their knowledge about European facts, culture and languages.

Half term	Topic	Key knowledge	Key skills I will learn in this topic:	Assessment opportunities (Summative and formative) Key pieces
Aut 1	House and region	<p>Grammar focus (TOPCAT)</p> <p>Introduce / retrieve</p> <p>T= tenses and verbs</p> <p>O=opinions</p> <p>P= pronoun use</p> <p>C= conjuntions and complexity</p> <p>A= adjectival rules</p> <p>T= translation.</p> <ul style="list-style-type: none"> talk about the type of house and area where you and others live <p>TOPCAT</p> <p>T: revisit regular present tense verb endings. Focus on 'ir' verb (vivir)</p> <p>Introduce the near future tense. Full conjugation of 'ir' + a vivir</p> <p>O: revisit varied opinions. New adjectives for a range of reasons, some extended justifications</p> <p>P. As previous + me fascina / me impresiona /me aburre / me enfada /</p> <p>C. Connectives:As previous + además/ encima/ aunque / ya que/ así que /por eso .</p> <p>Complexity: revisit: tengo que + inf quiero/me gustaría + inf. Introduce 'tampoco'</p> <p>A. introduce a new range of adjectives. revisit intensifiers (realmente/ sumamente / un poco/ demasiado) Embed concept of word order and adjectival agreement</p>	<p>W S >pupils bring together linguistic knowledge to create detailed descriptions of their home and bedroom. Responses include: 2 tenses, a range of expression of opinions with justification (including a range of pronoun phrases), extended sentences with varied connectives and subordinate clauses, improving accuracy (word order, adjectival agreement, plurals) and prepositions of place.</p> <p>S> Students begin to respond more spontaneously to questions around familiar contexts. (some students still rely on model responses but can substitute vocabulary) Students describe photographs using spontaneous speech.</p>	<p>Key written piece: respond to 4 bullet points. <i>Home, area, opinions and future home</i></p> <p>Reading Assessment. <i>Prior learning of family and pets + new topic home and area.</i></p>

Aut 2	House	<ul style="list-style-type: none"> describe home talk about rooms in the house describe your bedroom (includes prepositions) <p>TOPCAT T: Revisit the near future tense, SHET and present tense. Students can distinguish between 2 tenses and use 2 tenses within a text. C focus on Sub-clauses to add detail to descriptions of houses/rooms (que es / que tiene / que me gusta / DONDE..) A. reuse wide collection of adjectives from cross contexts and continual focus on accuracy of word order and adjectival agreement Introduce prepositions of place</p>	<p>L >audio texts become longer, students understand overall meanings, key details, negatives, opinions S L R >students learn to assess each other's accuracy (speaking translation games/ pair work)</p>	<p>Key written piece: respond to 4 bullet points</p> <p>Assessment: Speaking. General conversation. Talk about home and house</p> <p>Peer assessment: oral translations</p>
Spring 1	Town	<ul style="list-style-type: none"> talk about places in a town ask questions about town and places in town give and understand directions (prepositions) describe the weather <p>TOPCAT T. Revisit 'ir' present tense conjugation + a la / al . Embed the near future tense using ir + al /a la . Introduce 'hace + weather' C. Introduce sequencing words (luego / entonces) to link instructions. Embed use of 'donde' as subordinate clause and the structure 'se puede + infinitive. introduce</p>	<p>S W L R >students use prepositions with directions and incorporate prior learning of connectives and adjectives to describe location of places in a town in some detail. They also include opinions, subordinate clauses and some complex structures when describing a town. Students write for varied audiences. eg postcards. S L > students can ask for, understand and give sequences of directions. S >students can use some spontaneous speech to describe pictures of towns. (Others may still need sentence builders) W >translation practice continues to embed grammatical accuracy.</p>	<p>Key written piece: translation 2 ways 2 tenses Assessment reading end of L1 mod 5 includes prior learning</p>

		<p><i>'cuando' as subordinate clause eg' me gusta ir a la playa cuando hace sol'</i></p> <p>A. revisit a wide range adjectives and adjectival agreement within descriptions of town and location of places.</p>	<p>R>students continue the practice of identifying key linguistic features in longer texts.</p>	
Spring 2	freetime	<ul style="list-style-type: none"> • talk about sports • talk about other free time activities • talk about weekend plans in present and future tenses. • begin to talk about activities in the past tense <p>TOPCAT</p> <p>T. Introduce stem changing verbs 'jugar' and 'practicar'. (full present tense conjugations). Revisit regular present tense and the near future tense. Introduce preterite tense with regular 'ar' verbs .</p> <p>O. Use of pensar, querer and creer in present tense to introduce others opinions. Also introduce puedo /suelo ir, jugar hacer</p> <p>P Introduce indirect object pronouns to give others' opinions (nos gusta / les ineteresa etc)</p> <p>C. focus on frequency phrases</p> <p>A. add further adjectives to adjective library eg. Peligroso/ violento. Revisit quantifiers. Introduce comparatives.</p>	<p>LRSW > students use 2 or 3 tenses. Texts and responses are lengthening. Sentence length grows with added details.</p> <p>WS > students are increasingly confident with using TOPCAT to quality assure their own complexity.</p> <p>SL> Students begin to show the initiative in spoken responses by using subordinate clauses, frequency phrases, negatives and opinions to a basic response.</p> <p>LR > students deduce information and points of view from lengthier texts.</p> <p>WS > opinions include comparatives and students begin to express the opinions of others.</p>	<p>Key written piece: Respond to 4 bullet points. <i>Use of 2 or 3 tenses. More able write extended texts (90 words) Apply TOPCAT</i></p> <p>Speaking peer assessment. <i>General conversation using memorised language.</i></p> <p>Listening Summative assessment. <i>Use of foundation level exam questions.</i></p>
Summer	. Food	<ul style="list-style-type: none"> • Talk about food, meals, healthy eating • shopping for food. Use of quantities, weight, prices <p>TOPCAT</p>	<p>By the end of yr8 students, most students:</p> <p>-use new vocabulary and recycle knowledge from yr7 and 8 to understand and talk about themselves, family,</p>	<p>Key written piece: Respond to 4 bullet points. <i>Use of 2 or 3 tenses. Some students write extended texts (90 words) Apply TOPCAT</i></p>

		<p>T revisit ad practice present tense with 'ar/er/ir' verbs, revisit the near future and introduce preterite tense with 'er/ir' verbs as well as 'ar'</p> <p>O revisit grammatical accuracy of plural opinions and adjectival agreement. Revisit giving others' opinions</p> <p>P more able use all in direct object pronouns to express others/ opinions.</p> <p>C revisit tengo que + inf introduce 'suelo + inf' Further connectives eg. Por otro lado . Revisit frequency phrases.</p> <p>A revisit comparatives (más.. que) and introduce 'tan'</p>	<p>descriptions, school, where they live, their free time and food preferences.</p> <ul style="list-style-type: none"> - identify successful language structures and apply them to their work using the TOPCAT mnemonic. Some students are becoming more independent with this as standard practice. -Aspects of TOPCAT become more complex, including the use of 3 tenses with regular verbs. They use a wide array of adjectives and expressions of opinions. Sentence length is longer using subordinate clauses, a wide range of conjugations and frequency phrases. -Grammatical accuracy is improving as students systematically proof read work. -Students begin to use spontaneous speech and/or respond using memorised language. -Students can systematically retrieve information, opinions and some inferences from longer texts or sequence of speech. 	<p>Writing assessment.</p> <p><i>Translations into Spanish. 3 tenses.</i></p>
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Curriculum Map Year 8: Physical Education



Intent: Year 8 allows students to further develop their skills, knowledge and understanding in a variety of activities. Students look to build on understanding and application gained in year 7 to improve performance.

We also allow more opportunity for students to lead through different tasks in lessons – officiating, coaching, demonstrating and leading or more prominent throughout year 8. Students will be tasked with using transferable skills from other team and net games to help develop performance.

Throughout the year students continue to develop their knowledge and understanding in highlighted areas from the GCSE syllabus. This will be beneficial as the students will gain knowledge about exam PE before selecting their options in year 9.

Why I study Physical Education?

Cultural capital/enrichment

- lunchtime and after school extra-curricular programme
- School teams and fixtures as part of the many Trafford Schools Leagues
- Inter-house competitions
- KS3 visit opportunity to the Manchester Institute of Health
- Coaching from Sale FC with links to Trafford Rugby

Block 1	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Football	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p> <p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p>	<p>Ball mastery</p> <p>Receiving and releasing</p> <p>Ball striking</p> <p>Creating and manipulating space</p> <p>Moving with the ball</p> <p>Attacking</p> <p>Defending</p> <p>Implementation of skills into small sided games</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p>
	Basketball	<p>This will involve accurate application</p> <p>Making and applying decisions</p>	<p>Ball familiarisation</p> <p>Passing</p> <p>Dribbling</p> <p>Movement</p> <p>Shooting</p> <p>Implementation of skills into small sided games</p>	<p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full competition against other students.</p>
	Rugby	<p>Evaluating and improving performance</p> <p>Developing skills and performance</p> <p>Outwitting opponents</p> <p>Team work and cooperation</p> <p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> • Names of major muscles • Components of fitness 	<p>Grip and carry</p> <p>Ball handling</p> <p>Receiving and releasing</p> <p>Tackling</p> <p>Rucks</p> <p>Implementation of skills into small sided games</p>	<p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations and</p>

		<ul style="list-style-type: none"> • Movement and muscle contractions 		who take part in extra-curricular activities
Block 1 Girls	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Netball	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p> <p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p>	<p>Ball familiarisation</p> <p>Footwork</p> <p>Passing</p> <p>Dribbling</p> <p>Movement</p> <p>Shooting</p> <p>Implementation of skills into small sided games</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p> <p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience</p>
	OAA	<p>This will involve accurate application</p>	<p>Teamwork</p> <p>Map reading</p> <p>Compass work</p> <p>Problem solving</p> <p>Planning</p>	
	HRF	<p>Making and applying decisions</p> <p>Evaluating and improving performance</p> <p>Developing skills and performance</p> <p>Outwitting opponents</p>	<p>CV endurance</p> <p>Speed</p> <p>Muscular Strength</p> <p>Muscular Endurance</p> <p>Flexibility</p> <p>Agility</p> <p>Power</p> <p>Training methods</p> <p>Fitness testing</p>	
	Football	<p>Team work and cooperation</p> <p>Working independently and in small groups</p> <p>Communication skills</p>	<p>Ball mastery</p> <p>Receiving and releasing</p> <p>Ball striking</p> <p>Creating and manipulating space</p> <p>Moving with the ball</p> <p>Attacking</p>	

		<p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> • Names of major muscles • Components of fitness • Movement and muscle contractions 	<p>Defending Implementation of skills into small sided games</p>	<p>in challenging situations and who take part in extra-curricular activities</p>
Block 2 Boys	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	OAA	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p>	<p>Teamwork Map reading Compass work Problem solving Planning</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p> <p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full competition against other students.</p>
	HRF	<p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p> <p>This will involve accurate application</p>	<p>CV endurance Speed Muscular Strength Muscular Endurance Flexibility Agility Power Training methods Fitness testing</p>	
	Badminton	<p>Making and applying decisions</p> <p>Evaluating and improving performance</p> <p>Developing skills and performance</p> <p>Outwitting opponents</p> <p>Team work and cooperation</p>	<p>Setting up a court Correct grip and stance Selection of shots Movement around the court Service rules Doubles and singles play</p>	

		<p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> • Names of major muscles • Components of fitness • Movement and muscle contractions 		<p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations and who take part in extra-curricular activities</p>
Block 2 Girls	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Tag Rugby	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p>	<p>Grip and carry</p> <p>Ball handling</p> <p>Receiving and releasing</p> <p>Creating and manipulating space</p> <p>Implementation of skills into small sided games</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p> <p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full</p>
	Football	<p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p> <p>This will involve accurate application</p> <p>Making and applying decisions</p>	<p>Ball mastery</p> <p>Receiving and releasing</p> <p>Ball striking</p> <p>Creating and manipulating space</p> <p>Moving with the ball</p> <p>Attacking</p> <p>Defending</p> <p>Implementation of skills into small sided games</p>	
	Badminton	<p>Evaluating and improving performance</p> <p>Developing skills and performance</p>	<p>Setting up a court</p> <p>Correct grip and stance</p> <p>Selection of shots</p> <p>Movement around the court</p> <p>Service rules</p>	

		<p>Outwitting opponents</p> <p>Team work and cooperation</p> <p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> Names of major muscles Components of fitness Movement and muscle contractions 	Doubles and singles play	<p>competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations and who take part in extra-curricular activities</p>
Block 3 Boys	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Athletics	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p>	<p>Sprinting</p> <p>Pacing</p> <p>Jumping</p> <p>Throwing</p> <p>Relay technique</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p>
	Cricket	<p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p> <p>This will involve accurate application</p>	<p>Throwing</p> <p>Catching</p> <p>Batting</p> <p>Bowling</p> <p>Ground Fielding</p> <p>Rules and Regulations</p> <p>Implementation of skills into conditioned games</p>	
	Softball	<p>Making and applying decisions</p> <p>Evaluating and improving performance</p>	<p>Throwing</p> <p>Catching with mitt</p> <p>Batting</p> <p>Bowling</p>	

		<p>Developing skills and performance</p> <p>Outwitting opponents</p> <p>Team work and cooperation</p> <p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> • Names of major muscles • Components of fitness • Movement and muscle contractions 	<p>Ground Fielding</p> <p>Rules and Regulations</p> <p>Implementation of skills into conditioned games</p>	<p>with an element of pressure. Thirdly, in full competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations and who take part in extra-curricular activities</p>
Block 3 Girls	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
	Athletics	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p>	<p>Sprinting</p> <p>Pacing</p> <p>Jumping</p> <p>Throwing</p> <p>Relay technique</p>	<p>Practical assessment takes place at the end of a sport block (every 4 weeks) but assessment is an ongoing process that takes into account the 3 parts of their effort below.</p> <p>Head – their ability to answer key questions on rules, components of fitness, skills and tactics after each activity block.</p>
	Rounders	<p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p> <p>This will involve accurate application</p>	<p>Throwing</p> <p>Catching</p> <p>Batting</p> <p>Bowling</p> <p>Ground Fielding</p> <p>Rules and Regulations</p> <p>Implementation of skills into conditioned games</p>	
	Cricket		<p>Throwing</p>	

		<p>Making and applying decisions</p> <p>Evaluating and improving performance</p> <p>Developing skills and performance</p> <p>Outwitting opponents</p> <p>Team work and cooperation</p> <p>Communication skills</p> <p>Elements of GCSE content will be included such as:</p> <ul style="list-style-type: none"> • Names of major muscles • Components of fitness • Movement and muscle contractions 	<p>Catching</p> <p>Batting</p> <p>Bowling</p> <p>Ground Fielding</p> <p>Rules and Regulations</p> <p>Implementation of skills into adapted games</p>	<p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations and who take part in extra-curricular activities</p>
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Curriculum Map Year 8: PSHE



PSHE Intent Statement - ‘PSHE lessons are designed to help students to prepare for a happy, safe, fulfilling and considerate life in the 21st Century. Students are to be empowered to make well-informed decisions which take into account the needs of others and which support them in becoming healthy, productive and respected members of their community.’

Cultural capital:

Assemblies: School ethos, anti-bullying week, disability history month, national citizenship, apprenticeship week, revision for exams, growth mindset, British values, respect, vapes, Manchester-a great city, words have power, good manners, conflict resolution

Student leadership opportunities: school council, ambassadors, form captain

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities Key pieces
Autumn 1	Body image	Students will learn about pressures around appearance ideals. Media can influence appearance and expectations. They will understand that comparing looks can lead to negative consequences and how they can take action against these peer pressures. Students will learn and develop an awareness about different disabilities. Including ways to challenge disablists language, bullying and prejudice.	Identify challenges around appearances from a range of sources. Demonstrate and develop tolerance and how to challenge media ideals and disablist language.	assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, responding to scenarios, continuums, verbal feedback, self and peer assessment
Autumn 2	Substance Abuse	Students will increase their understanding of drugs including nicotine, alcohol, vaping and cannabis. This will include attitudes, influence, managing the risks, effects and the law	Develop the knowledge to make informed decisions. Anticipate – take and manage risks Contributing or joining in with the discussions or activities	

Spring 1	Relationships	Students will learn about healthy and unhealthy relationships including consent and inappropriate sexualised behaviour. They will explore the dangers of sexting. The different forms of contraception and what we mean by family, marriage, and stable and loving relationships. Recognise the dangers of a forced marriage and FGM	<p>Make informed decisions about contraception and where to seek support on the range of local and national sexual health advice, contraception and support services</p> <p>Recognise and avoid exploitation and abuse.</p> <p>Manage emotions and relationships confidently and sensitively</p> <p>Empathising and understanding how another person feels</p>	
Spring 2	Harmful viewing	Students will learn about making decisions, about films and online viewing including challenging content, the differences between relationships on screen and real life and this can affect people. Exploring, considering and understanding moral dilemmas	<p>Developing critical thinking as part of decision-making</p> <p>Recognise and avoid exploitation and abuse.</p>	
Summer 1	Careers	Students learn how to be an effective learner, employment for the future, working as part of a team and employability skills. They will also explore what equality and discrimination in the workplace looks like.	<p>Communicate their learning relevant for different audiences, working as part of a team</p> <p>Analyse and evaluate information, judging its relevance and value</p> <p>Presenting a talk or show, or a display. Explain how to be ambitious and enterprising and challenge career stereotypes</p>	
Summer 2	First Aid	Students will learn about basic life support including helping someone who is bleeding, allergies, asthma, choking and somebody with a head injury	<p>Anticipate – take and manage risks. Developing critical thinking as part of decision-making.</p> <p>Explain how to respond in emergency situations, including how to perform first aid techniques</p>	



Curriculum Map Year 8: Science

Science Intent Statement - The Science department at Sale High School follows a 5 year in depth, knowledge rich Science curriculum which covers all aspects of the National Curriculum, supported by using the Exploring Science Year 7 – 9 structure. At Key Stage 4 we offer both Combined and Triple Science GCSEs through the Edexcel exam board.

Practicals play a key role in developing pupil’s skills, practicals will be used to develop scientific enquiry skills collecting, recording and processing data. The Science curriculum is further enriched through Science club, Sale Scholars, Physics Olympiads and Science ambassadors.

We have a high level of pupils opting to take triple Science and great progression onto Science based A levels and University courses, we believe this is due to having high expectations, strong work ethic and most importantly our desire to develop pupils love for Science and thirst for knowledge.

Why study Science?

“I learn science because:

- It develops my analytical and problem-solving skills.
- It increases my fundamental knowledge, linked to real life situations
- It helps me to develop my curiosity about the world around us.”

Cultural capital/enrichment - Year 8 students have the additional opportunity of taking part in science club where students get the opportunity to carry out fun experiments that are different to those in lessons. Sale Scholars have the opportunity to experience an additional science experiment beyond the Key Stage 3 curriculum.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Autumn 1	8F – The periodic table 8K&I - Energy transfers and fluids	Pupils will learn: -a simple atomic model and the differences between atoms, elements and compounds. -chemical symbols and formulae for elements and compounds. -chemical reactions as the rearrangement of atoms and representing chemical reactions using formulae and using equations -the principles underpinning the Mendeleev periodic table. -the periodic table: periods and groups; metals and non-metals - how patterns in reactions can be predicted with reference to the periodic table -he properties of metals and non-metals and the chemical properties of metal and non-metal oxides with respect to acidity. Pupils will also learn: -Comparing power ratings of appliances in watts (W, kW) -Comparing amounts of energy transferred (J, kJ, kWh)	Pupils will learn to: interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions. -present reasoned explanations, including explaining data in relation to predictions and hypotheses. -evaluate data, showing awareness of potential sources of random and systematic error. Literacy skills: the use of sentences to explain ideas clearly.	Baseline 30 mark knowledge test. 8F end of topic test - The periodic table and practical skills Literacy task – 6 mark question. Describe the properties of group 1 metals and how their reactivity changes when added to water.

		<ul style="list-style-type: none"> - Heating and thermal equilibrium: temperature difference between two objects leading to energy transfer from the hotter to the cooler one, through conduction or radiation. -energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change. -atmospheric pressure, decreases with increase of height as weight of air above decreases with height. -pressure in liquids, increasing with depth. -up thrust effects, floating and sinking. -pressure measured by ratio of force over area -similarities and differences, including density differences, between solids, liquids and gases -the difference between chemical and physical changes. -the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density, the anomaly of ice–water transition. 	<p>Maths skills: identify anomalous results (outliers), identify ranges, use a variety of charts and graphs to present and analyse data. Substituting values in simple formulae and solving resulting equations, understanding percentages, drawing and interpreting scale drawings.</p>	Spelling bees – Topic 8F
Autumn 2	8C&D – Breathing, respiration and unicellular organisms	<p><i>Continue and complete 8Kandl from Autumn 1.</i></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> -the role of diffusion in the movement of materials in and between cells. -the structure and functions of the gas exchange system in humans, including adaptations to function. -the mechanism of breathing to move air in and out of the lungs. -the impact of exercise, asthma and smoking on the human gas exchange system. - the role of leaf stomata in gas exchange in plants - aerobic and anaerobic respiration in living organisms, including word equations. - the differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism. <p>Pupils will also learn:</p> <ul style="list-style-type: none"> -cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope -the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere. -the similarities and differences between plant and animal cells. -the process of anaerobic respiration in humans and microorganisms, including fermentation, and a word summary for anaerobic respiration. -the role of diffusion in the movement of materials in and between cells. -the structural adaptations of some unicellular organisms. 	<p>Pupils will learn:</p> <ul style="list-style-type: none"> -that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review. <p>Literacy skills: information can be presented in different ways to communicate scientific ideas clearly. This includes understanding how sentences can be constructed to show cause and effect</p> <p>Maths skills: identify the ranges of readings in data, explain why data with a small range is of good quality, calculate means and explain their use, identify anomalous results in data, present observations and data using appropriate methods, including tables and pie charts</p>	<p>8K&I: End of topic test- Energy transfers and fluids</p> <p>Winter Exam – Knowledge based.</p> <p>Literacy task – 6 mark question. Relevant to the topic.</p> <p>Spelling bees – 8KI</p>

		-the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms.		
Spring 1	8E&G – Combustion, metals and their uses.	<p>Pupils will learn:</p> <ul style="list-style-type: none"> -the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure. -differences between atoms, elements and compounds. -chemical symbols and formulae for elements and compounds. -conservation of mass changes of state and chemical reactions - chemical reactions as the rearrangement of atoms. -representing chemical reactions using formulae and using equations. - combustion, thermal decomposition, oxidation and displacement reactions. -what catalysts do. - exothermic and endothermic chemical reaction (qualitative). - the carbon cycle. -the composition of the atmosphere and the production of carbon dioxide by human activity and the impact on climate. <p>Pupils will also learn:</p> <ul style="list-style-type: none"> -chemical symbols and formulae for elements and compounds. -the concept of a pure substance. -mixtures, including dissolving and the identification of pure substances. -representing chemical reactions using formulae and using equations. -chemical reactions including; combustion, thermal decomposition, oxidation and displacement reactions. -reactions of acids with metals to produce a salt plus hydrogen. -the varying physical and chemical properties of different elements. -the properties of metals and non-metals and the order of metals and carbon in the reactivity series 	<p>Pupils will learn:</p> <ul style="list-style-type: none"> - to select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate. -to make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements. <p>Literacy skills: distinguish between information and explanation texts, use information and explanation texts to answer different types of question.</p> <p>Maths skills: interpreting line graphs, calculating mean values and percentages, drawing and interpreting bar charts and line graphs.</p>	<p>End of topic test 8C&D – Breathing, respiration and unicellular organisms</p> <p>End of topic test E and G, Combustion metals and their uses</p> <p>Literacy task – Describe and compare aerobic and anaerobic respiration.</p> <p>Spelling bees – topic 8CD</p>
Spring 2	8J&L – Light, Earth and space. 8H Rocks	<p>Pupils will learn:</p> <ul style="list-style-type: none"> -the similarities and differences between light waves and waves in matter. - light waves travelling through a vacuum; speed of light. -the transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface. -the use of a ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye. -light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras. -colours and the different frequencies of light, white light and prisms. 	<p>Pupils will learn:</p> <ul style="list-style-type: none"> -the use of conventions in scientific communication, how the scientific method is adapted for mainly observational sciences, such as geology <p>Literacy: preparing effective presentations.</p> <p>Maths skills: measuring angles, using ratios to compare quantities, writing one number as a</p>	<p>End of topic test J&L – Light and Space</p> <p>Knowledge test – 45 marks</p> <p>Literacy task – 6 mark question. Relevant to topic.</p>

		<p>Pupils will also learn:</p> <ul style="list-style-type: none"> -non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity. -magnetic poles, attraction and repulsion. -magnetic fields by plotting with compass, representation by field. - gravity force, weight = mass × gravitational field strength (g), on Earth $g = 10 \text{ N/kg}$, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only). -our Sun as a star, other stars in our galaxy, other galaxies, the seasons and the Earth's tilt, day length at different times of year, in different hemispheres. <p>Pupils will also learn:</p> <ul style="list-style-type: none"> -the composition of the Earth and the structure of the Earth. -the rock cycle and the formation of igneous, sedimentary and metamorphic rocks - Earth as a source of limited resources and the efficacy of recycling. 	<p>fraction of another and converting fractions to decimals, substituting values into simple formulae and solving resulting equations, drawing line graphs and scatter graphs, and using these to draw conclusions</p>	<p>Spelling bees – 8J&L</p>
<p>Summer 1</p>	<p>End of year summer exam revision – 1 week 9A & B – Genetics, evolution and plant growth</p>	<p>Pupils will revise and revisit previous content.</p> <p>Pupils will also learn:</p> <ul style="list-style-type: none"> -heredity as the process by which genetic information is transmitted from one generation to the next. -reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth. - a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model. -reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms. -differences between species and the variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation. -the variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection. -changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction. -the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material. 	<p>Pupils will learn:</p> <ul style="list-style-type: none"> -how to undertake basic data analysis including simple statistical techniques, evaluate data, showing awareness of potential sources of random and systematic error (bias and validity). <p>Literacy skills: Pupils will construct balanced arguments, develop clear sentences and paragraphs by use of appropriate emphasis, in order to present ideas and opinions</p> <p>Maths skills: explain what probability is, calculate probabilities and present them as fractions, decimals and percentages, calculate experimental probabilities and calculate theoretical probabilities, bar chart and line graph drawing and interpretation, identifying random samples (and their use in avoiding bias). Calculating mean values and percentages, drawing and interpreting bar charts, scatter graphs and line graphs.</p>	<p>End of year exam</p> <p>End of topic test - 8H Rocks.</p> <p>– 9A&B – Genetics, evolution and plant growth – self assessment by pupils</p> <p>Literacy task – 6 mark question – Rock cycle</p> <p>Spelling bees 8H</p>

		<p>Pupils will also learn:</p> <ul style="list-style-type: none"> -cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope. -the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, chloroplasts. -the role of diffusion in the movement of materials in and between cells. -plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots. -the role of leaf stomata in gas exchange in plants. -reproduction in plants. -the adaptations of leaves for photosynthesis. -aerobic respiration in living organisms and the word equation for aerobic respiration. -the interdependence of organisms in an ecosystem, including food webs and insect-pollinated crops. -the importance of plant reproduction through insect pollination in human food security. -how organisms affect, and are affected by, their environment, including the accumulation of toxic materials. -the importance of maintaining biodiversity. 		
Summer 2	9E and F – Making materials and reactivity	<p>Pupils will learn:</p> <ul style="list-style-type: none"> -chemical symbols and formulae for elements and compounds. - the concept of a pure substance and the identification of pure substances. -combustion, thermal decomposition, oxidation and displacement reactions and chemical reactions as the rearrangement of atoms. -representing chemical reactions using formulae and using equations. -exothermic and endothermic chemical reactions (qualitative) -properties of ceramics, polymers and composites. -the production of carbon dioxide by human activity and the impact on climate. -Earth as a source of limited resources and the efficacy of recycling <p>Pupils will also learn:</p> <ul style="list-style-type: none"> -the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure. -changes of state in terms of the particle model. -conservation of mass in changes of state and chemical reactions. -energy changes on changes of state (qualitative). 	<p>Pupils will learn:</p> <ul style="list-style-type: none"> - understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review. <p>Maths skills: calculating percentages, calculating the result of a percentage increase or decrease, calculating percentage change, calculating mean values and percentages, drawing and interpreting bar charts, scatter graphs and line graphs.</p>	<p>End of topic test 9E and F. Making materials and reactivity.</p> <p>45 Mark Knowledge test</p> <p>Literacy task -6 mark question relevant to topic.</p> <p>Spelling Bees – 9E and F</p>

Curriculum Map Year 8: Computer Science



Intent:

Our curriculum allows a deep understanding of Computer Science to enable young people to make informed choices in their digital world. This will enable them to prepare for life in the modern world and take advantage of opportunities presented to them. The Computer Science curriculum is designed to equip students with knowledge, understanding, skills and a desire to learn more about the three disciplines within Computing: IT, Digital Literacy and Computer Science. Our broad curriculum allows students to develop transferable skills including the ability to program in various languages, and use of a wide range of hardware and software and devices.

Why I study Computer Science?

Pupils are encouraged to challenge themselves by demonstrating an array of different computing competencies. Our KS3 curriculum reflects the required skills and techniques students need to be confident and independent in a range of Computing skillsets. In school we present and allow opportunities for enrichment such as promoting Computing for girls, code clubs and trips to workplace visits. By the end of KS4 the students will have the skillset and tools to tackle the ever-changing digital landscape.

I learn Computer Science because:

- It allows me to be a critical and lateral thinker.
- It develops my computational thinking and problem-solving skills.
- It increases my digital skills needed for any career path.

Cultural capital/enrichment

In year 8 students are encouraged to take part in 'Coding Club' where students will programme and create everything to computer generated art to a ChatBot. Students also have the opportunity to take part in our interhouse competition where they are tasked with creating a robot with materials they can find at home. Throughout year 8 there are opportunities for workplace visits with a virtual tour of a Amazon warehouse and our 'CyberFirst' trip where students are in a workshop environment with multiple different companies within the industry.

Half Term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
CS Rotation1	8.1 Computer Systems 6 lessons	<ul style="list-style-type: none"> Describe how computers receive commands and data Describe the components that make up a computer Explain how a computer follow input-process-output to run and execute a program Identify hardware and software components of a computer Identify 3 logical operators and logic gates – AND, OR, NOT and associate these with logical operators and expressions Define artificial intelligence and machine learning 	<ul style="list-style-type: none"> To develop an understanding of this unique characteristic, learners will compare calculating machines from the past to modern general-purpose computers. They will go over the importance of input, process, and output. Learners will look at what is classed as a computer and what is not. Relate work to computing systems that learners see and use every day. The abstract descriptions of how the processor, memory, storage, and communication components interact with each other and function as a system will now be embedded in concrete, familiar scenarios that the learners will investigate. Computing hardware - look at the architecture used and how devices use similar. Learners will learn logic gates: NOT, AND, and OR logical operators from programming. Through practice, learners can master the use of logical expressions in software, but it is a different story altogether to uncover the connection between logic and computing hardware. 	<ul style="list-style-type: none"> Assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, verbal feedback, self and peer assessment. There will also be 2 DIRT assessed written pieces. 1 DIRT assessment is a written piece on 'Explain why it is important for computer systems that process card payments to be reliable.' Students will be assessed on the quality of their written communication,

			<ul style="list-style-type: none"> By the end of this topic, students should be able to understand the ins and outs of a computer system. 	<p>for, against and conclusion.</p> <ul style="list-style-type: none"> 1 DIRT will be a planning page to create a website design. This will be compared to their HTML website they create. 2 Spelling Bees per rotation Test at the end of rotation
8.2 Binary bits and bobs 6 lessons	<ul style="list-style-type: none"> Able to recognise binary code – converting binary to denary and back again Add 2 binary number together and identify how this has been done Describe how a character is represented in a computer as a binary number Explain how binary code is used in images Explain how binary code is used in digital sound 	<ul style="list-style-type: none"> Learn the basics of why binary is use and how to convert it to normal numbers. They will try conversions on their worksheets to practice – binary to denary and denary to binary. Learners will understand that binary is not just for use with numbers. They will learn how to convert binary to denary and into ASCII code Explore how images and sounds use binary code and represented in many different ways By the end of this topic, they will learn the basics of converting binary to denary and the other way round. They will identify a number of uses for binary including, audio, videos, images etc. 		
8.3 HTML 5 lessons	<ul style="list-style-type: none"> Looking at what makes a good website and how to design a good one Describe and implement how to use HTML and other components Design own HTML code using a template 	<ul style="list-style-type: none"> Learners will begin by considering the power of automation for repetitive tasks, before delving into some practical web page formatting activities using HTML tags. Learners will begin by recapping the important fundamentals of web page design, specifically the use of tags and their modification. They will explore the 		

		<ul style="list-style-type: none"> • Feedback and make improvements on their final website 	<p>structure and operation of the img tag and understand how they can be used to 'add' images to web pages.</p> <ul style="list-style-type: none"> • Learners will start to experiment with using CSS to format tags in a HTML document. They will then progress on to applying their own formatting schemes to work they have already created • Learners will self and peer assess their work. This is proof of their assessment, they will complete a feedback sheet for this. Learners will also make changes using the feedback received. • By the end of this topic, learners will have a functioning website using HTML 	
CS Rotation 2	8.4 Introduction to Python	<ul style="list-style-type: none"> • What is coding • How to create shapes using text based coding • Identify and demonstrate how to use variables and data types in Python • Identify selection in Python • Correct errors effectively in text based coding 	<ul style="list-style-type: none"> • Learners will be introduced to what algorithms and programs are, and how they are different. • Learners will be introduced on why we should learn how to code. They will have the opportunity to design and create their own complex shapes. • Paired programming to allow selection, variables and data types to be demonstrated • Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution. 	<ul style="list-style-type: none"> • Assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, verbal feedback, self and peer assessment.

			<ul style="list-style-type: none"> • Proficiency in these fundamentals empowers programmers to create robust Python applications. 	<ul style="list-style-type: none"> • There will also be 2 DIRT assessed written pieces. • 1 DIRT will be on “Robots are better than humans”. Discuss point for and against this statement. • 1 DIRT will be on the ‘The apprentice app proposal’. Students will design their own app and present it to the class. • 2 Spelling Bees per rotation • Test at the end of rotation
	8.5 App development	<ul style="list-style-type: none"> • What is decomposition • How apps are used in day to day life • Design a solution to a real life problem • Apprentice style presentation 	<ul style="list-style-type: none"> • Learners will decompose the app project that they started last lesson into more manageable steps. Using pair programming they will start to develop their app by working through their decomposed steps. • They will derive the concept of event-driven programming and applying to the app. They will be shown the coding environment and the first steps will be taken using live coding. • They will be proficient in identifying flaws of their design, pros/cons of their code. 	

Curriculum Map Year 8: Design & Technology



Intent

Design & Technology teaches students to make informed technological choices, considering its global impact and the influence of cultural, ethical, environmental, political, and economic factors. They learn to innovate using diverse resources, merging traditional and digital technologies to improve the world around them, focusing on creativity and imagination.

The subject integrates disciplines like mathematics, science, engineering, computing, geography, business studies, and art. It offers more than practical skills, providing knowledge about the world's creation and how designed objects assist in daily life, enabling students to solve real problems through product design.

Why I study DT

Studying Design & Technology provides foundational knowledge in various technology areas in KS3. Progressing to KS4, students delve deeper into a chosen area, gaining confidence, skills, and insight into potential careers. It encourages risk-taking, resourcefulness, innovation, and good citizenship. Emphasizing cultural understanding, it explores local, national, and international works and addresses real challenges faced by communities or businesses.

I learn Design & Technology because:

- It allows me to be creative and innovative.
- It develops my problem solving and evaluation skills.
- It increases my understanding of how the world around me has been created.

Cultural capital/enrichment

In year 8 students have the opportunity to participate in extra-curricular clubs with the focus on developing their design, making and problem solving skills. Students are also encouraged to participate in both internal competitions and external ones such as the Design Ventura competition and the V and A innovate challenge.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities
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				(Summative and formative) Key pieces
DT rotation	<p>Project: virtual assistant prototype.</p> <p>Project: key ring</p> <p>The work of other designers.</p> <p>Design process; Contextual analysis</p> <p>Design process; Iterative design.</p> <p>Materials and their properties.</p> <p>Sustainability.</p>	<p>Evaluate and gain an understanding of the work of other designers and companies, such as Apple.</p> <p>Understand the importance of analysing contextual challenges.</p> <p>Understand the iterative design process and its relevance to the development of new products.</p> <p>Understand the sources, properties, and uses of a variety of materials, including metals, polymers, and papers.</p> <p>Understand the concept of sustainable design and its potential for a positive environmental impact.</p>	<p>Students will learn to analyse the work of others and apply their design principles to enhance design ideas.</p> <p>Students will learn to analyse a contextual challenge in detail and identify target markets, problems and opportunities for developing new products.</p> <p>Learn how to design (including sketching and CAD), prototype, test and evaluate ideas for new products to ensure they meet the requirements of a given specification.</p> <p>Students will learn how to select the correct material in terms of aesthetics, properties and uses to develop new products.</p> <p>Students will learn how to make informed design decisions that minimize the negative impact on the environment. This includes the use of sustainable materials, renewable energy, and the 6rs.</p>	<p>Assessment opportunities are provided through hands down questioning, discussions, brain storming, spider diagrams, quizzes, verbal feedback, self and peer assessment.</p> <p>In each rotation students will complete 2 assessed pieces with the opportunity to complete directed improvement reflective time activities.</p> <p>Virtual assistant prototype key assessed pieces :</p> <ul style="list-style-type: none"> • Specification • Final prototype • End of rotation test. <p>Key ring key assessed pieces:</p> <ul style="list-style-type: none"> • Product analysis • Final prototype • End of rotation test.

	Human data.	Understand what ergonomics and anthropometrics is and how it links to the development of good design.	Students will learn how to use data on human dimensions to design products that are appropriately sized and easy and comfortable to use.	
	New and emerging technology.	Understand how New and Emerging technologies influence how design decisions are mad .	Students will learn how to use CAD software such as 2D design and CAM tools such as laser cutters to design and manufacture products.	
	Design process; Specification	Understand the importance of a Design Specification.	Students will learn how to write a detailed specification with measurable criteria that has been informed by research that will help inform the design of new products.	
	Design process; Product analysis.	Understand the importance of analysing existing products to help influence the development of new ones.	Students will learn how to conduct a product analysis on a range of products that takes into considerations what has influenced the design and how the design can be improved.	
	Planning making activities.	Understand how to plan for and safely manufacture high-quality products in a workshop.	Students will learn how to work safely and competently in the workshop incorporating quality checks to create high-quality and functional prototypes.	
	Manufacturing.	Know how to select and utilise specialist tools and equipment when in the workshop, including CAD CAM.	Students will learn to use workshop tools and equipment, including CAD CAM and brazing hearths , to produce functional and high-quality prototypes that are commercially viable.	

	Evaluation and testing.	Understand how to test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups.	Students will learn how to test and evaluate their own products to inform improvements and modifications.	
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Curriculum Map Year 8: Food Preparation and Nutrition



Intent:

The Food Preparation and Nutrition curriculum is designed to develop and foster an interest in the love of food that equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. We aim to encourage learners to cook, make informed decisions about food and nutrition, and provide learning opportunities that enable them to acquire knowledge to be able to feed themselves and others nutritiously, now and later in life. Students are also taught about a how a range of factors influence food choice such as culture and religion to increase cultural awareness and foster inclusivity in our multicultural society. The 'hands-on' practical aspects of the course serve to develop our students' life skills and confidence. They learn how to use equipment safely and appropriately and how to select materials or ingredients according to their specific properties and uses.

In this subject the curriculum is planned to allow students to develop and progress within 6 key concepts of disciplinary knowledge; Nutrition & Diet; Science of Food; Where Food Comes From; Factors affecting food choice and Food commodities; Food preparation and cooking. The national curriculum statements provide the framework for these 6 key concepts and is incorporated in the schemes of learning to provide progression.

Why I study Food?

At KS3 we deliver a curriculum that encompasses both practical and theoretical work which together enables students to acquire sound subject knowledge and develop practical skills. The KS3 curriculum is designed so that in each year they learn about: the food commodities; food provenance; principles of nutrition; diet and good health; the science of food, as well as cooking and food preparation. As they progress through KS3 food these principle areas are progressively built upon and applied to enable students to make wise food choices and safely prepare and cook a range of predominantly savoury products.

At KS4 our students follow the Eduqas GCSE course in Food Preparation and Nutrition which further develops and challenges students' practical skills whilst deepening their knowledge of those key areas introduced at KS3. The KS4 curriculum prepares pupils for further education either studying the subject at A level or pursuing a vocational pathway.

I learn Food Technology because:

- it equips me with important skills for life.
- it allows me to make healthy choices for myself and others now and later in life.
- it empowers me to make informed decisions about food and nutrition.

Cultural capital/enrichment

Our carefully structured Food curriculum provides opportunities that are additional to the National Curriculum. Food Preparation and Nutrition helps to build cultural capital through exposure to life-skills. Our curriculum itself enables and nurtures a love of cooking and an understanding why this is an important aspect of becoming well rounded healthy adults. Students develop a range of skills required for their future working life.

We offer the 'Young Chef Club', which gives the students the opportunity outside the classroom to: to advance their knowledge and skills as well as increase interests, learn social cues and practice social skills

We teamed up with KS4 MFL to take students on a trip to France to give students the opportunity to experience other foods and culture outside of the classroom.

Students take part in baking competitions in school such as future chefs to encourage teamwork, build confidence enhance students' performance and motivation.

Half term	Topic	Key knowledge	Key skills I will learn in this topic	Assessment opportunities (Summative and formative) Key pieces
Technology rotation	<p>Micro-organisms and food</p> <p>Heat Transfer</p>	<p>* Know the <u>growth conditions</u>; ways of prevention and control micro-organism such as mould growth, pathogens and yeast production.</p> <p>*Understand the uses of micro-organisms in food production such as cheese, yogurt and bread.</p> <p>*Identify Pathogens such salmonella, campylobacter, listeria and foods.</p> <p>*Explain reasons for cooking food.</p> <p>* Know the effect of heat on some nutrients</p> <p>* Understand the types of heat transfer used in different cooking methods</p> <p>*Know the eight eat well tips. Why they are important and how to achieve them.</p>	<p>Be able to analyse the results of an experiment and conclusions draw conclusions based on scientific knowledge and understanding of microorganisms and ingredients that works with this in bread making.</p> <p>Be able to evaluate the effect of cooking on some nutrients in food.</p> <p>Be able to make healthy food choices to achieve a varied and balanced diet.</p>	<p>Assessment opportunities are provided through:</p> <p>*Hands down questioning</p> <p>*Discussions</p> <p>*Brain storming</p> <p>*Quizzes</p> <p>*Verbal feedback for written and practical work</p> <p>*Self and peer assessment for written and practical work</p> <p>*Two assessment pieces with</p> <p>*DIRT marking opportunities.</p> <p>*End of rotation test.</p>

	<p>Healthy eating guidelines</p> <p>Nutrients in Food</p> <p>Food science-Flour and sugar in baked products</p> <p>Food Provenance (Staple foods) Food Security and Sustainability</p> <p>Preparation and cooking techniques *Work safely: follow correct personal and food safety as well as good hygiene practices and procedures.</p> <p>*Continue to learn how to select and use a variety of equipment safely and correctly.</p> <p>Evaluation</p>	<p>*Awareness of how to over consumption of Fats and sugars can lead to health conditions linked such as CVD, Type 2 diabetes etc</p> <p>*Modify a diet for a day to meet the guidelines, justifying modifications.</p> <p>* Know the basic Nutrients found in food (Macro and Micro)</p> <p>* Identify some of the functions and sources of these nutrients.</p> <p>* Experiment with the commodity flour and sugar to explore physical and chemical changes that occur as a result of substituting these to meet certain dietary needs (such as coeliac's and reduce sugar diets)</p> <p>*Consider complementary actions of a commodity in a recipe</p> <p>* Introduction to local and global food markets and communities, effect of food poverty</p> <p>*Awareness Of food security: access to safe sufficient food for all (World Health); Causes and effects.</p> <p><u>Preparing and cooking:</u></p> <p>*Prepare and make dishes and meals to develop making skills; manipulate sensory properties; Seasoning and test for readiness of these dishes: Pizza, Soda bread and soup, Stir fry, Spring rolls, Apple Crumble, Mini savoury tartlets, Kofta with tzatziki, (Cupcakes as part of food science task).</p> <p>*tasting and evaluating their dishes made using profile charts etc . Commenting on how healthy and how to improve.</p>	<p>Be able to evaluate a days diet with suggestions for improvement</p> <p>Be able to identify macro and micro nutrients in foods their basic sources and functions</p> <p>Be able to analyse a task .</p> <p>Be able to identify staple foods from around the world including those produced in the UK</p> <p>Be able to discuss the causes and effects effect of food poverty on communities.</p> <p>Be able to prepare and make a range of dishes which are mainly savoury competently to produce good quality outcomes.</p> <p>Be able to correctly and safely use basic equipment for preparing and cooking foods</p> <p>Be able to manage the time effectively when making.</p> <p>Be able to work independently: make own judgements, e.g. cooking time, manipulating taste, texture and appearance when cooking.</p>	
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