Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	All students know and understand	For the Arts and Crafts Project, contextual information about the Arts and Crafts movement and Aesop's Fables; The main artists and characteristics; How to record observations relevant to the topic.	For the Arts and Crafts Project, the various rules of composition; Materials, techniques and processes involved in making a practice clay tile in reference to Aesop's Fables.	For the Arts and Crafts Project, the materials, techniques and processes involved in making a refined and larger clay tile in reference to Aesop's Fables.	For the African Art Project, the historical and cultural information on Africa; Focus on West African art and culture; Symbolic significance of a chosen African animal; Record of observations relevant to intentions.	For the African Art Project, the characteristics of an African pattern; The characteristics of lino print designs.	For the African Art Project, the materials, techniques and processes involved in lino cutting; Lino printing and repeat printing.
	All students know how to	To present a research page on the Arts and Crafts movement; Use key art vocabulary to analyse the work on William de Morgan; Select a relevant image and explore through drawing to help with later design work; Produce an accurate observational drawing showing an understanding of the formal elements.	Evaluate work using key art vocabulary. Apply the rules of composition to design a clay tile; Select relevant images to support in the design for a clay tile; Handle clay effectively; Use the slit, slip and stitch technique to attach clay for practice clay tile; Explore techniques of intaglio and reflief; Review and refine work as it progresses; Design refined for larger clay tile in response to the clay tile evaluation.	Evaluate work using key art vocabulary; Reflect on the process and produce a refined larger final clay tile exploring chosen Aesop's Fables; Use refief and intaglio techniques to transfer their design into clay. Review and refine work as it progresses; Reflect on larger clay tile to produce final evaluation.	Present relevant research on a chosen African animal showing and understanding of its cultural significance; Produce an accurate observational drawing of an African animal showing an understanding of the formal elements.	Produce a series of African inspired patterns using appropriate shapes and colours; Translate these pattern designs using collage; Simplify images to make them suitable for lino printing; Create a balanced positive and negative design.	Cut safely; Use the appropriate tools and equipment to accurately cut a lino design; print lino using an even coverage of ink; print lino on pattern collage creating visual balance.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Biology	**All students know and understand**	The process of respiration and photosynthesis.	Organisms within ecosystems depend on one another, and biodiversity is essential for maintaining stable and sustainable ecosystems.	Sexual reproduction involves the fusion of male and female gametes to produce offspring, and both animals and plants have specialised reproductive structures that enable this process.	Characteristics are inherited from parents through genetic information, which contributes to variation within species.	Characteristics are inherited through DNA, and variation within a species can lead to natural selection and evolution over time.	Scientific knowledge can be applied to real-world biological issues, and biological concepts from across the year are connected and relevant to everyday life.
	All students know how to	Compare aerobic and anaerobic respiration and explain their importance in living organisms. Investigate leaf adaptations and use evidence from practical work to explain photosynthesis and gas exchange in plants.	Construct and interpret food chains and food webs to explain relationships between organisms and analyse factors affecting biodiversity.	Describe the stages of human and plant reproduction, including fertilisation, fetal development and the role of reproductive organs.	Explain how inherited characteristics are passed from one generation to the next and use genetic evidence to describe variation between organisms.	Extract DNA from living cells, explain how inherited and environmental variation affect organisms, and describe how natural selection can influence the survival of species.	Design and carry out practical investigations, apply biological knowledge to a real-world project, and review and evaluate their learning from across the year.

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Chemistry	All students know and understand	Various chemical reactions, including combustion, thermal decomposition, oxidation and displacement.	Energy transfers can cause physical and chemical changes, and the rate of a reaction depends on how frequently particles collide successfully.	Acids and alkalis have characteristic properties that can be identified using indicators, and neutralisation reactions occur when acids and alkalis react together.	Earth's resources and atmosphere have changed over time through natural processes such as the rock cycle and carbon cycle, and human activities can contribute to climate change.	The properties of substances can be investigated and measured through practical work, and patterns in results help scientists explain chemical behaviour.	Chemical principles learned throughout the year can be used to explain real-world phenomena and solve practical problems.
	All students know how to	Safely carry out chemical reactions and identify the evidence that a reaction has occurred.	Investigate changes of state, energy changes and reaction rates and use evidence to explain the results.	Use indicators to determine pH, investigate reactions involving acids and metals, and explain the products of neutralisation reactions.	Explain how materials move through the rock cycle and carbon cycle and evaluate actions that can reduce the impact of climate change.	Apply practical and analytical skills to investigate substances, make crystals and interpret scientific data accurately.	Plan and conduct practical investigations, apply chemical knowledge to a real-world project, and synthesise and review key learning from across the year.
Physics	All students know and understand	Pressure, and how it behaves differently in solids, liquids and gases, and density to explain phenomena such as floating and sinking.	Sound and light are waves that transfer energy and interact with materials through reflection, refraction, absorption and transmission.	Electric charges can create static electricity and electric fields, while electric current flows through circuits containing conductors and components.	The Earth is part of a solar system within a vast universe, and the movement of celestial bodies explains phenomena such as seasons, day and night, and apparent changes in the night sky.	Magnetic poles & fields Magnetic effect of a current Electromagnets; DC motors.	Physical principles underpin many technologies and processes encountered in everyday life and can be used to explain real-world observations.
	All students know how to	Calculate pressure and density using appropriate equations and units. Carry out practical investigations to measure density.	Apply wave models to explain the behaviour of sound and light and investigate their properties through practical work.	Construct and analyse series and parallel circuits and explain the relationships between current, potential difference and resistance.	Describe the structure of the solar system, use the concept of light years to compare distances in space, and explain how gravity affects the weight of objects.	Use a plotting compass; make electromagnets; test strength of electromagnets.	Use the physics knowledge to apply the learning to a new scenario within a project.

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Computer Science	**All students know and understand**	How we access websites, what hardware is required to do this, and the steps taken by companies (like Google) to keep data secure; How technology is/can be used to improve the lives of people.	Some of the advances made in terms of artificial intelligence; The limitations of artificial intelligence; The social impact of artificial intelligence.	That algorithms are not just for computers, we can use them in other scenarios; How data structures work and what they can be used for; How we use selection and iteration to branch out from different instructions.	Why militaries do not use the same broadband network as us; How technology has made securing public services (like the National Grid) harder in the wake of cyber-terrorism; The technology a business might use to keep people from accessing computer systems building (pass keys/ biometrics); How technology has made our lives easier as we don't need to remember passwords and how government level check-in [like at an airport] is being made easier.	How a basic website is made using HTML and CSS; What all of the HTML tags do.	How hexadecimal code is used to represent colour; That computers use binary and humans use hexadecimal number systems; The difference between a bitmap image and a vector image; What resolution is.
	All students know how to	Identify the key components that allow computers to communicate with each other; Evaluate which type of device is being used to connect a computer to a network. (Ethernet/4G/satellite etc.)	Argue both for and against the use of artificial intelligence in the realm of driverless cars; Program a driverless car simulation by being precise when copying/editing code.	Convert a set of processes into an algorithm (specifically, the 21 card trick); Create a program based on the 21 card trick.	Evaluate the security measures used by a company in order to make suggestions; Argue both for and against using the different types security measures and apply it to the scenario.	Create a basic webpage from scratch; Be able to use all of the basic HTML tags; Be able to open the webpage in both a read-only and editable format.	Create a bitmap image from scratch, using the relevant colour codes.

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Drama	All students know and understand	A more developed understanding of the concept of Motivation; How Motivation synthesises with Attitude and Status; the plot and themes of Oscar Wilde's 'The Importance of Being Earnest' and it and the author's socio-historical context; The concepts of subtext and dramatic tension in relation to the 'Comedy of Manners' genre.	History of Melodrama as a part of World Theatre Traditions; Character archetypes; Heighted Physical Characterisation; Rules of Comedy; Timing; Improvisation	History of Commedia D'ell Arte as a part of World Theatre Traditions; Character archetypes; Heighted Physical Characterisation; Rules of Comedy; Timing; Improvisation	History of Kabuki as a part of World Theatre Traditions; Character archetypes; Heighted Physical Characterisation; Timing; Improvisation; Importance of costume choices to represent cultural belief; How precise movement is employed when performing	Identify tropes and stylistic elements of a heightened storytelling style; how to employ effective heightened characterisation; how to body prop and work as an ensemble to create effective physical shapes; to consider how to create effective narrative nuances and tone across a range of scenes in the play 'Rainbow's Ending'.	Identify tropes and stylistic elements of a heightened storytelling style; how to employ effective heightened characterisation; how to body prop and work as an ensemble to create effective physical shapes; to consider how to create effective narrative nuances and tone across a range of scenes in the play 'Rainbow's Ending'.
	All students know how to	Identify a clear motivation in a text; To play with varying status and attitudes to create narrative texture; Rehearse effectively under timed pressure; Maintain character and stay in role across a whole performance; Create subtext through a wider understanding of a text; create Dramatic tension through non verbal cues and Pauses; Learn lines effectively.	Identify employ the key tropes of the Melodrama genre; To understand how Melodrama fits into the wider history of theatre; To employ status relationships to create comedy; To improvise effectively within a basic structure; Use essential performance skills to create heightened characterisation	Identify employ the key tropes of the Commedia D'ell Arte genre; To understand how Commedia D'ell Arte fits into the wider history of theatre; To employ status relationships to create comedy; To improvise effectively within a basic structure; Use essential performance skills to create heightened characterisation	Identify employ the key tropes of the Kabuki genre; To understand how Kabuki fits into the wider history of theatre; To employ status relationships to create Drama; To improvise effectively within a basic structure; Use essential performance skills to create heightened characterisation; Use colour, shape and other visual design choices to further emphaise theatrical choices	Produce an effective and energetic scene showing of 'Rainbow's Ending'; combine previous theatre skills with storytelling and narrative skills to produce an effective performance; Work independently in a self motivated manner to meet a deadline.	Produce an effective and energetic scene showing of 'Rainbow's Ending'; combine previous theatre skills with storytelling and narrative skills to produce an effective performance; Work independently in a self motivated manner to meet a deadline.

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DT* **(students will either study T1-3 or T4-6 on rotation with F&N)**	**All students know and understand**	CAD & CAM, the laser cutter and more ways to use 2D design; A design movement of their choice and its aesthetic qualities; Metal types and properties; The sad casting process.	Block printing, its heritage and how pattern formation works; What is a hem; Threading a sewing machine; Weaves of fabrics; Fabric properties and their uses.	Wood finishes; Tool names; Plastic memory and properties of polymers; Polymer properties and their uses.	CAD & CAM, the laser cutter and more ways to use 2D design; A design movement of their choice and its aesthetic qualities; Metal types and properties; The sad casting process.	Block printing, its heritage and how pattern formation works; What is a hem; Threading a sewing machine; Weaves of fabrics; Fabric properties and their uses.	Wood finishes; Tool names; Plastic memory and properties of polymers; Polymer properties and their uses.
	All students know how to	Create a repeat pattern and cut on the laser cutter; Sand cast.	Block print and lay out a pattern; Thread and use a sewing machine; Cut accurately a lap and comb joint in more challenging dimensions; Sand and form a trinket box.	Apply wax effectively; Emboss thermo forming polymers, sand and Deboss; Drill safely and accurately.	Create a repeat pattern and cut on the laser cutter; Sand cast.	Block print and lay out a pattern; Thread and use a sewing machine; Cut accurately a lap and comb joint in more challenging dimensions; Sand and form a trinket box.	Apply wax effectively; Emboss thermo forming polymers, sand and Deboss; Drill safely and accurately.

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English	All students know and understand	The meaning of 'themes' in a text and why writers use them; The form of the class structure in England in Edwardian Britain; The meaning and workings of the Patriarchy and Gender inequality; The difference between Communism versus Capitalism; The meaning and effect of: dramatic irony; basic symbolism; The structure and layout of a play. The play to be studied: An Inspector Calls.	Conventions of the Gothic genre including tropes such as transformation and madness. A range of texts from the gothic genre and the literary devices found therein. The creation of suspense and tension in writing.	The context of 'Macbeth'; The plot and characterisation of the play; Dramatic terms: soliloquy and foreshadowing; Features of a Shakespearean tragedy; Different forms adopted by Shakespeare including Iambic Pentameter/Blank Verse, rhyming couplets, prose and sonnets.	The meaning and purpose of: extended metaphor, tone and atmosphere; Different poetic forms: dramatic monologue, ballad and free verse; Poets' messages about dictatorship and abuse of power; Some context around Blake, Tennyson, Duffy, Heaney, Nichols, Armitage . Careers focus on work in the creative industries, marketing, publishing and the media.	The key themes in a contemporary novel; The writer's message in the novel and how this is developed; How themes develop throughout the text and link to the writer's message; The characters and their character arc.	The meaning of 'Bildungsroman' or 'Coming of Age' texts. Conventions of 'Coming of Age' literature and an exploration of themes in this genre and how these are shaped by different contexts. How context shapes literature and ideas; discussion of writer's craft and authorial intent and comparing the presentation of this across texts.
	All students know how to	Identify and track themes in a text; Analyse how symbolism is used for characters; Embed and explore context in analytical writing; Write an analytical essay about themes.	Write a creative piece based on the gothic genre. How to include gothic conventions, including pathetic fallacy and suspense. Career focus: publishing, editing, proofreading, writing copy for publication.	Use commas correctly; Integrate context into an essay; Synthesise context and argument; Analyse an extract and link to the play as a whole; Explain Shakespearean language choices accurately. Speak and perform in role; posing challenging questions, thinking in the moment and form and process of a courtroom.	Analyse poetical voice/ writer's perspective; Deepen analysis of how language is used to show attitude towards a theme/idea; Analyse the effect of poetic forms. Discuss, debate, read aloud with expression and understanding to engage an audience.	Present characters orally and on paper: writing and speaking in role. Use knowledge of text, characters and theme to present knowledge creatively and with originality and flair. Courageously demonstrate knowledge and understanding.	How to identify themes and explore writer's craft; how to compare texts linked by theme; discuss controversial issues with sensitivity, building on speaking and listening skills. How to write in increasing depth and detail about ideas and techniques in literature across different contexts.

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Food & Nutrition* **(students will either study T1-3 or T4-6 on rotation with DT)**	**All students know and understand**	Expectations, food hygiene and safety rules and guidelines; Organisation of the Food room; The range of diets and foods available for food choice and special diets; Protein foods and function in the body; Fats and oil ingredients.	How yeast works and combine with other ingredients to make bread; Aware of different cultural breads and be involved in a taste testing opportunity of some bread samples; Food labelling – what information is important for the customer.	The science of how ingredients thicken a sauce – gelatinisation; Different cereal grains and how they are processed; Different religious and cultural diets; Introducing food provenance and sustainability on how food is produced.	Expectations, food hygiene and safety rules and guidelines; Organisation of the Food room; The range of diets and foods available for food choice and special diets; Protein foods and function in the body; Fats and oil ingredients.	How yeast works and combine with other ingredients to make bread; Aware of different cultural breads and be involved in a taste testing opportunity of some bread samples; Food labelling – what information is important for the customer.	The science of how ingredients thicken a sauce – gelatinisation; Different cereal grains and how they are processed; Different religious and cultural diets; Introducing food provenance and sustainability on how food is produced.
	All students know how to	Cook eggs in different ways on the hob (poached, fried, omelette). Develop knife skills – bridge and claw safety cutting fruit, peeling; Prepare vegetables; Use the hob safely; Demonstrate the rubbing in method and shaping by hand and recap safe use of the oven.	Plan and develop a breakfast to make it healthy and presented with a garnish, using neat and accurate knife skills; Use the rubbing in method and combine & shape to make shortcrust pastry; Use tin openers safely; Be able to coat and crumb goujons; Weigh and measure accurately; Knead bread dough to make a batch of shape bread rolls.	Make a white sauce using the all in one method as part of making Cheesy pasta; Multi task 2 pans on the hob, draining pasta safely; Independently cook a healthy breakfast – a recipe they have developed; Confidently show the rubbing in method to make, shape and flavour Scones. Use the creaming method using the electric whisk.	Cook eggs in different ways on the hob (poached, fried, omelette). Develop knife skills – bridge and claw safety cutting fruit, peeling; Prepare vegetables; Use the hob safely; Demonstrate the rubbing in method and shaping by hand and recap safe use of the oven.	Plan and develop a breakfast to make it healthy and presented with a garnish, using neat and accurate knife skills; Use the rubbing in method and combine & shape to make shortcrust pastry; Use tin openers safely; Be able to coat and crumb goujons; Weigh and measure accurately; Knead bread dough to make a batch of shape bread rolls.	Make a white sauce using the all in one method as part of making Cheesy pasta; Multi task 2 pans on the hob, draining pasta safely; Independently cook a healthy breakfast – a recipe they have developed; Confidently show the rubbing in method to make, shape and flavour Scones; Use the creaming method using the electric whisk.

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French	All students know and understand	Vocabulary to talk about school holidays, what you did during the holidays, describe a visit to a theme park, where you went and how, a disaster holiday; The formation and use of the perfect tense with regular -ER verbs, key irregular vebrs, and verbs that take ETRE.	Vocabulary to discuss festivals and celebrations, say what you like/dislike, buy food at a markert, talk about food/drink, talk about a future trip, discuss resolutions; The formation and use of the present tense of regular -IR/-RE verbs and the near future tense.	Vocabulary to talk about free time activities including celebrities, TV/ cinema, technology and shopping; Singular and plural adjective agreement, the formation and use of negative structures, using three tenses together.	Vocabulary to talk about where you live, the weather, household chores, daily routine, moving house; The conjugation and use of modal verbs, reflexive verbs and irregular adjectives; the conjugation and use of three tenses in writing/speaking.	Vocabulary to discuss sports & opinions, ask the way and give directions, say what you must do, talk about injuries and illness; The formation and use of JOUER A/FAIRE DE, the comparative, the imperative, IL FAUT + infinitive, questions and answers in 3 tenses.	Use of previously seen topical vocabulary within authentic and challenging texts adding to the cultural element and understanding of the language, including the use and construction of verbs in key tenses seen previously in the year.
	All students know how to	Translate short, familiar sentences using a range of vocabulary and grammar points from English-French and French-English. Perform a role play task using familiar language, responding to questions on topics covered and asking a question themselves.	Translate short, familiar sentences from English to French and French to English. Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, spoken French sentences and transcribe them with good levels of accuracy Read short sentences of familiar language aloud with good levels of accuracy in pronunciation Ask and answer a range of questions using basic and familiar language with good pronunciation Write a paragraph using familiar language and connectives to link ideas	Understand a range of familiar vocabulary in spoken passages, infer meaning and complete comprehension tasks Listen to short, spoken French sentences and transcribe them with good levels of accuracy Write a paragraph using familiar language and connectives to link ideas using three time frames (past, present and future)	Translate short, familiar sentences from English to French and French to English Understand a range of familiar vocabulary in written passages, infer meaning and complete comprehension tasks.	Describe two photos, giving a reasonable amount of detail with clear pronunciation Ask and answer a range of questions using basic and familiar language with good pronunciation	Translate short, familiar sentences from English to French Translate short, familiar sentences from French to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken French sentences and transcribe them with good levels of accuracy Write a paragraph using familiar language and connectives to link ideas using three time frames (past, present and future)

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Geography	**All students know and understand**	The concept of sustainability, global shift, global consumption patterns; fast fashion as a lens to explore the economic, social and environmental issues of the global shift.	The extent to which rivers and glaciers are similar in terms of their location, formation, processes and landforms.	Whether hazards are created more by human action (or inaction) or the physical nature of the event; the foundations of structure of earth/plate boundaries; three different regional examples.	The complex issues associated with resource extraction with a specific focus on water usage in the Middle East and Africa; water cycle and aquifer recharge rates; water over-abstraction and consequences (Indonesia/ Mexico as examples); a regional study on the Middle East/North Africa focussing on water conflict.	The evidence for climate change; the causes and impacts of climate change, focussing on impacts in Low Income Countries and intersectionality (global justice); responses to climate change on different scales; including global governance and who should be responsible for responding.	The RGS Young Geographer of the Year Competition.
	All students know how to	Explore alternatives and futures to fast fashion.	Introduce the Point Develop Link structure to Year 8 content.	Use map skills to make analytical judgements.	Calculate water cycle and aquifer recharge rates; use map skills to make complex judgements; conduct a guided Geographical enquiry; create their own question investigating either a student perception about global issues or physical characteristics of the school site.	Apply the Point Develop Link structure, making synoptic links. See Geography as both a science and an art, including representing geographical content in artistic ways.	Create an academic poster after conducting high-quality research.

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German	All students know and understand	Vocabulary to describe a place in the past and present using present and imperfect tenses; the formation of the perfect tense; vocabulary to describe a past holiday using the perfect tense; vocabulary to describe the weather in the present and past; forming questions in the perfect tense.	Vocabulary to talk about film and TV preferences; to describe a film in the past; modal verb wollen; vocabulary to discuss whatand where you like to read using the dative case; to discuss screen time using modal verbs sollen, dürfen and können.	Vocabulary to discuss breakfast habits using the irregular verb essen; some traditional German food and how to order from a menu; vocabulary to discuss healthy lifestyles using the modal verb müssen.	Vocabulary to discuss house rules using modal verbs and daily routine using separable and reflexive verbs; to tell the time (12-hour); to give directions using the imperative; to describe a festival using adjective endings and the past tense; to describe a holiday activity using reflexive and separable verbs in the perfect tense.	Vocabulary to discuss clothes (including school uniform) and style using the connective wenn; to explain plans for a date using the future tense and accurate word order; to describe a past date using the past tense.	Use of previously seen topical vocabulary within authentic and challenging texts adding to the cultural element and understanding of the language, including the use and construction of verbs in key tenses seen previously in the year.
	All students know how to	Translate short, familiar sentences using a range of vocabulary and grammar points from English-German and German-English. Perform a role play task using familiar language, responding to questions on topics covered and asking a question themselves.	Translate short, familiar sentences from English to German and German to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, spoken German sentences and transcribe them with good levels of accuracy Read short sentences of familiar language aloud with good levels of accuracy in pronunciation Ask and answer a range of questions using basic and familiar language with good pronunciation Write a paragraph using familiar language and connectives to link ideas	Understand a range of familiar vocabulary in spoken passages, infer meaning and complete comprehension tasks Listen to short, spoken German sentences and transcribe them with good levels of accuracy Write a paragraph using familiar language and connectives to link ideas using three time frames (past, present and future)	Translate short, familiar sentences from English to German and German to English Understand a range of familiar vocabulary in written passages, infer meaning and complete comprehension tasks.	Describe two photos, giving a reasonable amount of detail with clear pronunciation Ask and answer a range of questions using basic and familiar language with good pronunciation	Translate short, familiar sentences from English to German Translate short, familiar sentences from German to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken German sentences and transcribe them with good levels of accuracy Write a paragraph using familiar language and connectives to link ideas using three time frames (past, present and future)

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History	All students know and understand	The events and significance of the Industrial Revolution and how it changed Britain.	The events and significance of the transatlantic slave trade and what life for enslaved peoples was like, considering its impact on individuals and society.	The development of the Civil Rights movement throughout the 20th century and the methods used to combat institutional racism, focusing on both the American and British movements.	The progress in women's rights since the Victorian era, considering the suffragettes and modern feminism movements.	The British Empire and its legacy, with a focus on the case study of British India from the Mughal dynasty to the partition of India	Pupils will consider the causes, events and consequences of the Russian Revolution on society and the wider world.
	All students know how to	Evaluate and judge the impact of the Industrial Revolution, considering the extent of the change on Britain and the world.	Analyse contemporary sources, considering both content and provenance for an historical enquiry.	Weigh up different historical interpretations considering precise evidence to either challenge or sustain the views that they express.	Evaluate and judge the significance of the women's right movement, considering the key historical concept of significance.	Evaluate the significance and legacy of the British Empire, using historical interpretations for support.	Evaluate the causes of the Russian Revolution and understand the significant changes that it brought.

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Maths	All students know and understand	Algebra is used to represent unknown values and the rules that apply to algebra; perimeter is the length around the outside of a shape. Area is the space inside; Pythagoras is a theorem which applies to right angled triangles. -π is the ratio between the circumference and diameter of every circle	Relationships can be plotted on the x-y axes of a cartesian graph; percentages are parts of 100; probability and the chances of events occurring.	Three dimensional shapes and how they can be represented on paper; the outside faces can be measured as a total surface area; the space inside is measured as a volume.	Algebraic equations are solved to find missing unknown values; numbers can be broken down into smaller parts; understand that indices are a method of showing repeated multiplications; large and small numbers can be written in standard index form.	Rulers and compasses can be used to construct accurate shapes, perpendiculars and bisections; scales and bearings are used in real life to describe journeys and positions.	Statistics can be clearly represented graphically; graphs can represent proportional changes; journeys can be represented on a graph.
	All students know how to	Simplify algebraic expressions; expand and simplify single brackets; substitute numbers into algebraic expressions; expand double brackets; calculate the area of 2D shapes; use Pythagoras theorem to calculate lengths in a right angled triangle; calculate the circumference of a circle; calculate the area of a circle; calculate the perimeter and area of part circles (angles that are a factor of 360 degrees).	Plot horizontal and vertical lines on a graph; plot straight line graphs using y=mx+c; convert decimals and fractions to percentages; calculate the percentage of an amount. (non-calculator and calculator); use single multipliers to find a percentage of an amount; understand the probability scale; list all possible outcomes; understand that the sum of mutually exclusive events = 1; conduct experiments to find an experimental probability; use a space diagram to list and find the probability of two events; compare experimental and theoretical probability.	Name and identify 3D solids, including edges, vertices and faces; draw 2D representations of 3D shapes; draw plans and elevations of a 3D shape; draw 2D representations of a 3D shape from plans and elevations; understand and identify planes of symmetry; sketch and construct nets of 3D shapes; calculate the surface area and volume of 3D solids. (prisms); calculate the surface area and volume of cylinders (and part cylinders); calculate the volume of compound shapes; solve problems involving volumes and surface areas.	Solve algebraic equations; solve problems with algebraic equations including area, perimeter and angles; calculate HCFs and LCMs; estimate square roots and cube roots; estimate solutions to calculations by rounding to 1 significant figures; recognise square numbers and their roots; use the rules of indices; write large and small numbers in standard form.	Construct triangles accurately; make accurate scale drawings including with bearings; construct perpendicular line bisectors and a perpendicular from a point to a line; construct angle bisectors; solve problems involving loci; solve problems with scales and ratios; solve problems on maps with bearings.	Draw and interpret bar charts, pie charts and two way tables; direct proportion graphs; interpret financial graphs; interpret distance time graphs; calculate rates of change; recognise and comment on misleading graphs.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Music	All students know and understand	How Musical Theatre has developed over time & key terminology	Features of Musical Theatre and Opera and the role they have played in Western culture.	How music is composed for film and media and recognise the features in specific genres	The features of Samba music from South America and its role in society	The features of Samba music from South America and its role in society	The features and context of the blues, as well developing knowledge of chord patterns and scales.
	All students know how to	Recognise different voice types	Prepare and perform a number from a chosen musical or opera.	Play/compose for film and media using their chosen technology.	Recognise Samba music features when listening	Play and arrange Samba music as part of an ensemble.	Apply the above knowledge to perform and/or compose a 12-bar blues.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical Education	All students know and understand	The development of choreographic devices within Gymnastics and their use within a group routine; The basic rules of Hockey, including health and safety requirements.	The benefits of regular physical activity and a range of fitness activities that contribute to a healthy, active lifestyle; Advanced Netball rules as well as their own preferred positions and the responsibilities of that position.	Advanced Netball rules as well as their own preferred positions and the responsibilities of that position; The skills needed to work effectively as a team to solve a range of problems; The development of choreographic devices within Dance and their use within a group routine.	The development of choreographic devices within Dance and their use within a group routine; The basic rules of Tennis for singles and doubles; The rules of Cricket and apply their skills to competitive situations.	The rules of Cricket and apply their skills to competitive situations; The health and safety considerations associated with Athletics events.	The health and safety considerations associated with Athletics events; The rules of Rounders and apply their skills to fully competitive games.
	All students know how to	Develop the gymnastics skills they learnt in Year 7 and use these to create a group routine; Develop the skills they learnt in Year 7 and apply them to competitive games of Hockey.	Set up and complete a range of training methods to the best of their ability; Develop the skills they learnt in Year 7 and apply them to competitive games of Netball.	Develop the skills they learnt in Year 7 and apply them to competitive games of Netball; Work together in order to complete a variety of outdoor adventurous activities. Develop the Dance skills they learnt in Year 7 and use these to create a group routine.	Develop the Dance skills they learnt in Year 7 and use these to create a group routine; Develop the basic skills of Tennis to be able to hold a rally and outwit an opponent. Develop the skills they learnt in year 7, and apply them to the game of Cricket.	Develop the skills they learnt in year 7, and apply them to the game of Cricket; Develop their throwing/jumping/ running techniques for each event; Measure and time accurately.	Develop their throwing/ jumping/running techniques for each event; Measure and time accurately; Develop the skills they learnt in year 7 and in Cricket and apply them to the game of Rounders.

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	All students know and understand	Chemical reactions and energy changes and pressure in fluids.	Photosynthesis and ecosystems. The Peridoc table and its importance in chemistry.	Waves both sound and light. Understand reproduction in both humans and plants, including the menstural cycle.	Electricity and Magnetisum	Inheritance including DNA and Natural selection	Earth and Atmosphere and Space. Complete an extended investigation.
	All students know how to	Complete a series of experiments to further their understanding.	Understand the basic photosyntheses equasion and how ecosytems use this energy.	describe the reproductive cycle in plants and humans.	Set up and operate some simple electrical circuits.	Undersatand dawin's theory of natural selection and the basic structure of DNA	Complete a series of experiments to further their understanding. Plan and deliver an extended investigation

Logical and sequenced acquisition of knowledge to enable all students to know more, do more and remember more	Substantive knowledge (what/topics/key content) versus Disciplinary and/or procedural knowledge (how, methods & skills)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Religious Education	**All students know and understand**	Key places of religious pilgrimage, including details of why they are significant, what happens there and how it impacts on believers.	What different religions and non-religious views say about how to live a good life and how religion may be seen as harmful.	The beliefs and practices of a range of alternative religions and their relationship with mainstream religion.	The beliefs and practices of a range of alternative religions and their relationship with mainstream religion.	A variety of ways religious beliefs are expressed through music and art.	A variety of ways religious beliefs are expressed through music and art.
	All students know how to	Explain the beliefs and teachings covered and appraise the evidence and arguments involved.	Explain the beliefs and teachings covered and express evaluative opinions on them.	Explain and evaluate the impact these religions have on the lives of believers.	Explain and evaluate the impact these religions have on the lives of believers.	Explain the link between art and religion and cite a range of examples to support.	Explain the link between art and religion and cite a range of examples to support.
Spanish	**All students know and understand**	Vocabulary to describe past holidays, holiday activities, opinions on holidays; Use of the preterite past tense irregular IR and SER, and ar,er,ir endings.	Vocabulary to describe phone use, music preferences, TV habits, free time activities; Using the present tense and past tense together, a range of opinions, the comparative.	Vocabulary for food items, meatltimes, order a meal, discuss parties; Use of negatives, usted polite form, the near future tense, using three tenses together.	Vocabulary to make arrangements, excuses, preparations, clothes, fancy dress; Using me gustaría + infinitive, using querer and poder, using reflexive verbs, use of three tenses.	Vocabulary to describe holiday homes, activities, directions, summer camps; Using the superlative, giving directions, using three tenses.	Use of previously seen topical vocabulary within authentic and challenging texts adding to the cultural element and understanding of the language, including the use and construction of verbs in key tenses seen previously in the year.
	All students know how to	Translate short, familiar sentences using a range of vocabulary and grammar points from English-Spanish and Spanish-English. Perform a role play task using familiar language, responding to questions on topics covered and asking a question themselves.	Translate short, familiar sentences from English to Spanish and Spanish to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, spoken Spanish sentences and transcribe them with good levels of accuracy Read short sentences of familiar language aloud with good levels of accuracy in pronunciation Ask and answer a range of questions using basic and familiar language with good pronunciation Write a paragraph using familiar language and connectives to link ideas	Understand a range of familiar vocabulary in spoken passages, infer meaning and complete comprehension tasks Listen to short, spoken Spanish sentences and transcribe them with good levels of accuracy Write a paragraph using familiar language and connectives to link ideas using three time frames (past, present and future)	Translate short, familiar sentences from English to Spanish and Spanish to English Understand a range of familiar vocabulary in written passages, infer meaning and complete comprehension tasks.	Describe two photos, giving a reasonable amount of detail with clear pronunciation Ask and answer a range of questions using basic and familiar language with good pronunciation	Translate short, familiar sentences from English to Spanish Translate short, familiar sentences from Spanish to English Understand a range of familiar vocabulary in spoken and written passages, infer meaning and complete comprehension tasks Listen to short, basic, spoken Spanish sentences and transcribe them with good levels of accuracy Write a paragraph using familiar language and connectives to link ideas using three time frames (past, present and future)