

Art	CONTENT	APPROACHES
YEAR 7	Students build upon artistic skills and knowledge of the formal elements in art. Students cover themes such as “The Built and Natural Environment” in which students are encouraged to develop work based upon the natural world, organic forms and Architecture “Self Image” in which students develop observational and creative drawing skills.	In year 7, students skills in the use of a variety of artistic media, learn research skills, gain in depth knowledge of Colour Theory. Artistic skills acquired are applied to work created during the year. During all project work, students are encouraged to view and research the work of other traditional and contemporary Artists, Sculptors, Illustrators and Designers relating to given themes. Students are encouraged to create initial work in a sketchbook in order to develop larger scale works as a visual conclusion to their creative assignments.
YEAR 8	“Signs and Symbols in Society and in other Cultures”, in which students create a visual response to the theme of Advent. “Objects and Viewpoints”, in which students develop primary observational, mark making painting and basic photographic skills. Students explore historical and contemporary artists, develop an appreciation and an ability to analyse and interpret pieces of work and are encouraged to experiment with more expressive drawing and painting skills. Students create their own visual response to the work of others artists, photographers and designers.	Students in year 8 build upon and apply skills acquired throughout Year 7 in project based work developed during Year 8.
YEAR 9	“Life Events and Narrative Art” in which students study and analyse key historical pieces of Narrative work. “Public Art” in which students understand and analyse the function and purpose of Public Art and work to create own response to a site specific brief and “Change Your Style” in which students gain an understanding of how styles of Art and Design have changed over the years and how culture, politics and society has had an influence on Art and Design styles into the 21st Century.	Students in year 9 have an opportunity to refine their artistic skills and there is an emphasis on contextual based studies, observational drawing and the creation of imagery in larger scale. Students are fully prepared to embark upon next Key Stage in Art and Design.

Design & Technology	CONTENT	APPROACHES
<p>YEAR 7</p>	<p>Design and Technology</p> <ul style="list-style-type: none"> <p>FOOD – Cooking and Nutrition</p> <p>Safety in the Food room. Equipment used in Food. Food Hygiene. Eatwell Guide. Nutrition. Healthy Eating. Practicals & skills: Fruit Salad – use of sharp knife safely & correctly, peeling, coring, slicing, chopping. Savoury or sweet Crumble – rubbing in method, layering, use of oven, baking. Pasta Salad – weighing, measuring, use of hob, boiling.</p> <p>TEXTILES</p> <p>Design and Make an “Illuminations Buddy’ which will clean the screens of your mobile devices. Safe, efficient and accurate use of the tools and equipment required. Graphical representation of ideas. Annotation. Stencil cutting and printing. Working to a design specification. Labelling and Packaging. Fibre and Fabric, origins and timeline.</p> <p>PRODUCT DESIGN</p> <p><u>Project: Blockheads and practical skills</u></p> <ul style="list-style-type: none"> - Introduction into Product Design, looking at research and analytical skills. - Health and safety of the workshop - Generating design ideas to produce character blockheads. - Using tools, machines and equipment to produce the final design out of pine wood. - Material theory (wood). <p>GRAPHICS</p> <p><u>Project: Drawing skills</u></p> <p>Learning drawing skills such as, isometric, exploded, 1/2/3 point perspective, hand rendering and shading techniques.</p> <p><u>Project: Sustainability</u></p> <ul style="list-style-type: none"> - Learning about sustainability within Design Technology, looking at the 6 R’s. - Producing design ideas using the drawing techniques learnt in the previous project. - Generating models and working in different modelling materials to produce accurate design ideas. 	<p>During Key Stage 3, all students enjoy a wide range of activities. Our groups rotate on a 'carousel', enabling them to have experience in all material areas within D&T and subsequently make an informed choice for KS4. Design and Technology enables candidates to:</p> <ul style="list-style-type: none"> • Actively engage in the processes of design and technology to develop as effective and independent learners. • Make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products. • Explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making. • Analyse existing products and produce practical solutions to needs, wants and opportunities. • Develop decision- making skills through individual and collaborative working. • Understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle. • Develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge. <p>Cooking and nutrition</p> <p>As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity.</p>

		<p>Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> • understand and apply the principles of nutrition and health • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] • understand the source, seasonality and characteristics of a broad range of ingredients.
<p>YEAR 8</p>	<p>Design and Technology</p> <ul style="list-style-type: none"> • FOOD – Cooking & Nutrition Healthy Eating, Energy balance. Practicals & skills: Savoury Rice – use of the hob, chopping, slicing, seasoning. Bread Pizza Wheels – bread making – yeast, weighing & measuring, preparation of filling e.g. grating, cutting, rubbing in, forming a dough, shaping, using the oven (baking). • TEXTILES Design and make a cover for the student planner using smart textiles. The design theme will be pop art and the cover must include a print. Key Issues to be included.... Pupils will gain insight into smart and technical textiles including bio mimicry. This is to be the main theme of the project. 	

	<p>Will use printing techniques to create the design element. Pattern cutting and construction techniques. Presentation of ideas.</p> <ul style="list-style-type: none"> PRODUCT DESIGN <u>Project: Jon Burgerman Keyrings</u> - Detailed research of an existing designers and illustrator. - Producing a variety of design ideas in the style of Jon Burgerman. - Working with acrylic and vinyl to manufacture final keyring design - Material theory (plastic). <p>GRAPHICS <u>Project: Typography and Logos</u> - Researching into typography theory – legibility of a font, serif and sans serif, anatomy of a font and existing brands. - Creating a promotional poster (for the acrylic keyring) using research and design ideas.</p>	
<p>YEAR 9</p>	<p>Design and Technology</p> <p>FOOD – Cooking & Nutrition</p> <ul style="list-style-type: none"> Design and make a healthy muffin which can be sold in the school canteen and which follows (adheres to) the guidelines of the Eatwell Guide. Muffins can be sweet or savoury. Emulsions. Healthy eating guidelines. Combination & composite foods. Self evaluation. Design and make a nutritionally balanced curry to serve to your family. Nutrition. Planning of making. Design & make a nutritionally balanced meal suitable for teenagers (adolescents) based on seasonal food. Seasonality foods & Organic foods. Design and make Fairtrade healthy cookies. Fairtrade. <p>TEXTILES Design and make a cushion based on your chosen target market. The cushion will be well made and include decorative techniques including the use of the CAM embroidery machine.</p>	

Key concepts to be included....
Analysis of design brief.
Product Analysis and its impact on design.
Fibres and Fabrics.
Customer profiling.
Market research. Manufacture of products.
Use of recycled fabrics – sustainability.

PRODUCT DESIGN

Project: Acrylic phone stands

- Generating unique and creative design ideas which are modelled to scale.
- Working with acrylic and new equipment to produce phone stands.
- Bending and shaping plastic.
- Using detailed feedback and evaluations to improve and modify work.

Project: Money boxes

- Theory into wood joints and wood finishes.
- Practical work creating individual money boxes that have been accurately joined together.
- Surface printing and stenciling of wood to produce decorative finishes.

GRAPHICS

Project: Product rebranding

- Researching into product branding and comparing and contrasting different companies.
- Taking a brand and redesigning the appearance e.g. posters, products, adverts, logo, colours and typography.

Drama	CONTENT	APPROACHES
YEAR 7	<p>Ice breakers (an introductory module which encourages listening skills and activate the imagination through structured mime) Ghosts, Myths and Legends (the imagination is further developed through the creation of giants (using only the student’s bodies and through using film clips and Shakespeare’s Macbeth as a stimulus) Pied Piper (again a text is the stimulus). Students create short scenes and have the opportunity to observe “Teacher in Role.” They will also have the opportunity to film their own “Rat catcher” adverts. The Monster in the Lake. Students work in fairly large groups to stage this short play based on the legend of the Loch Ness.</p>	<p>In Drama the focus at KS3 is on developing the skills of confidence and working collaboratively with others. Students are introduced to a range of theatrical styles and techniques in preparation for the skills needed in GCSE Drama as well as the speaking and listening component of English GCSE and the important college or job interview. The students are taught through projects which focus on one of the three criteria: Interpretation and realisation of ideas (both scripted and unscripted), Technique (Voice and Movement) and Knowledge (of theatrical forms, playwrights and key terms). Students begin by working as part of a group and then as the year progresses they begin to work in smaller groups and then individually. The focus is on utilising the imagination, gaining confidence in the performance space and being able to develop the vocal and physical skills needed to create a character. They will also begin to improvise short scenes and in the final unit to stage a mini production of a short play</p>
YEAR 8	<ul style="list-style-type: none"> • Theatre of the Gods – Students learn about body posture, status and gesture used in Greek theatre. They act using masks and try their hand at being ancient Greek actors. • The Bard – Students learn about Elizabethan England and Shakespeare as a playwright. They learn to safely stage fight, talk like and Elizabethan, using pace, pitch and pause and watch and study Romeo and Juliet. • Scripts – Using the knowledge gained over the course of the year students become independent learners by choosing, rehearsing and performing their own scripted piece. They decide on the props to use, costume and set and develop believable characters on stage. 	<p>Students in year 8 build upon and apply skills acquired throughout Year 7 in project based work developed during Year 8. The focus is on developing and sustaining a character and on experimenting with different styles of theatre (including Shakespearean, Greek and modern scripted). A lot of work in this year is devoted to the technique required by the stage actor. Students are assessed on their understanding of the piece, how they work in a team in rehearsal, their vocal and movement skills.</p>

YEAR 9	<p>The year 9 drama year is taught as a 'mini GCSE', where students learn all of the skills that they will need to be GCSE pupils. Students will be introduced to the work of famous theatre practitioners (used in the GCSE) Constantin Stanislavski and Bertolt Brecht and will perform a variety of monologues, duologues and short scenes. They will also be required to complete written essays on how they have developed their characters throughout the rehearsal process making reference to the practitioner that they have studied. The year will culminate in a Devised project aimed at a specific audience and utilising the methods of one of the practitioners that they have studied. As well as having the opportunity to perform in front of friends and family at a year 9 showcase of their acting talent.</p>	<p>A knowledge of key terms is paramount this year is the development of the evaluative skills necessary for GCSE.</p>
---------------	---	--

<u>English</u>	CONTENT	APPROACHES
YEAR 7	<p><u>Time of Change</u> – A SOW helping students transition from primary school to secondary. Students study literary characters that are facing changes in their lives and explore the writer’s use of language and stylistic devices. In writing, students study functional writing styles such as speeches, letters, reports etc.</p> <p>Summative Assessments: R: GCSE Paper 1 prep style e.g. inference, prediction W: GCSE Paper 2 prep letter writing</p> <p><u>Dickens</u> – A SOW introducing students to pre-1900 literature and also social historical context. This module will involve exploring some of Dickens’ most famous novels and characters, including <i>Oliver Twist</i> and <i>Ebenezer Scrooge</i>. Students will both analyse Dickens’ use of language as well as write empathetically and ‘in character’.</p> <p>Summative Assessments: R: Reading comprehension with Dickens extract W: GCSE Paper 2 prep persuasive speech</p> <p><u>Monsters (poetry)</u> - Again, both reading and writing skills will be developed and assessed in this module. Students will read a range of poetry linked to monsters, as well as writing their own non-fiction linked to this topic.</p> <p>Summative Assessments: R: Poetry comparison W: GCSE Paper 2 prep news article</p> <p><u>Novel</u> - The final module of the year will allow students to enjoy reading a full novel. They will write their own stories/fiction, as well as analysing the language, characterization, structure and style of the text.</p> <p>Summative Assessments: R: GCSE Paper 1 prep e.g. inference, deduction, analysis. Takes the format of the GCSE paper – extract to whole. W: Paper 1 writing prep story linked to novel studied</p>	<p>APPROACHES</p> <ul style="list-style-type: none"> • 5Rs learner • Kagan Structures • Student led presentations • ICT and Media • Graphic Organisers • Flipped Learning • Combination of reading and writing in all schemes of learning. • Differentiated texts across bands. • Heavily focused on driving students towards the GCSE required content and skills but still keeping the fun and creativity of KS3. <p>Students will be assessed in both reading and writing at the end of each scheme. They will complete a summative ‘mastery’ test. Each assessment tests GCSE based skills. After the summative test, ‘intervention’ lessons/re-teach lessons will take place if any skills have not been fully achieved before moving to the next scheme/topic.</p>

YEAR 8

Shakespeare- Tempest, Midsummer Night's Dream or Macbeth (teacher choice) - To expose students to a Shakespeare text beyond what they will study at GCSE level, the teacher will choose the most suitable of the above plays for their class. Students will start off with a basic level of understanding Shakespearean language and will progress to study the effect of language, structure, characterization, and also the impact of social/historical context.

Summative Assessments:

R: Comprehension questions with extract
W: GCSE Paper 1 prep - Writing to describe

Gothic - Building on students' experiences of pre-1900 texts in Year 7, students will explore a range of literature such as Mary Shelley's Frankenstein, Emily Bronte's Wuthering Heights and Bram Stoker's Dracula. Some more modern day gothic texts will also be explored. Students will consider the gothic genre from a language perspective as well as from a social/historical perspective. The writer at work will be the focus and students will also develop skills in comparing 2 texts. In writing, students will learn skills for building tension and developing plot, they will explore effective openings, endings, characterization and language use.

Summative Assessments:

R: Lit prep extract question with comparison
W: Paper 2 prep narrative writing

Poetry- conflict - Students will explore war/conflict themed poetry – both pre and post 1900. Students will cover some social/ historical context and will also acquire new skills in poetry analysis, exploring language, form and structure.

Summative Assessments:

R: Poetry comparison – 1 pre-studied, 1 unseen
W: Paper 2 prep propaganda speech

Novel - The final module of the year will again allow students to enjoy reading a full novel. They will write their own stories/fiction, as well as analysing the language, characterization, structure and style of the text.

Summative Assessments:

R: Extract & wider essay question needed with comparison texts
W: Paper 2 prep- informal letter

YEAR 9

Travel Writing - *The first module in Year 9 involves students reading and writing non-fiction linked to travel. They will explore travel guides, famous writers such as Bill Bryson, leaflets and other forms on non-fiction texts. Students will also write for specific audiences and purposes, under the umbrella of 'travel writing'.*

Summative Assessments:

R: Paper 2 non-fiction analysis with comparison.

W: Travel Article for stated audience and purpose

Shakespeare- Romeo and Juliet - *In preparation for their GCSE literature exam, students will study Romeo and Juliet at a KS3 level, building on their Shakespeare study in Year 8, but also preparing them for their actual literature text for GCSE. They will focus on understanding character, theme and plot, ready for deeper analysis of language and structure in Year 10.*

Summative Assessments:

R: R: Comprehension questions with extract

W: Functional writing task

Novel - *In preparation for their GCSE literature exam, students will study Charles Dickens' A Christmas Carol at a KS3 level, building on their previous studies of novels in Years 7& 8, but also preparing them for their actual literature text for GCSE. They will focus on understanding character, theme and plot, ready for deeper analysis of language and structure in Year 10.*

Summative Assessments:

R: extract & wider essay

W: Article for specific audience and purpose

GCSE Transition – English Language preparation

Students will study a mixture of literary prose and also non-fiction texts. They will develop the skills needed for Papers 1 and 2 (reading). In writing, they will focus on creative writing tasks in preparation for Paper 1.

Summative Assessments:

W: describe or narrate

R: Paper 2 prep

Geography	CONTENT	APPROACHES
YEAR 7	<p>Baseline Assessment</p> <ul style="list-style-type: none"> • Basic mapskills • What do you already know about the environment in which you live? <p>Rocks</p> <ul style="list-style-type: none"> • Where do rocks come from? - The rock cycle • Locate & describe the location of important minerals around the world. • Sustainability of rocks <p>A local study of Blackpool</p> <ul style="list-style-type: none"> • How has Blackpool changed over time? • The regeneration of Blackpool & the impact of specific projects • Use of GIS police.uk to complete a project on crime. Use of Google maps to identify areas • Big Question: <i>'Blackpool has the potential to become a top tourist resort'</i> do you agree or disagree? 	<p>Students will have a variety of assessment tasks some testing recall of knowledge, application of data and map skills, literacy skills and evaluative abilities. Students will be introduced to the Lancashire Learning Flight Path for Geography. This will embed a skill set that is transferable from KS3 to KS4. Students will begin in band A and work towards band D, Based on projected GCSE attainment (top 5% of schools in the country) they will be set an end of year target. Lessons will be taught through a range of approaches, students will be expected to work independently as well as a group .</p>
YEAR 8	<p>Tectonics</p> <ul style="list-style-type: none"> • An overview of the geographical processes that create tectonic hazards. • Case study research and investigation regarding a range of tectonic events including the Nepal Earthquake, San Francisco Earthquake, Pompeii, Boxing Day Tsunami <p>Food</p> <ul style="list-style-type: none"> • Learners will investigate the global distribution of food production, the haves and have nots • UK farming and mechanisation • Famine and Obesity • Prawn farming and the ethics • Farming in dangerous places – Chernobyl and the radioactive fallout <p>Hot and cold deserts</p> <p>Learners will discover hot (Sahara and UAE) and cold deserts (Antarctica). They will be able to draw climate graphs for a desert region. They will investigate the ecosystems (flora and fauna) in both regions including food webs and animal adaptations. In Antarctica they will look at the exploitation of resource and the Antarctic treaty. For hot deserts learners will look at the growth of tourism in Dubai design as sustainable building for Dubai</p> <p>Tropic of Capricorn</p> <p>Learners will investigate a number of countries along the tropic of Capricorn and the Geographical issues</p> <ol style="list-style-type: none"> 1. Cuba – communism and trade with the USA 2. Mexico – Tourism industry and crime 3. Desert ecosystems along the tropic of Capricorn 	<p>Students will have a variety of assessment tasks some testing recall of knowledge, application of data and map skills, literacy skills and evaluative abilities. Students will be introduced to the Lancashire Learning Flight Path for Geography. This will embed a skill set that is transferable from KS3 to KS4. Students will begin in band A and work towards band D, Based on projected GCSE attainment (top 5% of schools in the country) they will be set an end of year target. Lessons will be taught through a range of approaches, students will be expected to work independently as well as a group.</p>

	<p>4. Dubai – growth of tourism particularly migrant workers</p> <p>5. Libya and the Aswan Dam</p> <p>6. Bangladesh – the impact of flooding</p> <p>Population and Urbanisation</p> <ul style="list-style-type: none"> • An introduction to megacities • Push and pull factors leading to mass migration • The impacts of migration • Knowledge of the Demographic Transition model and how the UK has moved through the model 	
<p>YEAR 9</p>	<p>1. Natural Hazards (13 lessons) Learners will define what a natural hazard is and look at 3 types of natural hazard</p> <ol style="list-style-type: none"> a. Tectonics b. Weather hazards c. Climate Change <p>Within each of these categories learners will understand the physical processes that cause these hazards. They will then investigate the effects of these events and how they can be managed effectively</p> <p>2. Economic Geography (11 lessons) Learners will classify parts of the world based on their level of development. They will understand the strategies used to try and reduce the development gap. They will investigate one NEE (Nigeria) and how they are experiencing rapid economic development leading to significant social, environmental and cultural change. Learners will also investigate the UK and the changing economy in different area of the UK</p> <p>3. Rivers (8 lessons) Learners will be able to define key rivers vocabulary and explain the physical process behind feature formation. Learners will be able to draw and interpret hydrographs. Learners will focus on the UK and investigate management strategies in the UK.</p> <p>4. Food (5 lessons) Learners will discover areas of the world with food security and insecurity, they will look at factors that affect food supply</p> <p>5. Coasts (7 lessons) Learners will be able to define key coasts vocabulary and explain the physical process behind feature formation. Learners will focus on the UK and investigate management strategies in the UK and the resulting effects and conflicts</p>	<p>Topics taught will be of the GCSE specification AQA Geography. Students will still be assessed using the Lancashire Learning Flight Path. This content will then be retaught in Year 11 based on Year 10 end of year exams. Any misconceptions will be challenged and teachers will teach a bespoke SOL based on their learners abilities. Learners will have a number of skills embedded in this year. They will be highlighted and will include numeracy, literacy and cartographic skills</p>

<u>History</u>	CONTENT	APPROACHES
YEAR 7	<ul style="list-style-type: none"> ● Religion Through Time. ● The Year 7 History Curriculum is thematic, covering religion and how it has shaped History from Roman times to the present day. ● The topic focuses on change and continuity over time, looking at the rise and decline of Christianity, especially the split between Catholicism and Protestantism. ● Project Based Learning – ‘Does Bloody Mary deserve her terrible title?’ 	<p>The Year 7 course starts with an introduction to History looking at the purpose of History and key skills necessary for History such as chronology, research, source skills and critical thinking.</p> <p>Students learn about religion through time thematically as a way of understanding the story of our past.</p> <p>They learn to evaluate sources through an evaluation of the dissolution of the monasteries and Mary I’s reign.</p> <p>Assessments are based on GCSE style questions in order to prepare students for History at a higher level.</p>
YEAR 8	<ul style="list-style-type: none"> ● Changing Nature of Warfare. ● The Year 8 Curriculum is thematic, covering war and warfare from Roman times to the present day. ● The topic focuses on war and warfare over time, looking at changes and continuity in the development of technology, as well as the causes and consequences of war. ● Black Peoples of the Americas. ● This topic covers the history of civil rights in America from the beginnings of slavery in the 18th century to the present day. ● Project Based Learning – ‘How important was Martin Luther King to the civil rights movement?’ 	<p>Students continue to learn thematically, revisiting some of the historical periods covered in Year 7 to reinforce their understanding of chronology.</p> <p>They continue to evaluate sources, such as an assessment of Field Marshall Haig at the Battle of the Somme.</p> <p>Assessments are based on GCSE style questions in order to prepare students for History at a higher level.</p>
YEAR 9	<ul style="list-style-type: none"> ● Power and Protest. ● The Year 9 Curriculum is thematic, covering the history of protests against power from the Roman times to the present day. ● The topic is closely linked to one section of the GCSE curriculum, focusing on ordinary people and how they have challenged the status quo. Causes and consequences of protests, as well as the changing nature of protests are studied. ● Project Based Learning – ‘How important were the Suffragettes in the granting of votes for women?’ ● Project Based Learning (local history) - ‘How important were the railways to the development of Blackpool as a holiday resort?’ 	<p>Students continue to learn thematically, revisiting some of the historical periods covered in Year 7 and Year 8. This further reinforces their understanding of chronology.</p> <p>They continue to evaluate sources, such as assessment on the causes of the Pilgrimage of Grace.</p> <p>Assessments are based on GCSE style questions in order to prepare students for History at a higher level.</p>
ICT &	CONTENT	APPROACHES

Computing		
YEAR 7	<p>Learners will cover online safety, using web 2.0 technologies to create and share content, they will learn about encryption and security in computing, they will create and publish podcasts. Learners will also learn about and utilise computer programming through Microsoft's Kodu along with basic computer architecture. Learners will also learn about spread sheets and models as well as producing content for specific audiences through two Project Based Learning units.</p>	<p>Learners will cover the digital literacy area of the computing curriculum and focus on developing 21st century learner skills. Allowing learners to utilise their mobile technology and use ICT effectively in their other subjects.</p>
YEAR 8	<p>Learners will cover programming using command line languages and flowcharts to solve and model problems. Learners will also further explore spreadsheet models and a Game Time unit which focuses on creating documents for an audience and purpose. Learners will explore the structure of the internet and security and the impact of DRM and copyright and have an understanding of binary data and how it is stored in computers. Learners will also explore a problem and present their findings in a Project Based Learning unit building on their ICT and research skills.</p>	<p>Learners will further develop their programming knowledge and expertise as they cover a computing curriculum, with the main focus on problem solving and providing solutions to problems.</p>
YEAR 9	<p>Learners will cover a range of projects using a variety of programming languages including, SMALL Basic, Scratch, Visual Studio and APP Maker, culminating in them solving a range of problems in several languages. Learners will understand how computers store data for images and sound. Learners will study and create databases and write scripts to perform certain tasks. Learners will develop HTML and website creation skills and explore the issue of Artificial Intelligence in a Project Based Learning unit.</p>	<p>Learners will further strengthen their programming knowledge and expertise using new languages and software to solve a variety of problems, allowing them to become competent programmers</p>

IP	CONTENT	APPROACHES
YEAR 7/ 8	<p>IP – Content year 7/8</p> <p>Students study various projects that combine core subjects and creative subjects with a strong emphasis on literacy. Students will study the wonders of the world and disasters. There is also scope for a PBL on fire both from a disaster and also scientific view. Eg students will study fire disasters but also look at the science of fire and the geography of fire by studying volcanoes. Within the wonders of the world element there is also time to study some of the religions of the world that are linked to the various countries studied.</p> <p>To raise students reading scores, they have access to a reading wise programme. This is done entirely online and has proved to be instrumental in boosting literacy scores.</p> <p>IP also has a creative aspect with students doing Art work with two specialist members of staff.</p>	<p>Approaches</p> <p>Students tend to work in groups for the PBL's as class sizes are small and conducive to shared learning.</p> <p>Students also have full access every lesson to laptops and ipads which are used for research purposes but also allows them to work with the reading wise programme.</p> <p>Students are also withdrawn during these sessions to allow them 1:1 support with more intensive literacy and numeracy intervention.</p>
Mathematics	CONTENT	APPROACHES
YEAR 7	<p>The aim in year 7 is to ensure that all students have a firm grounding in arithmetic, algebra, geometry, measures, statistics and probability. Topics covered include;</p> <ul style="list-style-type: none"> • Unit 1 – Number and calculations (powers and roots, factors and multiples, prime numbers, BIDMAS, negative numbers) • Unit 2 - Geometry (symmetry, properties of 2D/3D shapes, perimeter, area and volume, polygons, angles) • Unit 3 – Fractions and Percentages (four operations with fractions, percentage of an amount, percentage increase/decrease) • Unit 4 – Algebra (simplifying expressions, expanding brackets, solving equations, function machines) • Unit 5 – Statistics (averages from a list/table, construct and interpret statistical diagrams, scatter graphs) • Unit 6 – Probability (language of probability, listing outcomes, probability of single events, sample space diagrams, theoretical and experimental probability, two-way tables) 	<p>All pupils follow the National Numeracy Framework. Pupils are initially placed into sets according to ability using Key Stage 2 levels and CAT test results. The class groupings are reviewed regularly through continuous assessment and formal testing.</p> <p>Schemes of work are differentiated to enable all students to make progress. Class teachers use a variety of engaging resources alongside interactive software programmes, such as mymaths, manga high and timestable rockstars. The maths department encourages students to work independently and collaboratively using various teaching strategies.</p>
YEAR 8	<p>In Year 8 we continue to build and develop subject knowledge in the areas mentioned above. Further topics covered include;</p> <ul style="list-style-type: none"> • Unit 1 – Number and calculations (substitution, standard form, rounding) • Unit 2 – Geometry (transformations, area and circumference of circles, constructions, bearings) • Unit 3 – Ratio, Proportion and Percentages (simplifying ratio, dividing in a given ratio, direct and inverse 	

	<p>proportion, using multipliers, compound percentages)</p> <ul style="list-style-type: none">• Unit 4 – Algebra (index laws, factorizing expressions, formulae, straight line graphs)• Unit 5 – Statistics (scatter graphs, mean from grouped frequency tables, cumulative frequency diagrams)• Unit 6 - Sequences (recognizing and continuing sequences, generating sequences, finding/using the nth term)	
	<p>In Year 9 we begin to introduce more complex topics as we start the GCSE course. Topics covered include;</p> <ul style="list-style-type: none">• Properties of integers• Collecting, interpreting and analysing data• Working with fractions• Working with decimals• Properties of 3D shapes,• Area and perimeter• Angles• Algebra• Standard form	

MFL	CONTENT	APPROACHES
<p>YEAR 7</p>	<p>Spanish</p> <p>Unit 1: Yo & Mi familia</p> <p>Personal descriptions of self and family, including physical and personality descriptions.</p> <p>Grammar: adjective agreement, the verbs ser (to be) and tener (to have).</p> <p>Cultural topic: La Navidad (Christmas in Spain)</p> <p>Unit 2: Mi instituto</p> <p>School subjects, a description of your teachers, school building and the timings of your school day, including giving opinions on all of these.</p> <p>Grammar: adjective agreement, the verbs ser (to be) and tener (to have), present tense of regular verbs, comparative adjectives, the Spanish verb gustar and similar verbs.</p> <p>Unit 3: Mi tiempo libre</p> <p>Sports and free time activities, weather, clothing.</p> <p>Grammar: adjective agreement, the verbs ser (to be) and tener (to have), present tense of regular verbs, comparative adjectives, the Spanish verb gustar and similar verbs, the verb hacer (to do), the immediate future tense.</p>	<p>Pupils will learn grammar in depth and develop their vocabulary and skills in the four main areas of listening, reading, speaking and writing. They will acquire the skills of translation and increase their knowledge of the culture of the Spanish-speaking world through using authentic materials and texts, including literary texts. Pupils will be assessed both formatively and summatively on all four skills areas.</p>
<p>YEAR 8</p>	<p>French</p> <p>Unit 4: Mon temps libre</p> <p>Sports and free time activities, weather, clothing.</p> <p>Grammar: adjective agreement, the verbs être (to be) and avoir (to have), present tense of regular verbs, comparative adjectives, verbs of opinion, the verb faire (to do), the verb aller (to go) and the immediate future tense.</p> <p>Unit 5: Ma maison</p> <p>Description of current, future and ideal house, talking about what household chores you do.</p> <p>Grammar: re-cap of all Year 7 grammar, prepositions, the verb il y a, the modal verb devoir (to have to), the conditional tense</p>	<p>Pupils will continue to learn grammar in depth as well as revisiting the grammar learned during Year 7 and will further develop their vocabulary and skills in the four main areas of listening, reading, speaking and writing. They will acquire the skills of translation and increase their knowledge of the culture of the Spanish-speaking world through using authentic materials and texts, including literary texts. Pupils will be assessed both formatively and summatively on all four skills areas.</p>

	<p>Unit 6: Ma ville</p> <p>Description of current, future and ideal town, talking about what activities you can do there, giving and understanding directions, asking someone to go somewhere in your town.</p> <p>Grammar: as above, on peut + infinitive, introduction to the past tense (upper sets only)</p>	
<p>YEAR 9</p>	<p>SPANISH</p> <p>Unit 7: Mis vacaciones</p> <p>Describe your holidays (country, mode of transport, accommodation, activities, weather) in past, present, future & conditional tenses, giving opinions on all aspects, to be able to buy transport tickets, make a reservation for accommodation and make enquiries at the tourist office</p> <p>Grammar: simple future tense</p> <p>Unit 8: Todo sobre mi vida</p> <p>To be able to say what mobile phones are used for, describe music/film/TV preferences & habits in past, present, future & conditional tenses, understand a TV guide, write a film review and buy cinema tickets.</p> <p>Unit 9: Mi vida sana</p> <p>To be able to talk about your daily routine, diet and food preferences, order food/drink in a café/restaurant, buy food at a market, talk about what you do/should do to stay healthy, talk about any illness you may have, procure medicine at the chemist</p>	<p>Pupils build on the grammar and vocabulary knowledge acquired through Years 7 & 8, continuing to hone and develop skills in listening, reading, speaking and writing. They will begin to look more closely at the specific skills required to undertake GCSE language study, including producing extended pieces of writing containing references to multiple time frames and practising speaking about a wide variety of topics as well as further developing their skills in role play language.</p>

Music	CONTENT	APPROACHES
YEAR 7	<ul style="list-style-type: none"> • Notation and Musical Elements <i>This module introduces pupils to musical notation and how to perform pieces of music whilst reading notation fluently. Pupils will perform various pieces of music in groups and become familiar with the concept of ensemble work, as well as learning about the Elements of Music.</i> • Voiceworks <i>This module introduces pupils to vocal performance techniques and using the voice properly to sing. Pupils will study rounds and part songs and perform in class ensembles and smaller groups.</i> • Pitch and The Orchestra <i>This module focuses on one of the elements of music, pitch, and works on developing critical listening skills. Pupils will learn about the instruments of the orchestra whilst developing their ability to read and write musical notation</i> • Keyboards and Performance <i>This module further develops pupils' music reading skills and further works on performing from notation. However, pupils will learn how to independently manage their rehearsal time whilst working in smaller ensembles.</i> • Pentatonic March <i>In this module, pupils look at developing their compositional skills. Pupils will create a piece of music based around the pentatonic scale and perform it in small ensembles.</i> • BBC 10 Pieces Analysis <i>In this module, pupils will study a set work from the BBC 10 pieces repertoire and develop musicology skills in analysis. They will be able to comment on how a melody sounds and the mood of the music, as well as identify instruments of the orchestra.</i> 	<p>Pupils in year 7 receive a varied approach to music involving practical performances within groups and individually. They learn varied approaches to composing music which is performed and recorded. They will also listen to a wide range of different styles of music and be able to comment on different aspects of the piece.</p>
YEAR 8	<ul style="list-style-type: none"> • African Drumming <i>In this topic pupils will have an introduction to music from Africa and how the cultural difference creates a different genre of music to Western music. Pupils will improve on their rehearsal technique and will perform from notation when composing their own piece of African Drumming music</i> • Popular Music <i>In this topic pupils will look at the popular song, and how a song is created. Pupils will then learn how to perform the various parts of a song at the keyboards, building up to a group performance of a set piece of music.</i> • BBC 10 Pieces Performance <i>In this topic pupils will study one of the BBC ten pieces, and put together a class performance of a set work. Pupils will build up knowledge of Western Classical music throughout the module also through listening to similar pieces of music.</i> 	<p>Pupils in year 8 will experience a cultural introduction to music, whilst also developing key skills from year 7. They learn varied approaches to composing music which is performed and recorded. They will also listen to a wide range of different styles of music and be able to comment on different aspects of the piece.</p>

<p>YEAR 9</p>	<p>Year 9 is a mini-GCSE and will focus on the three areas of the GCSE specification: Appraisal, Composition and Performance</p> <ul style="list-style-type: none"> <p>History of Western Music</p> <p><i>Pupils will learn how to appraise and perform various pieces of music whilst looking at the different styles of music throughout the history of Western Classical music, starting with Medieval Plainchant and finishing with Serialism and Expressionism. Aspects of music theory aimed at building up pupils to a GCSE standard will also be covered.</i></p> <p>Stomp</p> <p><i>Pupils will learn about different musical textures and apply them through composition and performance. Pupils will also develop rehearsal and ensemble skills to create a detailed and creative composition</i></p> <p>Musical Technology</p> <p><i>In this topic pupils will be introduced to music technology, through Sibelius notation software and music sequencing software. Pupils will learn how to notate musical ideas effectively and develop them in a creative, musical manner, developing compositional skills further in preparation for GCSE music.</i></p> 	<p>Year 9 students who have opted to take music start investigating performing, Composing and listening and appraising at a deeper level. Students learn how to develop their music skills and theory through varied projects. Music technology and recording techniques are mastered through the recording studio. Theoretical, cultural and historical knowledge are built upon to inform compositions.</p>
----------------------	--	---

PE	CONTENT	APPROACHES
YEAR 7	<p>The PE department offer activities in which the concept of success is to overcome an opponent or opponents in a face-to-face competition. Opponents can directly affect each other's performance and the key is to outwit the opposition. At St Mary's we deliver Handball, Volleyball, table tennis, netball, football, rugby & athletics.</p> <p>In year 7 students will also explore traditional dances from around the world and this will be done through Project based learning.</p> <p>All students will experience a number of fitness related activities in which success is related to improving feelings of health, fitness and wellbeing.</p>	<p>At St Mary's PE helps pupils develop personally and socially. They work in a variety of different ways such as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. Students are encouraged to take on different roles and responsibilities which include leadership, coaching and officiating. Through the range of experiences that PE at St Mary's offers, students learn how to be effective in competitive, creative and challenging situations centered round the Academy's 5 R's.</p> <p>As an extension of students learning the department offers a wide and varied extra curriculum programme.</p>
YEAR 8	<p>The PE department offer activities in which the concept of success is to overcome an opponent or opponents in a face-to-face competition. Opponents can directly affect each other's performance and the key is to outwit the opposition. At St Mary's we deliver Handball, Volleyball, table tennis, netball, football, rugby & athletics.</p> <p>All students will experience a number of fitness related activities in which success is related to improving feelings of health, fitness and wellbeing.</p>	<p>At St Mary's PE helps pupils develop personally and socially. They work in a variety of different ways such as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. Students are encouraged to take on different roles and responsibilities which include leadership, coaching and officiating. Through the range of experiences that PE at St Mary's offers, students learn how to be effective in competitive, creative and challenging situations centered round the Academy's 5 R's.</p> <p>As an extension of students learning the department offers a wide and varied extra curriculum programme.</p>
YEAR 9	<p>The PE department offer activities in which the concept of success is to overcome an opponent or opponents in a face-to-face competition. Opponents can directly affect each other's performance and the key is to outwit the opposition. At St Mary's we deliver Handball, Volleyball, table tennis, netball, football, rugby & athletics. In year 9 students will also explore dance based on the Academy's drama production this will be done through Project based learning.</p> <p>All students will experience a number of fitness related activities in which success is related to improving feelings of health, fitness and wellbeing.</p>	<p>At St Mary's PE helps pupils develop personally and socially. They work in a variety of different ways such as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. Students are encouraged to take on different roles and responsibilities which include leadership, coaching and officiating. Through the range of experiences that PE at St Mary's offers, students learn how to be</p>

		<p>effective in competitive, creative and challenging situations centered round the Academy's 5 R's.</p> <p>As an extension of students learning the department offers a wide and varied extra curriculum programme.</p>
--	--	--

<u>Religious Studies</u>	CONTENT	APPROACHES
YEAR 7	<ul style="list-style-type: none"> Church hierarchy is studied, incorporating the role of the Pope, Cardinals, Archbishops, Bishops, Priests, Deacons and the laity. There is a study on Parish and Diocese. (This is taken from the Y8 SoFL and needs to be copied from that section) 	<p>Students are encouraged to work independently and collaboratively during RE lessons. A number of thinking tools are used in the department such as graphic organisers, 'Kipling Questions' and SCAMPER charts. The department ensures levels are of high cognitive challenge by teaching SOLO taxonomy explicitly to students so they know how to progress in RE. All lessons are differentiated using SOLO. For more reflective topics, an experiential approach is sometimes used.</p>
YEAR 8	<p>Students study a module on Liberation theology where they are invited to explore Catholic social justice. The students will learn about work involved in rehabilitating drug addicts as well as the reform of citizens who find themselves in prison. There is also a series of lessons promoting Catholic beliefs in racial harmony and how students might live out this teaching in our local community. The students will also explore Relationships and Sex Education (RSE) by looking at the home as our 'Domestic Church' and emphasizing the important role of the family in our Catholic Faith.</p>	<p>Students are encouraged to work independently and collaboratively during RE lessons. A number of thinking tools are used in the department such as graphic organisers, 'Kipling Questions' and SCAMPER charts. The department ensures levels are of high cognitive challenge by teaching SOLO taxonomy explicitly to students so they know how to progress in RE. All lessons are differentiated using SOLO. For more reflective topics, an experiential approach is sometimes used.</p>
YEAR 9	<p>Students explore the concept of the Trinity through the story of Pentecost and how the Holy Spirit works in the world today. There is a study on how the Church is a 'prophetic voice' with particular reference to the teachings of Pope Francis.</p>	<p>Students are encouraged to work independently and collaboratively during RE lessons. A number of thinking tools are used in the department such as graphic organisers, 'Kipling Questions' and SCAMPER charts. The department ensures levels are of high cognitive challenge by teaching SOLO taxonomy explicitly to students so they know how to progress in RE. All lessons are differentiated using SOLO. For more reflective topics, an experiential approach is sometimes used. In Year 9 there is an extra focus on scripture ahead of the GCSE.</p>

Science	CONTENT	APPROACHES
Year 7	Unit 1: Cells, reproduction and interdependence Unit 2: Motion and forces Unit 3: Particles and solutions Unit 4: Fit and Healthy	Students in Year 7, 8 and 9 are following a Scheme of Learning that will prepare them for the new GCSE exams. The differentiated Scheme of Learning is based on the new Key Stage 3 Programme of Study and the “Big Ideas about Science” study. Each unit has been specifically designed to increase the level of challenge for each student. Students will be provided with opportunities to develop as independent and interdependent learners. Each unit has a Working Scientifically focus so that students develop the skills required by a Scientist as well as the knowledge. Students will be assessed using ALFIE software throughout Year 7, 8 and 9. At the end of Year 9 the students will sit a written “GCSE ready” exam Science paper.
Year 8	Unit 1: Chemical reactions Unit 2: Material and Energy Cycles Unit 3: Waves	
Year 9	Unit 1: Genetics Unit 2: Periodic Table Unit 3: Energy Unit 4: Electricity	