

Year 7 Progression Maps

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Introduction

*The Chestnut Grove curriculum provides a **rigorous, knowledge-rich, transformational** education, encapsulated through our PROUD (Positive, Resilient, Open-minded & Determined) values, which prepares our students to **succeed at university, thrive in employment and lead fulfilling lives**. It is the embodiment of our ethos of a creative learning community, which marries traditional with dynamic approaches to teaching and learning.*

Dear Families

At Chestnut Grove, we are very **PROUD** of our curriculum, and the content that we cover over the seven years that students stay with us. In Key Stage 3, this content is carefully chosen so that students can acquire new knowledge and skills and build on what they have already learned. We know that revisiting subject content is just as important as introducing new ones, and our curriculum aims to prepare students of all ages to continue to widen their knowledge and understanding. This is of course important for examinations, but goes so much beyond school – we are preparing you for life!

The progression maps in this booklet give a detailed breakdown of the most important knowledge and skills that students will learn throughout the year. At the beginning of each unit of work, teachers will share the relevant section of the progression map and will continue to refer to it throughout the unit, using a range of different assessment strategies to make sure that learning is secure.

The **secure knowledge and skills** are everything that we expect students to be able to demonstrate in a particular unit. This is this is the knowledge and skill that will lead students to success in their future lives. We know also that many of our students should be continually stretching and challenging themselves, which is why we have thought carefully about the **expert knowledge and skills** that our most able students should be able to demonstrate in each unit.

Each subject has also shared the **assessed pieces** of work for each unit. These pieces of work will be deep marked and used to monitor students' overall attainment at different intervals throughout the year.

We hope that you find these progression maps a useful reference tool when you are talking to your child about the work that they are completing and the learning that they are experience every day.

Richard Cheesbrough
Deputy Headteacher
Chestnut Grove Academy – A Creative Learning Community



WANDLE
TRUST

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Academy



English	Science Fiction and Creative Writing	The Novel	Poetry	A Midsummer Night's Dream	Writing Inspired by Shakespeare	Dickens and Speeches		
Maths	Algebra: The Language of Mathematics	Number: The Fundamental Theorem of Arithmetic	Geometry: Reasoning in Geometry	Fractions and Probability	Probability	Perimeter and Area		
Science	Cellular basis of Life	Health and Disease	Particles and Structure	Substance and Properties	Forces and Motion	Space and Beyond		
French	Greetings	Family	Where I live	Places in town	Routine	Leisure activities		
Spanish	Greetings	School	Family	Where I live	Free time	Places in town		
History	Why did William win the BOH?	Was there more change than community in England after the Normans conquered?	Which event led to the biggest loss of power for Medieval Kings and Queens?	Which source tells us most about Medieval Mali?	Why did people travel so far to fight for their religion?	How justified is Martin Luther's 'national hero' status?	Did Martin Luther transform England too?	Why was the world expanding in the 16 th and 17 th centuries?
Geography	What skills do I need as a geographer?	Where is the geography in London?	What makes a city liveable?	How does water shape life and landscapes?	Why does world weather vary?	Is Australia's future bright?		
PBE	What is PBE?	Sikhism	Buddhism	Indigenous religions and cultures	Being human	Judaism		
PE	Competence		Confidence		Knowledge and Understanding	Motivation		
Art	Patterns in Nature			Environment				
Design Technology	Healthy café promotion		Cooking and nutrition		Blockbots	Snack themed soft pillows		
Music	Inter House	Intro to Ableton	Keyboard Skills	Instruments of the Orchestra	Ukulele	Classical remix		
Drama	Ancient Greek Theatre	Antigone	Physical Theatre	Commedia dell'arte	Live Theatre Review	Missing Person		

English

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 3 Vocabulary
Unit 1: Science Fiction Creative and Transactional Writing	<p>I can:</p> <ul style="list-style-type: none"> - Write appropriately to genre/form using appropriate conventions - Clearly structure writing to fit appropriate genre/form - Using paragraphing correctly - Use a range vocabulary which fits genre/form 	<p>I can:</p> <ul style="list-style-type: none"> - Adapt writing skilfully (using the conventions of genre/form) and considering the effect on the reader - Structure writing sophisticatedly to achieve a specific purpose and/or effect - Use paragraphing for a specific purpose or effect - Use a range of ambitious vocabulary which fits genre/form 	<p>First piece: Creative writing based on the sci-fi– short story focusing on structure</p> <p>Final: Transactional/ non-fiction based on the sci-fi genre focusing on writing to form and purpose</p>	<ul style="list-style-type: none"> - Genre - Protagonist - Narrative - Conventions - Characterisation - Setting - Dystopia - Atmosphere
Unit 2: The Novel	<p>I can:</p> <ul style="list-style-type: none"> - Plan and structure a clear essay on a character - make clear points about character using quotations from the text - explain what quotations are telling the reader about character 	<p>I can:</p> <ul style="list-style-type: none"> - plan and structure a coherent essay on a character - provide a range of interpretations of how the character is presented - begin to embed quotations in my writing - link my explanations to the writer’s intentions 	<p>Autumn Interim Exam: Creative writing based on the novel focusing on overall structure</p> <p>Final: essay on a character in the novel (AO1)</p>	<ul style="list-style-type: none"> - Antagonist - Quotations - Voice - Symbol - Imagery - Themes - Writer’s intentions
Unit 3: Poetry	<p>I can:</p> <ul style="list-style-type: none"> - explain the meaning of a poem - pick out quotations which support the reading I have of a poem - find the poetic techniques which writers have used - analyse the effect of the techniques 	<p>I can:</p> <ul style="list-style-type: none"> - Explain the meaning of a poem, whilst recognising alternative readings - Pick out a range of appropriate quotations - Find sophisticated poetic techniques e.g. rhyme, meter - Analyse the effect of the poem’s language and structure techniques 	<p>First piece: short analysis of a poem studied in class</p> <p>Final: essay analysing a poem studied in class</p>	<ul style="list-style-type: none"> - Metaphor - Imagery - Simile - Stanza - Form - Speaker - Tone
Unit 4: Shakespeare A Midsummer Night’s Dream	<p>I can:</p> <ul style="list-style-type: none"> - Plan and structure a clear essay on a sophisticated theme - make clear points about the theme using quotations from the text - explain what quotations are telling the audience about the theme 	<p>I can:</p> <ul style="list-style-type: none"> - Plan and structure a coherent essay on a sophisticated theme - provide a range of interpretations of how the theme is presented - begin to embed quotations in my writing - link my explanations to Shakespeare and his intentions 	<p>First piece: mini-essay on a theme in the play</p> <p>Final: full essay on a theme in the play</p>	<ul style="list-style-type: none"> - Elizabethan - Soliloquy - Meter - Dramatic Irony - Comedy - Dramatic conventions
Unit 5: Writing Inspired by Shakespeare	<p>I can:</p> <ul style="list-style-type: none"> - Use a range of sentence structures - Use a range of correctly spelt vocabulary - Use a range of punctuation - Use a range of literary techniques to create powerful description 	<p>I can:</p> <ul style="list-style-type: none"> - Use a range of sophisticated sentence structures for effect - Use a range of ambitious vocabulary which is spelt correctly - Use a range of sophisticated punctuation e.g. semi-colon, colon 	<p>First piece: creative writing description based on <i>A Midsummer Night’s Dream</i></p> <p>EOY Exam: Poetry – analysis of an unseen poem</p>	<ul style="list-style-type: none"> - Perspective - Third person (limited) - Third person (omniscient) - Dual narrative - Simple / Compound / Complex

		- Use a range of sophisticated literary techniques e.g. synaesthesia		
Unit 6a: Dickens (same as unit 5) Unit 6b: Speeches	I can: <ul style="list-style-type: none"> - Structure a speech to engage an audience - Use persuasive techniques in a speech - Support my argument with examples - Use appropriate style, tone and performance skills. 	I can: <ul style="list-style-type: none"> - Structure a speech on a sophisticated topic to engage an audience - Use a range of ambitious persuasive techniques in my speech - Support my argument with sophisticated and discerning examples - Perform my speech to a high standard without detailed prompts, using sophisticated performance strategies. 	First piece: creative writing description based on Dickens Final: Speech on a topic of your choice	<ul style="list-style-type: none"> - Rhetorical devices - Ethos - Pathos - Logos

How are you assessed in English?

You are assessed through a mixture of self and peer assessment using criteria taken from the progression maps, with more formal assessment through pieces of extended writing: essays on literary texts, and your own expressive writing (fiction and non-fiction). The Autumn Interim exam and End of Year exam will be completed in exam conditions. Other assessed pieces may be completed in lesson time or as home learning.

What we expect students to do:

- To have a reading book with them in school every day, and to read silently in guided reading lessons.
- To engage actively with reading and directed discussion about texts in lessons.
- Engage in all feedback lessons, thoughtfully completing all directed improvement tasks such as redrafting part of a paragraph.
- Hand in all home learning on time and to best of their ability.
- Self and peer assess work when relevant.
- To take pride in their books, following the presentation policy and keeping all handouts tagged or stuck neatly into books.

What we expect teachers to do:

- Give feedback on two extended pieces of work per half term.
- Address ways to improve through a feedback lesson after the first piece of extended writing.
- Correct inaccuracies
- Ensure students are target setting in feedback lessons and making annotations and/or improvements to work
- Mark SPAG and other grammatical features.

Maths

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
Unit 1: Algebra The Language of Mathematics	I can: <ul style="list-style-type: none"> - Use algebraic abbreviations. - Make sense of algebra - Substitute values - Simplify algebraic expressions. - Multiply across brackets. - Use index notation. - Work with negative numbers - Graph tables of values - Graph involving directed number. - Simplify expressions with directed numbers. - Use inverse operations to solve equations. 	I can: <ul style="list-style-type: none"> - Apply all the secure knowledge and skills. - Find HCF of algebraic expressions. - Use HCF to simplify algebraic fractions. 	Assessed homework. Post-learning assessment	<ul style="list-style-type: none"> - Coefficient - Expression - Expanded form. - Simplify. - Substitute. - Terms. - Like terms. - Constant term. - Variable
Unit 2: Number The Fundamental Theorem of Arithmetic	I can: <ul style="list-style-type: none"> - Apply the order of operations to whole numbers. - Apply the properties of addition and multiplication to whole numbers. - Recognise special sets of whole numbers. - Use divisibility tests to decide if a number is a factor of another. - Find all factors of a whole number. - Express a number as a product of its prime factors. - Find the Highest Common Factor of a pair of numbers (HCF) - Find the Lowest Common Multiple of a pair of numbers (LCM) - Use HCF to simplify fractions. - Square an integer and find the square root of a square number 	I can: <ul style="list-style-type: none"> - Apply all the secure knowledge and skills. - Estimate square and cube roots. - Use the HCF to simplify algebraic fractions. - Use the LCM to add and subtract algebraic fractions. 	Interim exam. Assessed homework.	<ul style="list-style-type: none"> - Composite numbers - Integer - Identity - Prime numbers - Product - Triangle numbers
Unit 3: Geometry Reasoning in Geometry	I can: <ul style="list-style-type: none"> - Name an angle. - Measure an angle. - Draw an angle. - Use adjacent, complementary, supplementary angles to workout missing angles. - recognise corresponding, alternate, and co-interior angles formed when a transversal crosses a set of parallel lines. - identify parallel lines. - apply angle facts to find missing angles? - apply angle facts to deduce properties of familiar shapes. - apply angle facts to find missing angles in a triangle. - solve problems involving equilateral and isosceles triangles. - solve problems involving angles. 	I can: <ul style="list-style-type: none"> - Apply all the secure knowledge and skills. - Apply angle facts to form and solve equations. 	Assessed homework. Post-learning assessment	Adjacent Angles Complementary Angles Supplementary Angles Parallel lines Alternate Angles Co-interior Angles Corresponding Angles

Unit 4: Fractions and Probability	I can: <ul style="list-style-type: none"> - Add and subtract fractions. - Multiply and divide fractions. - Apply the four operations to mixed numbers. - Find the fraction of a quantity. - Convert percentages to fractions to decimals. - Find the percentage of a quantity. - Express one quantity as a percentage of another - Solve problems involving fractions and percentages. - Use the language of chance. - Understand the chance of success. - Find the probability of simple events. 	I can: <ul style="list-style-type: none"> - Apply all the secure knowledge and skills. - Find the compliment of a given event 	Assessed homework. Post-learning assessment Assessed homework. End of year exam.	Certain Chance Complementary event Event Impossible Probability
Unit 5: Area and perimeter	I can: <ul style="list-style-type: none"> - Find the perimeter of compound shapes. - Find the perimeter of common shapes where the side lengths are algebraic expression. - Find the area of squares and rectangles. - Find the area of rectangles given the perimeter. - Find the area of a triangle. - Find the area of a parallelogram. - Find the area of a trapezium by dividing it into two triangles. - Find the area of a kite by dividing it into two triangles. - Find the area of a compound / complex shapes. - Find the perpendicular height given the area of common shapes. 	I can: <ul style="list-style-type: none"> - Apply all the secure knowledge and skills. - Investigate solids to find Euler's Formula. - Find the surface area of common prisms and pyramids. 	Assessed homework. End of year exam.	<ul style="list-style-type: none"> - Dimensions - Triangles o Equilateral o Isosceles o Scalene o Right-angles - Quadrilaterals o Rhombus o Trapezium o Kite - Perpendicular height - Solids

How are you assessed in Maths?

You are assessed through one assessed homework and one written assessment each half term.

What we expect students to do:

- Engage in assessment feedback lessons using the bespoke feedback sheets to improve performance in future assessments.
- To self-identify targets and strengths after each assessment
- Self and peer assess work when relevant for example in vocabulary tests in class and listening and reading comprehension activities.

What we expect teachers to do:

- To mark all assessments giving targeted feedback and corrections to be completed in class.

Science

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
Unit 1: Cellular basis of Life	<p>I can:</p> <ul style="list-style-type: none"> - Use a light microscope and record observations. - Identify sub-cellular structures - Link the cell shape and size to their function - Describe the differences between single cellular and multicellular organisms - Distinguish between cells, tissues, organs and organ systems - Describe how muscles work to move bones, including antagonistic muscles. - Describe aerobic respiration 	<p>I can:</p> <ul style="list-style-type: none"> - Use ideas about cells and structures to explain why a cell is living. - Explain how some molecules can enter and leave a cell by diffusing through the cell membrane - Explain what substances cells require to stay alive - Describe the presence and roles of muscles in organs and organ systems. - Explain why heart rate increases when we exercise. - Describe the process of photosynthesis. - Apply understanding of photosynthesis and cellular respiration to explain when and why they take place in plants. 	<p>Cellular basis of life 6-mark question</p> <p>Interim assessment</p>	<p>Cells, Unicellular, Multicellular, Cytoplasm, Cell membrane, Nucleus, Mitochondria, Ribosome, Cell wall, Chloroplast, Permanent vacuole, Magnification, Resolution, Tissues, Organs, Organ System, Digestion, Tongue, Teeth, Saliva, Oesophagus, Stomach, Liver, Pancreas, Enzymes, Hydrochloric Acid, Bile, Small intestine, Large intestine, Diffusion, Lungs, Bronchi, Bronchioles, Alveoli, Gas exchange, Diffusion distance, Surface area, Leaf, Chlorophyll, Photosynthesis, Glucose, Starch, Iodine, Biomass, Carbohydrate, Protein, Fat (lipids), Magnesium ion, Nitrates, Phosphates, Aerobic respiration, anaerobic respiration, lactic acid</p>
Unit 2: Health and Disease	<p>I can:</p> <ul style="list-style-type: none"> - Identify factors associated with good and ill physical health in humans, other animals, and plants. - Identify factors associated with good and ill mental health in humans. - Recall that the good health of all organisms can be compromised by diseases. - Recall that diseases can be caused by germs, lifestyle, environment or information in the genome. - Explain what humans need in their diet and why. - Identify short-term and long-term effects of exercise on the human body. - Recall that 'germs' are disease-causing microorganisms also known as pathogens, including bacteria, fungi and viruses. 	<p>I can:</p> <ul style="list-style-type: none"> - Distinguish between infectious and non-infectious diseases. - Explain that medicines, including antibiotics, can be used to treat the cause or symptoms of some diseases. - Use ideas about risk to explain how a person's lifestyle, including their diet and how active they are, can affect their health. - Recognise that not all microorganisms cause ill health. - Explain simply how pathogens cause symptoms of ill health. 	<p>Health 6-mark question</p> <p>Interim assessment</p>	<p>Mental health, physical health, disease, agent of disease, infectious, non-infectious, cause, effect, protein, carbohydrate, fat (lipids), water, minerals, vitamins, Diabetes, Heart disease, Obese, Anorexia, BMI, Diet, Cardiovascular, Microorganism, Fungi, Bacteria, Virus, Protist, Pathogen, Microbiome</p>
Unit 3: Particles and Structure	<p>I can:</p> <ul style="list-style-type: none"> - Describe the arrangement and movement of particles in a substance in the solid, liquid and gas states. - Use the particle model to describe and explain solutions. - Distinguish particle diagrams for elements, mixtures and compounds. - Recognise a chemical formula. - Use particle diagrams to represent the reactants and products of a reaction between elements. - Select the word equation that correctly represents the chemical reaction described. - Describe where in a liquid evaporation takes place. - Distinguish boiling from evaporation. - Describe the structure of the atom 	<p>I can:</p> <ul style="list-style-type: none"> - Use the particle model to explain the properties of substances in the solid, liquid and gas states. - Select an appropriate chemical formula for a given, simple, molecule. - Explain how scientists can design polymers with specific properties. - Explain observations of reactions in which elements combine in terms of a change in arrangement of atoms resulting in new properties. - Predict and explain conservation of mass during a chemical reaction. - Compare the particle and atomic models. 	<ul style="list-style-type: none"> - Particles and structure mid topic check 	<p>Solid, liquid, gas, solute, solvent, soluble, insoluble, dissolve, solution, solubility, atom, element, compound, melting, condensing, freezing, deposition, sublimation, conservation of mass, chemical change, evaporation, crystallisation, melting point, boiling point, word equation, symbol equation</p>

Unit 4: Substance and Properties	<p>I can:</p> <ul style="list-style-type: none"> - Identify if a material is a composite. - Use physical properties to distinguish metals from ceramics and polymers. - Describe how a chemical substance has a characteristic melting and boiling point and can exist in different states. - Distinguish soluble and insoluble substances in the solid state through observation - Interpret a chromatogram - Link points on a solubility graph to macroscopic observations. - Compare acids and alkalis using the pH scale - Interpret the pH scale - Describe the trend in melting point or boiling point of elements 	<p>I can:</p> <ul style="list-style-type: none"> - Predict properties of a composite material based on the properties of the materials from which it is made. - Evaluate the advantages and disadvantages of different composite materials to make a specific object. - Explain how Changes of state may be used to separate solutions. - Predict observable changes following the cooling of a saturated solution. - Use trends in physical properties of elements to predict properties of unfamiliar elements. 	<p>- Substances and properties mid topic check</p>	<p>Composite, properties, tensile strength, metal, ceramic, electrical conductor, malleable, brittle, insulator, temperature, melting point, boiling point, solute, solvent, solution, mixture, dissolved, saturated, separation, chromatography, evaporation, distillation, acids, alkalis, neutralisation, physical, chemical.</p>
Unit 5: Forces and Motion	<p>I can:</p> <ul style="list-style-type: none"> - Describe what forces do to objects - Name everyday forces - Can use arrows to represent forces - Identify balanced and unbalanced forces - Can name energy stores - Calculate speed using a formula - Describe factors that affect drag - Articulate the difference between mass and weight 	<p>I can:</p> <ul style="list-style-type: none"> - Explain how unbalanced forces can change the motion of objects - Can calculate a resultant force - Describe the cause of friction and how it can be reduced - Can describe a sequence of energy transfers - Interpret distance time graphs - Describe the method of an experiment to find the speed of an object. - Calculate weight using a formula - Calculate a moment using a formula - Explain how objects can deform to balance a force 	<p>Low stake assessment End of year assessment</p>	<p>Forces, newtons, push, pull, turning, momentum, Gravity, Friction, Air resistance, electrostatic, tension, normal contact force, magnetic force, balanced, unbalanced, stationary, constant speed, acceleration, deceleration, mass, kilogram, weight, drag, pivot, lever, moment</p>
Unit 6: Space and Beyond	<p>I can:</p> <ul style="list-style-type: none"> - Can describe the solar system; what each object orbits, relative sizes and distances. - Explain what is meant by a year and a lunar month. - Describe the factors that affect gravity - Describe the Sun as a star and explain why it looks bigger and brighter than other stars - Describe how seasons affect day length, temperature and motion of the sun in the sky 	<p>I can:</p> <ul style="list-style-type: none"> - Describe how billions of stars can group together to form galaxies and how there are billions of galaxies in the universe. - Explain why with the naked eye only a few thousand stars can be seen in the night sky. - Explain in terms of the Earth's motion how seasons occur 	<p>Low stake assessment Space mid topic</p>	<p>Planet, moon, star, solar system, galaxy, comet, asteroid, orbit, day, night, season, gravity, mass, Milky way, mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune</p>

How are your assessed in Science?

What we expect students to do:

What we expect teachers to do:

History

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2&3 Vocabulary
Unit 1: Why did William win the BOH? Causation	<p>I can:</p> <ul style="list-style-type: none"> - explain why William won the BOH referring to the leadership, luck and tactics. - come to a judgement on why William won the BOH having explained the impact of the different reasons. - use my understanding of concepts like invasion and kingship to add to my explanations and help my judgement. - understand the concept of causation in relation to the causes of William's victory, and am beginning to understand how causation can be applied to other historical events. 	<p>I can:</p> <ul style="list-style-type: none"> - confidently explain why William won the BOH referring to and linking the impact of leadership, luck and tactics. - come to a well-supported judgement on why William won the BOH and I am starting to effectively explain the reasons for my decisions. - use my deep knowledge of concepts such as invasion and kingship to show my understanding of the nature of medieval society and develop my explanation and judgement. - I have a deep understanding of the concept of causation in relation to the causes of William's victory and can apply this understanding to other historical events. 	<p>Interim unit check-in</p> <p>Written essay: What was the main reason for William's victory at the Battle of Hastings?</p>	Invasion Medieval Kingship Saxons Vikings Normans Heir
Unit 2: Was there more change than continuity in England after the Normans conquered? Change and Continuity	<p>I can:</p> <ul style="list-style-type: none"> - explain points supporting both sides of the debate around whether England changed more after the Norman conquest or stayed the same, using key vocab and examples (evidence). - come to a judgement (decision) on whether there was more change or more continuity in England after the Norman Conquest using key vocab and examples (evidence). - use my understanding of concepts like control, culture and religion when making a decision about change or continuity. - use the concept of change and continuity to describe how England changed under the Normans, and I am beginning to understand how it can be applied to other historical events. 	<p>I can:</p> <ul style="list-style-type: none"> - confidently and sophisticatedly argue both sides of the debate around whether England changed more after the Norman conquest or stayed the same using, a range of vocab and well detailed and selected examples (evidence). - come to a well-supported judgement on whether there was more change or continuity and I am starting to explain the reasoning behind my decision with clarity. - use my deep knowledge and understanding of concepts like control, culture and religion to respond to my peers' arguments about the impact of the Norman Conquest. - I have a deep understanding of the concept of change and continuity, which I can use to describe the type and extent of change in Norman England. I can also apply this understanding to other historical events. 	<p>Interim unit check-in</p> <p>Class debate: There was more change than continuity in England after the Normans conquered.</p>	Conquest Feudal System Control Culture Barons Peasants Church
Unit 3: Which event led to the biggest loss of power for medieval Kings and Queens? Significance	<p>I can:</p> <ul style="list-style-type: none"> - explain the significance of the following events: the murder of Thomas Becket, the Magna Carta, the Peasants Revolt and Queen Matilda's challenge to the crown. - come to a judgement on which event had the most significance for who had power in Medieval England. - use my understanding of concepts like kingship, power, culture and challenge when making a decision about significance. - understand the concept of significance in relation to these events in Medieval England and am beginning to understand how I can 	<p>I can:</p> <ul style="list-style-type: none"> - confidently and sophisticatedly explain the significance of the following events, whilst making links between them: the murder of Thomas Becket, the Magna Carta, the Peasants Revolt and Queen Matilda's challenge to the crown. - come to a well-supported judgement on which event had the most significance for who had power in Medieval England and I am starting to explain the reasoning behind my decision with clarity. - use my deep knowledge and understanding of concepts like kingship, power, culture and 	<p>Interim unit check-in</p> <p>Judgement leaflet: Students produce a leaflet outlining the relative threat to the crown of the different people/events and make a decision on which led to the biggest loss of power for Medieval Kings and Queens.</p>	Challenge Parliament Gender Archbishop Revolt Charter Civil War

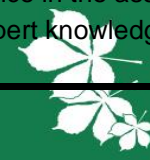
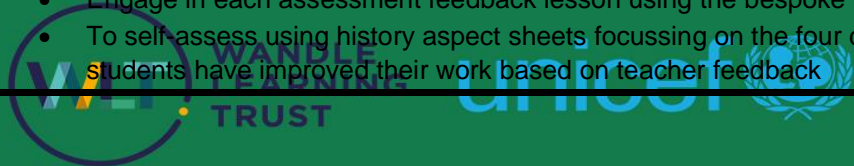
	<p>make decisions about how significant other events/people were.</p>	<p>challenge to weigh up the relative significance of each event.</p> <ul style="list-style-type: none"> - I have a deep understanding of the concept of significance in relation to these events in Medieval England and can confidently apply this understanding to other events/people in history to make decisions about their significance. 		
<p>Unit 4: Which source tells us the most about Medieval Mali?</p> <p><i>Evidence (source work)</i></p>	<p>I can:</p> <ul style="list-style-type: none"> - use different historical sources from Medieval Mali to make inferences and describe what Medieval Mali was like. - come to a judgement about what kind of information different sources are valuable and less valuable for giving us, using historical context and evaluation of provenance. - use my understanding of concepts like empire, trade and religious conversion to shed light on the inferences taken from the sources. - understand how sources can be used to provide historical evidence, and also of their limitations in doing so, and am beginning to understand how it could be applied to other types of sources. 	<p>I can:</p> <ul style="list-style-type: none"> - confidently use a range of historical sources from Medieval Mali to make insightful inferences and produce clear descriptions of what Medieval Mali was like. - come to a well-supported judgement about what kind of information different sources are valuable and less valuable for giving us, using historical context and evaluation of provenance. - use my deep knowledge and understanding of concepts like empire, trade and religious conversion to shed light on the inferences taken from the sources. - I have a deep understanding of how sources can be used to provide historical evidence, and also of their limitations in doing so, and can confidently apply this understanding to other types of sources. 	<p>Interim unit check-in</p> <p>Museum design: Students create a museum exhibition that will educate others about Medieval Mali, using the Catalan Atlas and one other source to assess the value and highlight limitations</p>	<p>Mali Mansa Pilgrimage Architecture Griot Pilgrimage Empire</p>
<p>Unit 5: Why did people travel so far to fight for their religion?</p> <p><i>Causation</i></p>	<p>I can:</p> <ul style="list-style-type: none"> - explain the different reasons why people in Medieval Europe decided to go on Crusade. - come to a judgement on the most important reason for Europeans travelling to the Middle East to go on Crusade, and am starting to consider the different experiences of these people. - use my understanding of concepts like forgiveness, religion and trade when making my decision about the most significant cause. - build on my understanding of the concept of causation and am applying it to this historical event. 	<p>I can:</p> <ul style="list-style-type: none"> - confidently explain the different reasons why people in Medieval Europe decided to go on Crusade, making links between them. - come to a well-supported judgement on the most important reason for Europeans travelling to the Middle East to go on Crusade, carefully considering the different experiences and demonstrating an attempt to use criteria when making my decision. - use my deep knowledge of concepts like forgiveness, religion and trade to sophisticatedly explain the causes and come to my judgement. - confidently apply my understanding of the concept of causation to this historical event. 	<p>Interim unit check-in</p> <p>Written essay: Why did people travel so far for their religion?</p>	<p>Pope Forgiveness Sin Jerusalem Holy (land) Islam Saracen</p>
<p>Unit 6: How justified is Martin Luther's 'national hero' status?</p> <p><i>Significance Interpretation</i></p>	<p>I can:</p> <ul style="list-style-type: none"> - explain the reasons for the Lutheran Reformation and the different ways that this has been viewed and remembered. - come to a judgement about which interpretation of Martin Luther is most representative, having explained his achievements and limitations. - use my understanding of concepts like religion and religious conversion, German states, the printing press and memory to better explain Martin Luther's influence in the short-term and long-term. 	<p>I can:</p> <ul style="list-style-type: none"> - confidently explain the reasons for the Lutheran Reformation and the different ways that this has been viewed and remembered. - come to a well-supported judgement about which interpretation of Martin Luther is most representative, having explained his achievements and limitations. - use my deep knowledge and understanding of concepts like religion and religious conversion, German states, the printing press and memory to better explain Martin Luther's influence in the short-term and long-term. 	<p>Interim unit check-in</p> <p>Newspaper review: Write a newspaper article reviewing two different interpretations of Martin Luther, using your own knowledge to explain why both have valid points before providing a judgement about which is more accurate and why.</p>	<p>Protestant Catholic Printing Press German States Reformation Monk Indulgences</p>

	<ul style="list-style-type: none"> - understand that different groups of people have different interpretations of Martin Luther, and am beginning to understand that all interpretations depend on the context in which that are being written. 	<ul style="list-style-type: none"> - I have a deep understanding about why different groups of people have different interpretations of Martin Luther, and can apply the understanding that all interpretations depend on the context in which that are being written to other times and places. 		
Unit 7: Did Martin Luther transform England too? Change and continuity Similarity and Difference	<p>I can:</p> <ul style="list-style-type: none"> - explain what changed in England after the English Reformation and can compare this to the changes in Europe after the Lutheran Reformation, using key vocab and examples (evidence). - come to a judgement about the extent of change in England after the English Reformation, evaluating my ideas based on the short- and long-term impacts and how different groups of people were affected differently. - use my understanding of concepts like religion and religious conversion, the Tudor monarchy, and Early Medieval England when making a decision about the extent of change. - build on my understanding of the concept of change and continuity and am applying it to this historical event, thinking more deeply about how we can describe the extent of change. 	<p>I can:</p> <ul style="list-style-type: none"> - confidently explain what changed in England after the English Reformation and can compare this to the changes in Europe after the Lutheran Reformation, using key vocab and examples (evidence) and making synoptic links between other topics in year 7 (Medieval England, Lutheran Reformation). - come to a well-supported judgement about the extent of change in England after the English Reformation, evaluating my ideas based on the short- and long-term impacts and how different groups of people were affected differently. - use my deep understanding of concepts like religion and religious conversion, the Tudor monarchy, and Early Medieval England when making a decision about the extent of change. - confidently apply my understanding of the concept of change and continuity to this historical event, thinking more deeply about how we can describe the extent of change. 	Character change chart: Students evaluate the extent of change for different groups of people in England before writing a paragraph explaining their overall judgement about the extent of change.	Monasteries Divorce Dissolve / dissolution Tudors Priests Transform Vernacular
Unit 8 Why was the world expanding in the 16th and 17th centuries? Causation	<p>I can:</p> <ul style="list-style-type: none"> - explain why in the 16th and 17th century the Tudors and Stuarts started building empires, people started moving around the world more and England became increasingly powerful and wealthy. - come to a judgement about which reason was most important after considering specific historical examples. - use my understanding of concepts like religion, trade, wealth and power that I have been building on throughout year 7 to explain why the world was expanding in the 16th and 17th century. - use my now secure understanding of the concept of cause and apply it to this topic. 	<p>I can:</p> <ul style="list-style-type: none"> - confidently explain why in the 16th and 17th century the Tudors and Stuarts started building empires, people started moving around the world more and England became increasingly powerful and wealthy, making synoptic links between other topics in year 7. - come to a well-supported judgement about which reason was most important using detailed and specific historical examples. - use my deep understanding of concepts like religion, trade, wealth and power that I excelled in exploring through year 7 to explain why the world was expanding in the 16th and 17th century. - confidently apply my understanding of cause to this topic linking in prior learning from year 7 e.g. the Reformation. 	Interim unit check-in Written essay: Why was the world expanding in the 16th and 17th centuries?	Expand Diversity Migration Privateer Alliance Colony The New World

How are your assessed in History?

What we expect students to do:

- Engage in each assessment feedback lesson using the bespoke feedback sheets to improve performance in the assessment
- To self-assess using history aspect sheets focussing on the four different aspects of the secure and expert knowledge and skills. This self-assessment is completed *after* students have improved their work based on teacher feedback



- To self-identify targets using standardised target sheet for each unit assessment
- Self and peer assess work when relevant
- To use the 'outstanding star' to self- identify praise and targets when relevant
- Write your own praise and targets after interim exam and exam, based on teacher marking
- Respond to teacher feedback through activities following inter unit check-ins

What we expect teachers to do:

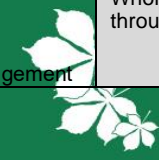
- To provide feedback for all unit assessments using standardised target sheet for coded feedback
- To provide feedback for all unit assessments using the history aspect sheets to diagnose which area of the secure and expert knowledge needs to be improved upon
- To deliver unit assessment feedback lesson using department planned feedback lessons ensuring students are making improvements with bespoke feedback sheets in lesson or for home learning
- To use the 'outstanding star' to celebrate individual and class success
- To mark exams and interim exams using department planned mark schemes and provide diagnostic feedback to enable students to self-identify praise and targets
- To mark for SPAG keeping in mind SEND reasonable adjustments
- To be responsive to student work and provide in-class feedback based on what students need to improve on

Some of the marking and assessment strategies we might use:

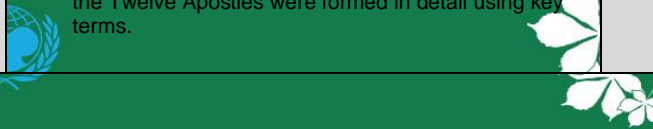
- Self and peer assessment of classwork and home learning
- Verbal feedback in class and/or meetings
- Exemplar answers from students
- Praise and progress stickers

Geography

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 3 Vocabulary
Unit 1: Where is the geography around us?	<ul style="list-style-type: none"> - I can define globalisation and explain how it has affected London and my life. - I can describe how migration has resulted in diverse identities across London and outline the benefits this has to communities. - I can define inequality and describe how unequal power and access to resources impacts communities in London. - I can define risk and describe the natural and human challenges that London faces. - I can define mitigation and adaptation and describe strategies used in London to tackle challenges. - I can define sustainability and describe examples of sustainability in London. - I can describe how natural and human factors in London are interdependent. 	<ul style="list-style-type: none"> - I can define globalisation and explain how it has affected London and my life with reference to examples. - I can describe how migration has resulted in diverse identities across London and confidently explain the benefits this has to communities with reference to examples. - I can define inequality and confidently explain how unequal power and access to resources impacts communities in London with reference to examples. - I can define risk and describe and explain the natural and human challenges that London faces, with some consideration of the most significant challenges. - I can define mitigation and adaptation and describe strategies used in London to tackle challenges with some consideration of the positives and negatives of these strategies. - I can define sustainability and describe examples of sustainability in London with reference to social, economic and environmental sustainability. - I can explain how natural and human factors in London are interdependent with reference to examples. 	<p>Interim knowledge check quiz</p> <p>Design a leaflet that covers the key skills learnt in this unit.</p> <p>Whole class feedback throughout the unit of work</p>	<p>GLOBALISATION: INTERDEPENDENT: IDENTITY: INEQUALITY: RISK: MITIGATION: ADAPTATION: SUSTAINABILITY: COMMUNITY PLACE SOCIAL ECONOMIC ENVIRONMENTAL SCALE NATIONAL REGIONAL LOCAL INTERNATIONAL</p>
Unit 2: What skills do I need as a geographer?	<p>I can:</p> <ul style="list-style-type: none"> - use lines of latitude and longitude - identify points of a compass - identify continents and oceans on a world map - describe what GIS is and where key features of the UK are. - identify the main OS map symbols - use 4 figure grid references - use 6 figure grid references - measure straight line distances on a map - interpret height on a map at least one way - create labelled field sketches - understand how to construct bar graphs. 	<p>I can:</p> <ul style="list-style-type: none"> - confidently use lines of latitude and longitude to locate places round the world - identify 16 points of a compass - identify continents and oceans on a world map, as well as locate specific countries - explain the importance of GIS in geography and explain where the key features of the UK are. - identify many OS map symbols - confidently use 4 figure grid references - confidently use 6 figure grid references - measure straight line distances and measure distances along a route - use the scale on maps to calculate distance - interpret height on a map using a range of techniques - create labelled and annotated field sketches - confidently construct bar graphs and explain the difference between qualitative and quantitative data. 	<p>OS map symbol knowledge quiz</p> <p>Interim exam: Students will be assessed on skills unit in their interim exams, as well as some of the content from this unit.</p> <p>Whole class feedback throughout the unit of work</p>	<p>SCALE: DISTANCE: MAP SYMBOLS: HEIGHT: GIS: ATLAS: CONTOUR: DATA PRESENTATION: GRID REFERENCES LEGEND QUALITATIVE QUANTITATIVE LATITUDE LONGITUDE TROPICS EQUATOR</p>
Unit 3: What makes a city liveable?	<p>I can:</p> <ul style="list-style-type: none"> - describe what urbanisation is - explain some positives and negatives of urbanisation - produce a detailed map showing where the world's megacities are located - describe why Cairo is growing so quickly - explain some positives and negatives of urbanisation in Cairo - define sustainability 	<p>I can:</p> <ul style="list-style-type: none"> - describe what urbanisation is - explain some positives and negatives of urbanisation and judge their significance - produce a detailed map showing where the world's megacities are located and predict the future growth - describe why Cairo is growing so quickly - explain some positives and negatives of urbanisation in Cairo and give an overall judgement 	<p>Interim knowledge check quiz</p> <p>Students will design the new Egyptian capital city based on sustainability principles.</p> <p>Whole class feedback throughout the unit of work</p>	<p>SUSTAINABILITY LIVEABILITY SPACE SPRAWL MEGACITY URBANISATION LIC HIC NEE POLLUTION</p>



	<ul style="list-style-type: none"> - compare 6 cities in terms of sustainability - apply principles of sustainability to Cairo's new capital - describe issues faced by LIC/HIC countries 	<ul style="list-style-type: none"> - compare 6 cities and decide which is the most sustainable. - apply principles of sustainability to Cairo's new capital and judge their significance - compare issues faced by LIC/HIC countries 		<p>SOLUTION RECYCLING DESALINATION</p>
<p>Unit 4: How does water shape life and landscapes?</p>	<p>I can:</p> <ul style="list-style-type: none"> - describe the water cycle - locate the Mekong River and explain why it is important - identify the different features in the drainage basin - identify the landforms found the upper, middle and lower course - describe the positive and negative impacts of dams in the Mekong River - describe the features of the Ton Le Sap - describe the environmental issues in Vietnam - explain the benefits and drawbacks to methods of managing the Mekong River 	<p>I can:</p> <ul style="list-style-type: none"> - describe the water cycle and explain why it is a 'closed system' - locate the Mekong River and explain why it is important to different countries in the Mekong Delta - identify the different features in the drainage basin and describe the specific characteristics of the Mekong basin - identify the landforms found the upper, middle and lower course - describe the positive and negative impacts of dams in the Mekong River and make a judgement on their effectiveness - describe the features of the Ton Le Sap and explain its importance to Cambodia's food security - describe the environmental issues in Vietnam and explain the causes - explain the benefits and drawbacks to methods of managing the Mekong River and give an opinion on the best strategy 	<p>Interim knowledge check quiz</p> <p>Write a report on how to reduce tensions and increase cooperation between the Mekong</p> <p>Whole class feedback throughout the unit of work</p>	<p>ABRASION ATTRITION SOLUTION HYDRAULIC ACTION PRECIPITATION RUN-OFF EVAPORATION CONDENSATION WATERFALL FOOD SECURITY WATER SECURITY DESALINATION TRANS-BONDARY HYDRO-ELECTRIC CONFLICT RESERVOIR INTER-GOVERNMENT SALINATION SALT WATER INTRUSION</p>
<p>Unit 5: Why does world weather vary?</p>	<p>I can:</p> <ul style="list-style-type: none"> - explain the difference between weather and climate and explain why weather in the UK changes throughout the year - construct and analyse climate graphs - describe different world biomes and their characteristics. I begin to link climate graphs to their biomes. - explain three ways rain clouds form. - explain how depressions form in the UK. - describe where tropical storms form and the key factors needed for a tropical storm to form. - explain the causes and impacts of Hurricane Katrina and begin to consider whether it was a natural disaster. - explain the causes and impacts of wildfires using California as an example. 	<p>I can:</p> <ul style="list-style-type: none"> - explain the difference between weather and climate and explain why weather in the UK changes throughout the year with reference to different types of air masses - construct and analyse climate graphs with accuracy - describe different world biomes and their characteristics with reference so specific places. I can confidently use climate graphs and link them to different biomes. - explain three ways rain clouds form using key terms. - explain how depressions form in the UK with reference to air masses. - describe where tropical storms form and explain why key factors are needed for a tropical storm to form. - explain the causes and impacts of Hurricane Katrina, with reference to human and physical factors, and confidently come to a judgement as to whether it was a natural disaster. - explain the human and physical causes and impacts of wildfires and consider how climate change is making the risk of wildfires worse using California as an example. 	<p>Interim knowledge check quiz</p> <p>End of year exam</p> <p>Whole class feedback throughout the unit of work</p>	<p>DEPRESSION HIGH PRESSURE LOW PRESSURE DISASTER HURRICANE TROPICAL STORM WEATHER FRONTS CLIMATE AIR MASS CONTINENTAL POLAR OCEANIC EVAPORATION CUMULUS CUMULONIMBUS NIMBOSTRATUS CIRRUS HAZARD WEATHER BIOME WILDFIRE IGNITION</p>
<p>Unit 6: Is Australia's future bright?</p>	<p>I can:</p> <ul style="list-style-type: none"> - describe the location of Australia and map key features of the country. - explain how migration has shaped the population of Australia. - identify coastal features in Australia and begin to explain how the Twelve Apostles were formed. 	<p>I can:</p> <ul style="list-style-type: none"> - describe the location of Australia and map key features of the country with accuracy. - explain how migration has shaped the population of Australia with reference to key migration events. - identify coastal features in Australia and explain how the Twelve Apostles were formed in detail using key terms. 	<p>Interim knowledge check quiz</p> <p>Poster Presentation</p> <p>Whole class feedback throughout the unit of work</p>	<p>INDIGENOUS: the original inhabitants of a country or region ABORIGINAL: the Indigenous peoples of Australia</p> <p>COLONIALISM: Where one country takes control over another country, often establishing settlements/ colonies</p>



	<ul style="list-style-type: none"> - identify key features of the Murray Darling river and explain the impacts of it flooding. - explain the causes and impacts of bushfires in Australia, linking to my learning from the previous unit, and begin to consider the impact climate change will have in the future. - explain the causes and impacts of deforestation in Australia. - interpret data to investigate whether Australia is an equal nation and describe who are the 'winners' and 'losers' of Australia's wealth. - explain the opportunities and challenges in Australia's major cities and consider their liveability. - explain the opportunities and challenges facing countries surrounding Australia. 	<ul style="list-style-type: none"> - identify key features of the Murray Darling river and explain the impacts of it flooding referring to social, economic and environmental impacts. I may start to consider the significance of these impacts and how climate change is making the risk of flooding worse. - explain the causes and impacts of bushfires in Australia, making comparisons to wildfires in California, and confidently explain the impact climate change will have in the future. - explain the causes and impacts of deforestation in Australia with reference to social, economic and environmental issues and the scale of the impacts. - interpret data to investigate whether Australia is an equal nation and consider who are the 'winners' and 'losers' of Australia's wealth and begin to explain the reasons for this. - explain the opportunities and challenges in Australia's major cities with reference to social, economic and environmental issues, and consider their liveability and make predictions about the future. - explain the opportunities and challenges facing countries surrounding Australia with consideration of the most significant issues. 	<p>STOLEN GENERATIONS: when Aboriginal (and Torres Strait Islander children) were taken from their families by the government to try to <i>assimilate</i> them into western culture.</p> <p>OUTBACK: the sparsely populated and remote central regions of Australia</p> <p>OCEANIA/ AUSTRALASIA: the region including many Pacific islands, Australia and New Zealand</p> <p>MIGRATION: the movement of people from one place to another.</p> <p>IMMIGRATION: The movement of people into a new country.</p> <p>POPULATION DISTRIBUTION: the spread of people across a country/ region.</p> <p>EROSION: the wearing away and removal of soil/ rock by natural processes</p> <p>ECOSYSTEM SERVICES: the benefits certain environments provide humans.</p> <p>CORAL BLEACHING: when water is too warm and corals (temporarily) turn white.</p> <p>ENSO CYCLES: the climate patterns in the Pacific Ocean that change the weather in Australasia and South America</p> <p>EL NINO LA NINA</p> <p>SUSTAINABILITY: Something that meets the needs of people today without stopping future generations from meeting their needs.</p> <p>REFUGEE: someone who has been forced to leave their country due to legitimate fear of danger.</p>
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What we expect students to do:

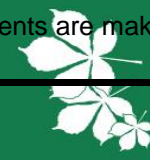
- Engage in each assessment feedback lesson using the bespoke feedback sheets to improve performance in the assessment
- To respond to targets from the target sheet for each unit assessment
- Self and peer assess work when relevant
- To use the 'outstanding geographer' statements to self- identify praise and targets when relevant

What we expect teachers to do:

- To mark all unit assessments using target sheet for coded feedback
- To deliver unit assessment feedback lesson using department planned feedback lessons ensuring students are making improvements with bespoke feedback sheets in lesson or for home learning



WANDLE
LEARNING
TRUST



Chestnut Grove Academy

- To use the 'outstanding geographer' to celebrate individual and class success
- To mark exams and interim exams using department planned mark schemes and provide diagnostic feedback to enable students to self-identify praise and targets
- To mark for SPAG keeping in mind SEND reasonable adjustments
- To assess the structure and level of precise detail in written answers.

Some of the marking and assessment strategies we might use:

- Self and peer assessment of classwork and home learning
- Verbal feedback in class and/or meetings
- Exemplar answers from students
- Praise and progress stickers

Music

	Key knowledge and skills	Expert knowledge and skills	Assessed Pieces	Key Vocabulary	Co-curricular links
<p>Unit 1: Inter-House Competition Performance based project focusing on singing skills and team work in order to create a full singing and dancing routine for the Inter House competition. Students will learn about effective singing technique and how to create a simple choreography.</p>	<ul style="list-style-type: none"> - Sing more-or-less in tune, following contours of song - Sing in tune with musical expression - Hold a melody line - Deal with performance anxiety in an appropriate way - Is able to hold own part in ensemble performance - Engage in purposeful rehearsal techniques - Willing to participate in corporate music making activity - Is able to re-join performance after rests (or minor lapses) - Communicates effectively with an audience - Awareness of how own contribution (part) fits with those of other people - Enjoys singing 	<ul style="list-style-type: none"> - Sing with accuracy and stylistic integrity - Sing with fluency - Hold a harmony line in a big group - Hold a harmony line in a small group - Use my voice as instrument appropriate to the musical context 	Performance in Inter House Competition.	Diaphragm Choreography Pitch Tempo Dynamics Structure Rhythm Ensemble	<ul style="list-style-type: none"> - PE – physical fitness regarding movement and singing - English/Drama – understanding of lyrics and memorisation techniques.
<p>Unit 2: How to Use Ableton A project to introduce working on a Music Tech Package. Students will learn how to input original music, input loops, change dynamics, label sections of music, and filter loops in order to use them effectively.</p>	<ul style="list-style-type: none"> - Understand basic features of Ableton. - Understand the difference between Session view and Arrange view. - Be able to access sound packs and audio effects. - Be able to access sound loops. - Play basic rhythms using a metronome. - Understand basic features of: Melody, Pitch, Rhythm, Tempo, Dynamics and Structure - Able to justify choices and responses to music - Is open to different musical styles, genres, traditions, cultures, and times - Discusses and critiques own music appropriately - Responds to the music of others in an appropriate fashion - Doesn't given up on musical ideas too soon - Resilient in setbacks in musical processes - Shows evidence of emerging personal musical identity - Shows awareness that affective responses differ between individuals 	<ul style="list-style-type: none"> - Use MIDI drawing to input notes. - Play in notes/rhythms using the MIDI keyboard. - Start to structure a song with an intro - Understand in more detail: Melody, Pitch, Rhythm, Tempo, Dynamics and Structure - Refines own music after suitable reflection - Can suggest appropriate refinements to practical work - Discusses and critiques the music of others appropriately - Demonstrates creative responses to musical starting points - Is prepared to take creative risks in music making - Encourages others to articulate views on their own affective responses 	Finished composition	Loop Dynamics Filter Rhythm	IT skills including using a mouse, selection, dragging and dropping, copying and pasting, filtering.
<p>Unit 4: Keyboard Skills Students will learn about the history of the piano and develop basic keyboard skills. More advanced students will have differentiated work provided for them.</p>	<ul style="list-style-type: none"> - Use and alter basic keyboard functions such as changing the Voice/Tone and adjusting the tempo on a rhythm/style accompaniment/backing. - Understand the development of the keyboard and its history. - Performs a simple part showing awareness of musicality - Add a basic accompaniment on the left hand (such as chords as triads). 	<ul style="list-style-type: none"> - Investigate and explore more advanced functions on a keyboard e.g. recording and playback, using different tracks to record and layer a piece, adding effects, MIDI etc. - Perform on the keyboard from treble clef staff notation with confidence using both the left and right hands. - Play left hand chords in a variety of styles e.g. arpeggios, broken chords, Alberti Bass. 	Performance of a self-directed piece of music.	Rhythm Tempo Pitch Structure Dynamics Melody Posture	PE – fine motor skill development

	<ul style="list-style-type: none"> - Know the enharmonic names for the black keys on a keyboard and apply these when performing - Is able to hold own part in solo performance - Shows evidence of developing fluency - Resilient in setbacks in musical processes - Is able to re-join performance after rests (or minor lapses) - Can suggest appropriate refinements to practical work - Communicates effectively with an audience - Deals with performance anxiety in an appropriate way 	<ul style="list-style-type: none"> - Performs fluently. - Performs an appropriately challenging part showing awareness of musicality - Creates a convincing performance 			
<p>Unit 3: Instruments of the Orchestra</p> <p>Students will learn about the instruments that make up the orchestra and how to recognise them by sound. Students will also use keyboards to develop basic skills and learn various pieces of film music.</p>	<ul style="list-style-type: none"> - Can follow performance directions in the moment - Shows evidence of developing fluency - Perform a simple part showing awareness of musicality - Is open to different musical styles, genres, traditions, cultures, and times - Suggest appropriate refinements to practical work - Communicates own work to audience in appropriate fashion - Discusses and critiques own music appropriately - Responds to the music of others in an appropriate fashion - Enjoys singing - Doesn't given up on musical ideas too soon 	<p>Perform fluently</p> <p>Perform an appropriately challenging part showing awareness of musicality</p>	Individual keyboard assessment.	Orchestra Strings Brass Woodwind Percussion Rhythm	DT – use of materials, how these relate to producing particular sounds. Shape of instruments and why they are designed that way.
<p>Unit 5: Classical Remix</p> <p>Students will continue to develop their understanding of how to use Logic ProX by creating a remix of a famous classical piece and creating a newer version having taken samples from the original and edited it using loops.</p>	<ul style="list-style-type: none"> - Offers a creative response to a given or chosen brief - Is able to hold own part in solo performance - Is able to hold own part in ensemble performance - Shows evidence of developing fluency - Refines own music after suitable reflection - Can suggest appropriate refinements to practical work - Communicates effectively with an audience - Communicates own work to audience in appropriate fashion - Discusses and critiques own music appropriately - Discusses and critiques the music of others appropriately - Responds to the music of others in an appropriate fashion - Demonstrates creative responses to musical starting points - Engages in purposeful rehearsal techniques - Doesn't given up on musical ideas too soon 	<ul style="list-style-type: none"> - Composes an effective piece of music which responds to the brief using appropriate imaginative ideas - Composes an effective piece which uses appropriate harmonic and rhythmic devices - Composes a piece of music which has a clear sense of style, structure, and purpose - Composes an idiomatic response to a given or chosen stimulus - Performs fluently - Creates a convincing performance 	Finished composition.	Remix Loop Split Join Rhythm Texture	IT skills
<p>Students will learn about ostinato, riffs, hooks and loops</p>	<ul style="list-style-type: none"> - able to hold own part in ensemble performance - Shows evidence of developing fluency 	<ul style="list-style-type: none"> - Performs fluently - Creates a convincing performance 	Individual ukulele/kalimba assessment.	Riff Hook Loop	IT skills

and how they are used in songs. Students will learn how to play riffs on the Ukulele and Kalimba.

- Composes a functional piece of music which meets demands of the brief
- Composes using a limited range of musical ideas which involve given materials
- Communicates own work to audience in appropriate fashion
- Responds to the music of others in an appropriate fashion
- Demonstrates creative responses to musical starting points
- Demonstrates an understanding of the principles of composing as appropriate to starting point
- Doesn't give up on musical ideas too soon
- Shows evidence of emerging personal musical identity
- Sing more-or-less in tune, following contours of song
- Sing in tune with musical expression
- Hold a melody line
- Deal with performance anxiety in an appropriate way
- Is able to hold own part in ensemble performance
- Engage in purposeful rehearsal techniques
- Willing to participate in corporate music making activity
- Is able to re-join performance after rests (or minor lapses)
- Communicates effectively with an audience
- Awareness of how own contribution (part) fits with those of other people
- Discusses and critiques own music appropriately
- Refines own music after suitable reflection
- Enjoys singing

- Composes an effective piece of music which responds to the brief using appropriate imaginative ideas
- Composes a piece of music which has a clear sense of style, structure, and purpose
- Sing with accuracy and stylistic integrity
- Sing with fluency
- Hold a harmony line in a big group
- Hold a harmony line in a small group
- Use my voice as instrument appropriate to the musical context.
- Can suggest appropriate refinements to practical work
- Discusses and critiques the music of others appropriately

Ostinato
Rhythmic
Melodic
Harmonic
Bass
Tab
Chord
Rhythm

How are you assessed in Music?

Students are assessed on their ability to create, review and refine performance through their practical work in lessons. Students are also assessed on their understanding of music theory and topic specific knowledge through home learning tasks and a written exam in the summer term.

What we expect students to do:

- To self and peer assess work using the success and/or assessment criteria
- To respond to and use feedback to refine their practice
- To identify successes, areas for improvement and next steps using assessment criteria

What we expect teachers to do:

- To provide verbal feedback within lessons
- To provide mid unit written feedback/targets
- To mark home learning (1 per half term)



**WANDLE
LEARNING
TRUST**



Chestnut Grove Academy

DRAMA

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Key Vocabulary	Co-curricular links
Unit 1: Ancient Greek Theatre	<ul style="list-style-type: none"> - I can contribute a few ideas to create and develop a performance - I can use 1 or 2 techniques and conventions associated with the genre or style in performance - I can identify key features of the genre and style 	<ul style="list-style-type: none"> - I can contribute sophisticated ideas that create and develop a performance - I can use my knowledge and understanding of Drama to inform my ideas - I can mostly use rehearsal time effectively to create, develop and refine a performance - I can use a range of techniques and conventions associated with the genre or style in performance - I can identify and explain key features of the genre and style 	AO1 - portfolio and rehearsals for final performance	Cannon Chorus Choral speaking Dionysus Ensemble Narration Physicality Still image Unison	History – developing understanding of the period and the origins of theatre PBE- theatre begun as a celebration of Dionysus (god of wine and festivities).
Unit 2: Antigone	<ul style="list-style-type: none"> - I can articulate my artistic intentions using some subject specific vocabulary - I can use some vocal and physical skills to realise artistic intentions - I can learn some of my lines for performance 	<ul style="list-style-type: none"> - I can articulate and justify my artistic intentions occasionally using my understanding of the play and my character - I can sustain character throughout most of a performance - I can begin to interact with other performers to communicate meaning and sustain audience interest 	AO2 – final performance of a duologue using performance skills to realise artistic intentions	Antigone Artistic intention Duologue Emphasis Pace Pitch Playwright Sophocles Tone	English – analysis and evaluation of language, study of a play.
Unit 3: Commedia dell'arte	<ul style="list-style-type: none"> - I can explain how I intend to develop and refine my performance - I can use my knowledge of the genre or style to create and develop performance - I can evaluate with limited analysis my own performance 	<ul style="list-style-type: none"> - I can develop my own and others' ideas that have clear artistic intentions - I can explain how I intend to develop and refine your performance - I can evaluate with some analysis my performance skills with a few references to successful and unsuccessful aspects of the performance 	AO1 – portfolio and rehearsals for final performance AO4 – evaluation of final performance	Gait Improvisation Lazzo Stock characters Physicality	History- social, historical context of the style PE – understanding of body, movement developing agility and stamina. Art and DT – Commedia masks are used to create character
Unit 4: Physical Theatre	<ul style="list-style-type: none"> - I can contribute to a performance to realise my group's artistic intentions - I can use movement to communicate meaning in a performance - I can mostly sustain character in performance 	<ul style="list-style-type: none"> - I can use a range of physical skills to realise artistic intentions - I can use the space effectively to communicate meaning - I can perform a rehearsed and well organised performance 	AO2 – final devised performance	Body as prop Facial Expression Gesture Movement Physicality	PE – awareness of body, strength and stamina

Unit 5: Theatre In Education	<ul style="list-style-type: none"> - I can use rehearsal time effectively to create, develop and refine a performance - I can use a dramatic convention to enhance my performance - I can articulate clear artistic intentions for my performance 	<ul style="list-style-type: none"> - I can develop a character using a range of vocal and physical skills - I can articulate a clear artistic intention for my role and performance - I can use a range of dramatic conventions to enhance my performance 	AO1 – portfolio and rehearsals for final performance	Crosscutting Direct address Hot-seating Split stage Thought tracking	Health – explores themes of bullying
Unit 6: Interpreting Theatre	<ul style="list-style-type: none"> - I can make basic directorial decisions about vocal and/or physical skills - I can make basic decisions about set and props to communicate meaning in performance - I can give a few reasons for my directorial and/or design decisions - I can offer some analysis and evaluation of a piece of live theatre with reference to a few examples - I can use subject specific terminology 	<ul style="list-style-type: none"> - I can make detailed directorial decisions about staging scenes, using vocal and physical skills - I can give detailed reasons for my decisions using my knowledge and understanding of the text/character - I can offer a reasonable analysis and evaluation of a piece of live theatre with reference to some examples 	AO3 – making directorial and/or design decisions for Antigone AO4 – analyse and evaluate a live theatre production	Artistic intentions Character motivation Interaction	English – analysis and evaluation of language, study of a play

How are you assessed in Drama?

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What we expect students to do:

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