

# Year 8 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
English	Analysing Short Stories	The Novel <i>Aristotle and Dante...</i>	Shakespeare <i>Much Ado About Nothing</i>	Rewriting Myths	Creative writing based on the novel Unit 5b: Revision (same as unit 3)	Introduction to Media Magazine Project	
Maths	Inverse operations and equations Percentages	Grouping and displaying data Expansion and factorisation	Ratio Probability	Pythagoras' Theorem Linear sequences	Rates Algebraic fractions	The geometry of polygons	
Science	Heredity and life cycles	Variation, adaptation and evolution	Organisms and their environments	Chemical reactions	Earth Chemistry/ Dynamic Earth	Sound, light and waves	Matter Electricity and magnetism
French	Famille et domicile	Temps libre	Les sorties		Voyages et vacances	Les copains	
Spanish	La gente	¿Vamos a salir?	Mis vacaciones		De moda	Destino Barcelona	
History	Should Britain pay compensation to the Caribbean and some African countries for the slave trade?	Who can tell us the most about abolition?	Why do historians argue about the importance of the Industrial Revolution?	How easily did the British Empire take control?	Why did WW1 start?	How did WW1 change people's lives? How can local and oral histories add to our understanding of the world wars?	
Geography	Can a place be overpopulated?	Is there a sustainable solution to climate change?	Should we protect the cryosphere?			Why is the 'Middle East' an important world region?	
PBE	Medial Ethics	Christianity	Legacies of the Enlightenment		Humanism	Hinduism	
PE	Communication	Resilience				Intra Personal Skills	
Art	Man-Made Object						
Design Technology	Mini Maze Game	Cooking and Nutrition				Tatty Devine Inspired Jewellery	
Music	Samba and Kalimba	Reggae	Classical Music		Ukulele	IV chord songs	
Drama	Comedic Performance					Political Theatre	

# English

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 3 Vocabulary
<b>Unit 1: Short stories</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- create a convincing argument about a story's meaning or message and the writer's intentions</li> <li>- select a range of appropriate quotations from the text that support my point</li> <li>- identify a range of language, structure and form techniques</li> <li>- write about how the devices used create specific meaning for the reader.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- create a sophisticated argument about a story's meaning or message and the writer's intentions</li> <li>- select the best quotations, which are embedded and best support my point;</li> <li>- identify a range of sophisticated language, structure and form devices</li> <li>- make specific points about how the devices used create different and precise meanings for the reader</li> <li>- analyse how language and structure techniques work together to create meaning.</li> </ul>	<p>First piece: An analysis of the use of language in an extract from a short story studied in class</p> <p>Final: An analysis of the use of language and structure in an extract from a short story studied in class</p>	<ul style="list-style-type: none"> <li>- Analysis</li> <li>- Pathetic Fallacy</li> <li>- Unreliable narrator</li> <li>- Foreshadowing</li> <li>- Conventions</li> </ul>
<b>Unit 2: The Novel <i>Aristotle and Dante...</i></b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Plan and structure a coherent essay on a theme</li> <li>- make clear points about a theme and provide alternative interpretations of how the theme is presented</li> <li>- begin to embed quotations in my writing;</li> <li>- link my explanations to the writer's intentions.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Structure an essay which creates an argument/ thesis about a theme in the novel.</li> <li>- make sophisticated points and provide alternative interpretations of how the theme is presented</li> <li>- independently choose the best quotations to support my argument;</li> <li>- evaluate the writer's intentions with the theme</li> </ul>	<p>Autumn Interim Exam: An analysis an extract from one of the short stories studied in the autumn term</p> <p>Final: essay on a theme in the novel (AO1)</p>	<ul style="list-style-type: none"> <li>- Philosophy</li> <li>- Motif</li> <li>- Identity</li> <li>- Trauma</li> <li>- Didactic</li> </ul>
<b>Unit 3: Shakespeare <i>Much Ado About Nothing</i></b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Structure a coherent essay making clear points about the theme or character in the play</li> <li>- provide a range of interpretations of how the theme or character is presented</li> <li>- begin to embed quotations in my writing</li> <li>- link my explanations to Shakespeare and his context.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Structure a coherent essay creating an argument about a theme or character in the play;</li> <li>- independently choose the best quotations to support my argument;</li> <li>- evaluate Shakespeare's intentions with the theme and character;</li> <li>- integrate contextual factors about the Elizabethan era as a part of my argument.</li> </ul>	<p>First piece: essay on a theme or character from the opening of the play.</p> <p>Final: essay on a theme or character in the full play.</p>	<ul style="list-style-type: none"> <li>- Patriarchy</li> <li>- Context</li> <li>- Feminism</li> <li>- Societal expectations</li> <li>- Male pride</li> <li>- Cuckold</li> <li>- Virginity</li> </ul>
<b>Unit 4: Rewriting Myths</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- write skilfully to genre/form and consider the effect that my writing has on the reader;</li> <li>- structure writing sophisticatedly with a clear narrative perspective, setting and characters;</li> <li>- use paragraphing for purpose and effect;</li> <li>- use a range of ambitious vocabulary.</li> <li>- use accurate SPAG even with ambitious grammar and vocab</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- write skilfully, manipulating the perspective of the text with consideration of the effect on the reader</li> <li>- structure writing for a particular effect on the reader, considering how I want the reader to feel</li> <li>- use sophisticated paragraphing for purpose and effect;</li> <li>- use a range of ambitious vocabulary and literary techniques for effect.</li> </ul>	<p>First piece: first draft of own myth based on myths read in class</p> <p>Final: final draft of own myth</p>	<ul style="list-style-type: none"> <li>- Ancient</li> <li>- Pluralising perspective</li> <li>- Silenced / Voiceless</li> <li>- Marginalised</li> <li>- Representation</li> <li>- Modernise</li> </ul>
<b>Unit 5a: Creative writing based on the novel</b>  <b>Unit 5b: Revision (same as unit 3)</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- use a range of sophisticated sentence structures for effect;</li> <li>- use a range of ambitious vocabulary which is spelt correctly;</li> <li>- use a range of sophisticated punctuation eg. Semi-colon, colon;</li> <li>- use a range of sophisticated literary techniques e.g. synaesthesia.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- use a variety of sophisticated sentence openings, purposefully and effectively;</li> <li>- use original ideas and create original images, avoiding cliches;</li> <li>- use a range of sophisticated punctuation accurately and purposefully;</li> <li>- use an impressive range of ambitious vocabulary and literary techniques.</li> </ul>	<p>First piece: creative writing based on <i>Aristotle and Dante</i></p> <p>EOY exam: essay on a theme or character in <i>Much Ado About Nothing</i>.</p>	<ul style="list-style-type: none"> <li>- Narrative voice</li> <li>- subordinate clause</li> <li>- adverbial</li> <li>- symbolism</li> <li>- figurative language</li> </ul>

## Unit 6: Introduction to Media Magazine Project

I can:

- skilfully adapt writing using conventions of form, considering the effect on the reader;
- use punctuation accurately for effect;
- use vocabulary that is appropriate for form and spelt correctly;
- choose a range of persuasive techniques which are appropriate for the form.
- accurate SPAG even with ambitious grammar and vocab

I can:

- select a range of sophisticated punctuation, considering the effect on the reader;
- use a carefully selected range of persuasive techniques, which are appropriate to form, considering the effect on the reader;
- start to use figurative language, along with the persuasive techniques, which are appropriate to form, in order to engage the reader.

First piece: Magazine article

Final: pitch or presentation

- House style
- Masthead
- Form
- Purpose
- Audience
- Tone

### 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

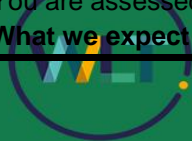
	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
Unit 1: Inverse Operations And Equations	<p>I can:</p> <ul style="list-style-type: none"> <li>- Choose the correct inverse operation.</li> <li>- Use inverse operations to solve simple equations.</li> <li>- Use inverse operations to solve equations involving negative numbers.</li> <li>- Use inverse operations to solve two-step equations.</li> <li>- Use inverse operations to solve equations involving fractions.</li> <li>- Use inverse operations to solve equations with variables on both sides.</li> <li>- Solve equations involving brackets.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Apply all the secure knowledge and skills.</li> <li>- Solve equations involving fractions.</li> <li>- Solve equations involving fractions on LHS and RHS.</li> <li>- Solve equations with brackets on both LHS and RHS.</li> </ul>	Assessed homework.	<p>Grouping symbols – brackets</p> <p>Equation</p> <p>Inverse operation</p> <p>Solution</p> <p>Solve</p>
Unit 2: Percentages	<p>I can:</p> <ul style="list-style-type: none"> <li>- Explain the meaning of percentage.</li> <li>- Convert fractions to percentages and vice versa.</li> <li>- Convert decimals to percentages and vice versa.</li> <li>- Find the percentage of an amount.</li> <li>- Find one quantity as a percentage of another.</li> <li>- Find the multiplier to increase or decrease an amount by a given percentage.</li> <li>- Use the multiplier to increase or decrease an amount by a given percentage.</li> <li>- Find the percentage profit.</li> <li>- Find the percentage loss.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Apply all the secure knowledge and skills to solve complex multi-step problems.</li> </ul>	Post-learning assessment	<p>Percentage</p> <p>Multiplier</p> <p>Percentage increase</p> <p>Percentage decrease</p> <p>Cost price</p> <p>Selling price</p> <p>Profit</p> <p>Loss</p>
Unit 3: Grouping and Displaying Data	<p>I can:</p> <ul style="list-style-type: none"> <li>- Sort data into a frequency distribution table.</li> <li>- Use a pie chart to display data.</li> <li>- Group data into class intervals.</li> <li>- Construct bar charts, pictograms, vertical line charts.</li> <li>- Interpret statistical charts.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Apply all the secure knowledge and skills to solve complex multi-step problems.</li> </ul>	Interim exam	<p>Data</p> <p>Datum</p> <p>Frequency</p> <p>Distribution</p> <p>Class intervals</p>
Unit 4: Expansion and Factorisation	<p>I can:</p> <ul style="list-style-type: none"> <li>- Expand brackets, with and without, negative numbers.</li> <li>- Expand brackets with variable outside the bracket.</li> <li>- Simplify expressions.</li> <li>- Factorise expressions, including negative factors.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Apply all the secure knowledge and skills.</li> <li>- Simplify algebraic fractions.</li> </ul>	Assessed homework	<p>Bracket</p> <p>Expand</p> <p>Factorise</p> <p>Simplify</p>
Unit 5: Ratio	<p>I can:</p> <ul style="list-style-type: none"> <li>- Define a ratio.</li> <li>- Write ratios as fractions.</li> <li>- Use ratio to describe a situation.</li> <li>- Find equivalent ratios.</li> <li>- Express a ratio in its simplest form.</li> <li>- Use ratio to compare quantities.</li> <li>- Divide a quantity in a given ratio.</li> <li>- Use unitary method ratio to solve problems.</li> <li>- Use ratio to scale a diagram.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Apply all the secure knowledge and skills.</li> </ul>	Assessed homework	<p>Comparison</p> <p>Order</p> <p>Proportion</p> <p>Ratio</p> <p>Scale factor</p> <p>Unitary</p>

Unit 6: Probability	I can: <ul style="list-style-type: none"> <li>List possible outcomes.</li> <li>Complete a sample space diagram.</li> <li>Calculate the probability of an event happening.</li> <li>Calculate the complement of an event.</li> </ul>	I can: <ul style="list-style-type: none"> <li>Apply all the secure knowledge and skills to complex situations.</li> </ul>	Post-learning assessment	Expectation Frequency Listing Probability Random Sample Select
Unit 7: Pythagoras' theorem	I can: <ul style="list-style-type: none"> <li>Locate the hypotenuse.</li> <li>Establish Pythagoras' Theorem</li> <li>Use Pythagoras' Thm.to show a triangle is right angled or not.</li> <li>Use Pythagoras' theorem to find the missing length of a triangle.</li> <li>Give non-integral side lengths as decimals and surds.</li> </ul>	I can: <ul style="list-style-type: none"> <li>Apply all the secure knowledge and skills.</li> <li>Use Pythagoras' Theorem to solve complex problems.</li> <li>Use Pythagoras' Theorem to calculate the length of a line segment</li> </ul>	Assessed homework	Converse Hypotenuse Exact answer Surd
Unit 8: Linear Sequences	I can: <ul style="list-style-type: none"> <li>Write a word sentence in algebraic form.</li> <li>Find the term-to-term rule.</li> <li>Work out the missing term.</li> <li>Find the <math>n^{th}</math> term of an arithmetic sequence given the values.</li> <li>Find the <math>n^{th}</math> term of an arithmetic from diagrams.</li> <li>Use a straight graph the linear relationship.</li> </ul>	I can: <ul style="list-style-type: none"> <li>Apply all the secure knowledge and skills.</li> <li>Find a general rule for geometric sequences</li> </ul>	Post-learning assessment	Arithmetic Describe Geometric Linear graph Patterns Sequence Substitute Variable
Unit 9: Rates	I can: <ul style="list-style-type: none"> <li>Explain what a rate is.</li> <li>Solve problems involving rates.</li> <li>Explain why Speed, Distance, and Time are rates.</li> </ul>	I can: <ul style="list-style-type: none"> <li>Apply all the secure knowledge and skills.</li> <li>Solve other rates; <math>F = ma</math>, <math>P = \frac{f}{a}</math></li> </ul>	Assessed homework	Change Gradient Rates Scale Unlike
Unit 10: Algebraic fractions	I can: <ul style="list-style-type: none"> <li>Evaluate algebraic fractions.</li> <li>Simplify algebraic fractions.</li> <li>Multiply and divide algebraic fractions.</li> <li>Add and subtract algebraic fractions.</li> </ul>	I can: <ul style="list-style-type: none"> <li>Apply all the secure knowledge and skills.</li> <li>Simplify complex algebraic fractions</li> </ul>	End of year exam	Cancel Evaluate Reciprocal
Unit 11: The Geometry of Polygons	I can: <ul style="list-style-type: none"> <li>Find the sum of interior angles in a polygon.</li> <li>Find the sum of the exterior angles in a polygon.</li> <li>Decide which regular polygons tessellate.</li> </ul>	I can: <ul style="list-style-type: none"> <li>Apply all the secure knowledge and skills.</li> <li>Use angle facts to form and solve equations to find angle sizes.</li> </ul>	Assessed homework. Post-learning assessment	Exterior Interior Irregular Regular Tessellation

### How are your assessed in Maths?

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

### What we expect students to do:



WANDLE  
LEARNING  
TRUST

unicef



Chestnut Grove Academy



- 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
<b>Unit 1: Heredity and life cycles</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>List examples of environmental and genetic variation</li> <li>Order DNA, genes, chromosomes and genome in size order</li> <li>Describe how genes are passed from parent to offspring</li> <li>Recognise that offspring have characteristics of both parents</li> <li>Describe how humans grow in terms of cells</li> <li>Describe life cycle in plants &amp; animals</li> <li>Name human sexual organs and describe key processes such as fertilisation and menstruation</li> <li>Name types of contraceptives</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Explain variation between organisms in terms of environmental and genetic</li> <li>Describe how genetic information is stored in plants &amp; animals</li> <li>Explain, referring to gametes &amp; chromosomes, how genetic inheritance results in offspring sharing characteristics of both parents</li> <li>Explain the process of cell division</li> <li>Explain the role of gametes in the life cycle of plants &amp; animals</li> <li>Explain the steps in menstruation, referencing each hormone and its function</li> <li>Evaluate effectiveness of different types of contraceptives</li> </ul>	<p>Fertilisation 6 mark question Interim assessment</p>	<p>characteristics, variation, inherited, environmental, gene, DNA, nucleus, chromosome, cell, genome, phenotype, allele, dominant, recessive, tissues, organs, organ systems, gametes, sperm, egg, penis, vagina, uterus, oviduct, ovary, placenta, pregnancy, fetus, cervix, menstruation, ovulation, oestrogen, progesterone, condom, IUD, combined pill, anther, filament, style, stigma</p>
<b>Unit 2: Variation, adaptation and evolution</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>Define a species</li> <li>Describe the purpose of classification</li> <li>Identify continuous and discrete data</li> <li>Identify and define types of competition</li> <li>Define natural selection</li> <li>List uses of a fossil record</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Explain how we group species using phylogeny</li> <li>Draw an appropriate graph when given data (e.g. discrete = bar, continuous = scatter)</li> <li>Outline steps of natural selection</li> <li>Outline how an organisms evolves a characteristic through natural selection</li> <li>Explain how fossil records enable us to see relationships between species and draw conclusions about the Earths past climate</li> </ul>	<p>Low stakes assessment Interim assessment</p>	<p>species, characteristics, classification, binomial, environmental, inherited, heredity, reproduction, variation, continuous, discrete, genetics, DNA, genes, adaptation, evolution, natural selection, competition, extinction, fossil</p>
<b>Unit 3: Organisms and their environments</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>Define producer, consumer, predator, prey</li> <li>Draw a food chain and food web</li> <li>Define community, population, and ecosystem</li> <li>List &amp; describe ways organisms are interdependent</li> <li>List biotic &amp; abiotic factors that make an ecosystem</li> <li>Describe how farmers use specific pesticides for specific pests</li> <li>Describe how pesticides can harm ecosystems through biomagnification</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Use a food diagram to predict and explain effects that a change in the size of population of one organism would have on others</li> <li>Compare biotic and abiotic factors between ecosystems</li> <li>Carry out an investigation to measure the abiotic and biotic factors within an ecosystem</li> <li>Evaluate the use of pesticides versus biological controls in farming</li> </ul>	<p>Low stakes assessment</p>	<p>producer, primary consumer, secondary consumer, tertiary consumer, trophic levels, predator, prey, population, community, ecosystem, biotic, abiotic, interdependence, pesticide, biomagnification, pyramid of numbers, pyramid of biomass, biodiversity, conservation, endangered, extinction.</p>
<b>Unit 4: Chemical reactions</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>Give examples of chemical and physical reactions</li> <li>Describe observations of chemical reactions in terms of reactants and products</li> <li>Draw particle diagrams</li> <li>Recognise that compounds properties are different to the elements it is made of</li> <li>Describe reaction that occurs when metal are burnt in air (oxidation)</li> <li>Define combustion and state the products</li> <li>Describe exothermic and endothermic reactions in terms of temperature change</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Explain, using word equations and diagrams, reactions where elements combine (e.g. oxidation)</li> <li>Predict and explain why mass of the products are greater than the reactants when metals are burnt in air</li> <li>Describe the process of combustion in terms of reactants and products</li> <li>Explain energy changes needed to separate or combine atoms in a reaction</li> <li>Write word &amp; chemical equations for neutralisation reactions independently</li> </ul>	<p>Extended task on physical and chemical change</p>	<p>chemical reaction, physical change, reactant, product, solution, solute, solvent, precipitate, soluble, insoluble, combustion, incomplete combustion, exothermic, endothermic, acid, alkali, neutral, neutralisation, pH, salt, indicator, metal, non-metal, groups, periods</p>

	<ul style="list-style-type: none"> <li>- State that energy is never gained or lost in a reaction</li> <li>- Describe a neutralisation reaction in terms of starting and end pH</li> <li>- Write word equations for neutralisation reactions with support</li> <li>- Locate metals, non, metals, reactive metals, and unreactive metals on the periodic table</li> </ul>	<ul style="list-style-type: none"> <li>- Describe trend in properties of elements based on their atomic number</li> <li>- Describe chemical trends in the periodic table going horizontally and vertically</li> <li>- Describe physical trends in the periodic table going horizontally and vertically</li> </ul>		
<b>Unit 5: Earth Chemistry / Dynamic Earth</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Explain, using word equations and diagrams, reactions where elements combine (e.g. oxidation)</li> <li>- Predict and explain why mass of the products are greater than the reactants when metals are burnt in air</li> <li>- Describe the process of combustion in terms of reactants and products</li> <li>- Explain energy changes needed to separate or combine atoms in a reaction</li> <li>- Write word &amp; chemical equations for neutralisation reactions independently</li> <li>- Describe trend in properties of elements based on their atomic number</li> <li>- Describe chemical trends in the periodic table going horizontally and vertically</li> <li>- Describe physical trends in the periodic table going horizontally and vertically</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Explain how air pollution effects local and global environment</li> <li>- Explain the formation of acid rain in terms of chemical reaction between substances in the atmosphere</li> <li>- Predict how pollution can effect the rate of weathering</li> <li>- Describe the composition of a mineral and compare how it is different to a rock</li> <li>- Describe and explain how tectonic plates are made and move</li> <li>- Explain how different igneous rocks form, referring to temperature and pressure</li> <li>- Describe the differences between weathering and erosion using examples</li> <li>- Explain how physical weather and erosion changes landscapes</li> <li>- Explain how sedimentary high pressure and temperatures can result in the formation of different types of sedimentary rocks</li> <li>- Explain how the type of organic material and conditions can give rise to different types of fuel (natural gas, coal, oil)</li> </ul>	Rock formation 6 mark question	<i>Atmosphere, weathering, particulate, pollutant, carbon cycle, water cycle</i>
<b>Unit 6: Sound, light and waves</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Describe how sound is made in terms of vibrations</li> <li>- State how the size and speed of vibrations change the sound</li> <li>- Describe how sound travels</li> <li>- Describe how sound travels in solids, liquids, and gases</li> <li>- Describe how light travels</li> <li>- Explain how a shadow is formed</li> <li>- Describe how light reflects of a flat mirror</li> <li>- Draw ray diagrams including angle of incidence and reflection</li> <li>- Identify luminous and non-luminous object</li> <li>- Describe how white light can be split to form a spectrum</li> <li>- State the additive primary and secondary colours</li> <li>- State the subtractive primary and secondary colours</li> <li>- Draw and describe light rays</li> <li>- Draw a reflection of a plane mirror</li> <li>- Describe how light can be refracted</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- Explain why sound travels different speeds in solids, liquids, and gases</li> <li>- Explain why sound does not travel through a vacuum</li> <li>- Explain how and why sound changes with distance</li> <li>- Describe and explain how sound interacts with different surfaces (soft vs hard)</li> <li>- Explain why light gets dimmer with distance</li> <li>- Explain how light interacts differently with a smooth, rough, shiny, and dark surface</li> <li>- Explain how light can</li> <li>- Determine the colour of an object</li> <li>- Describe how light can combine to form new colours</li> <li>- Describe how objects can selectively absorb or reflect light</li> <li>- Explain how an image is formed on a pin hole camera</li> <li>- Explain why the reflection of a plane mirror appears behind the mirror</li> <li>- Explain how shapes of a lens can refract light</li> </ul>	Waves exam question booklet	vibrations, oscillations, transmit, reflect absorb, scatter, frequency, wavelength, amplitude, peak, trough, pitch, transverse, longitudinal, lens, concave, convex, refract

<b>Unit 7: Matter</b>	<ul style="list-style-type: none"> <li>- Label key parts of a transverse wave and describe the movement</li> <li>- Compare waves in terms of frequency, amplitude, and wavelength</li> <li>- Label key parts of a longitudinal wave and describe the movement</li> <li>- Describe the arrangement and movement of particles in a solid and liquid</li> <li>- Describe how changing the temperature changes the arrangement and movement of particles in a solid and liquid</li> <li>- Make predictions about the resulting temperature when hot and cold fluids are mixed</li> <li>- Describe how energy dissipates from a hot object during cooling</li> <li>- Identify thermal conductors and insulators and describe their properties</li> <li>- Define thermal energy store describe and how it is effected by an objects temperature and mass</li> </ul>	<ul style="list-style-type: none"> <li>- Compare the speed and energy of a transverse wave with different amplitudes and frequencies</li> <li>- Compare the speed and energy of a longitudinal wave with different amplitudes and frequencies</li> <li>- Explain how changes in temperature effect the volume of solids and liquids.</li> <li>- Apply law of conservation of energy to explain what happens to energy in novel situations</li> <li>- Apply understanding of vibrating particles to explain how thermal conductors and insulators can speed up or slow down heat transfer</li> <li>- Explain why thermal insulators feel warm whereas conductors feel cold</li> <li>- Explain the difference between thermal energy and temperature</li> <li>- Describe how the specific heat capacity of a material affects the amount of energy in its thermal store</li> <li>- Use energy equations to calculate energy needed to increase temperature</li> </ul>	<p>Low stake assessment End of year assessment</p>	<p>Temperature, conductor, insulator, thermal, change of state, density, conduction, convection, radiation</p>
<b>Unit 8: Electricity and Magnetism</b>	<ul style="list-style-type: none"> <li>- Identify circuit component symbols</li> <li>- Draw and build series and parallel circuits</li> <li>- Identify errors in a circuit which may prevent flow of electricity</li> <li>- Define current and describe the current in a series and parallel circuit</li> <li>- Define voltage and describe the voltage in a series and parallel circuit</li> <li>- Identify examples of electrostatic force and describe how it can be made</li> <li>- Define resistance and describe how it can be increased or decreased in a circuit referring to thickness of the wire, current, and voltage</li> <li>- Label a magnet and describe how it interacts with other magnets</li> <li>- Draw and label magnetic field lines and describe what they represent</li> </ul>	<ul style="list-style-type: none"> <li>- Compare magnetic field lines and predict properties of the magnet which made them</li> <li>- Explain how to find a fault in a circuit and fix it</li> <li>- Calculate the current and voltage of a circuit when given a novel situation</li> <li>- Explain how an object can gain an overall charge due to the transfer of electrons between two objects when rubbed together</li> <li>- Explain how resistance is affected by the size of a wire, current, and voltage</li> </ul>		<p>Circuit, parallel, series, current, voltage, potential difference, electrostatic, magnetic, electrons, resistance</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
<p><b>Unit 1: Should Britain pay compensation to the Caribbean and some African countries for the slave trade?</b></p> <p><i>Significance, diversity</i></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- <b>use my knowledge</b> of the events and legacies of the Trans-Atlantic Slave Trade and evidence of life in West Africa before slavery to <b>explain and argue both sides of the debate</b> around Britain paying compensation.</li> <li>- <b>come to a judgement</b> on the <b>impact</b> of the Trans-Atlantic Slave Trade and <b>whether this should result in compensation</b>.</li> <li>- <b>use my knowledge of concepts</b> like <b>race and trade</b> when making a decision about impact and compensation.</li> <li>- <b>apply my understanding</b> of what <b>makes an event significant</b> to this topic.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- <b>confidently and sophisticatedly use my knowledge</b> of the events and legacies of the Trans-Atlantic Slave Trade and evidence of life in West Africa before slavery, to <b>explain and effectively argue both sides</b> of the debate around Britain paying compensation.</li> <li>- <b>come to a well-supported judgement</b> on the <b>impact</b> of the Trans-Atlantic Slave Trade and <b>demonstrate nuanced understanding based on clear reasoning</b> as to whether this means Britain should pay compensation</li> <li>- use my <b>deep knowledge of concepts</b> like <b>race and trade</b> to add clarity to my arguments and judgement.</li> <li>- <b>confidently apply my understanding</b> of what <b>makes an event significant</b> to this topic.</li> </ul>	<p><b>Interim unit check-in</b></p> <p><b>Written letter to the Prime Minister:</b> Should Britain pay compensation to the Caribbean and some African countries for the slave trade?</p>	<p>Trade triangle</p> <p>Reparations</p> <p>Compensation</p> <p>Enslaved</p> <p>Labour Camp</p> <p>Race</p> <p>Legacy</p>
<p><b>Unit 2: Who can tell us the most about abolition?</b></p> <p><i>Evidence</i></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- <b>use different historical sources</b> about who and what contributed to abolition to <b>make inferences about abolition</b>.</li> <li>- <b>come to a judgement</b> on <b>which historical sources tell us the most</b> about why slavery was abolished, having considered the <b>relative value</b> of each source using <b>historical context</b> and <b>evaluation of provenance</b>.</li> <li>- <b>use my understanding of concepts</b> like <b>race, resistance and the idea of responsibility</b> to shed light on the inferences about abolition.</li> <li>- understand <b>how sources can be used to provide historical evidence</b>, and also of their <b>limitations</b> in doing so, and my understanding of this thinking can be applied to different types of sources.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- <b>confidently use a range of historical sources</b> about who and what contributed to abolition to <b>make insightful inferences</b> about the complexities of abolition.</li> <li>- <b>come to a well-supported and nuanced judgement</b> about <b>what kind of information</b> different sources are <b>valuable and less valuable</b> for giving us, using <b>historical context</b> and <b>evaluation of provenance</b>.</li> <li>- <b>use my deep understanding of concepts</b> like <b>race, resistance and the idea of responsibility</b> to effectively shed light on my inferences.</li> <li>- <b>understand how sources can be best used to provide historical evidence</b>, and also of their <b>limitations</b> in doing so, and can confidently apply this understanding to other types of sources.</li> </ul>	<p><b>Interim unit check-in</b></p> <p><b>Chosen source paragraph:</b> students pick the source or set of sources which they think can best tell us about abolition and explain their choice.</p>	<p>Resistance</p> <p>Maroons</p> <p>Abolition</p> <p>Politician</p> <p>Evidence</p> <p>Limitation</p> <p>Reform</p>
<p><b>Unit 3: Why do historians argue about the importance of the Industrial Revolution?</b></p> <p><i>Interpretation</i></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- explain why historians from different times and contexts argue about the importance of the Industrial Revolution.</li> <li>- use my knowledge of the Industrial Revolution and the difference it made to Britain and the world to help explain why the historians argue about its importance.</li> <li>- use my knowledge of the different contexts that the historians were writing in (e.g. 19<sup>th</sup> century vs 21<sup>st</sup> century) to help explain why historians argue.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- confidently and sophisticatedly explain why historians from different times and contexts argue.</li> <li>- use my deep knowledge of the importance of the Industrial revolution including the 'forgotten' stories of Black inventors and links with prior learning on the Trans-Atlantic Slave Trade to clearly explain why historians' interpretations differ.</li> <li>- use my deep chronological understanding of the different contexts historians were writing from to explain why their interpretations differ.</li> </ul>	<p><b>Interim unit check-in</b></p> <p><b>Class interview followed by news article:</b> students 'interview' three historians (played by other students) collating their own journalist notes about why the historians interpretations differ before writing their own newspaper article titled</p>	<p>Revolution</p> <p>Industrial</p> <p>Rural</p> <p>Urban</p> <p>Manufacturing</p> <p>Invention.</p> <p>Resources</p>

	<ul style="list-style-type: none"> <li>- I am developing my understanding of interpretation and how the context of a historian impacts what is written or said.</li> </ul>	<ul style="list-style-type: none"> <li>- I have a strong understanding of the concept of interpretation and how interpretations are impacted by the historian and their own context.</li> </ul>	'why are three famous historians arguing about the importance of the Industrial Revolution?'	
<b>Unit 4: How easily did the British Empire take control?</b>  Similarity and difference	I can: <ul style="list-style-type: none"> <li>- <b>explain how Britain took control</b> through colonisation as well as explaining times when they were defeated.</li> <li>- <b>come to a judgement about how easy it was</b> for Britain to grow their empire, questioning the inevitability of this.</li> <li>- <b>use my understanding of concepts</b> such as inevitability, defiance and colonisation in my answer.</li> <li>- <b>use the concept of similarity and difference</b> to compare and contrast attempts to take power.</li> </ul>	I can: <ul style="list-style-type: none"> <li>- confidently and sophisticatedly <b>explain how Britain took control</b> through colonisation, contrasting them with times when they were defeated.</li> <li>- <b>come to a well-reasoned judgement about how easy it was</b> for Britain to grow their empire, drawing solid conclusions about the inevitability of this.</li> <li>- <b>use my deep understanding of concepts</b> such as inevitability, defiance and colonisation in my answer.</li> <li>- confidently understand <b>the concept of similarity and difference</b> and am using it to make judgements about how and why experiences were diverse.</li> </ul>	<b>Interim unit check-in</b>  <b>Written essay:</b> How easily did the British Empire take control?	Motherland  Colonise  Imperialism  Independence  Assimilation  East India Company  Partition
<b>Unit 5: Why did WW1 start?</b>  Causation	I can: <ul style="list-style-type: none"> <li>- <b>explain how the causes of WW1</b> contributed to the war starting.</li> <li>- <b>come to a judgement on which of these reasons was the most important</b> in starting WW1 and start to give reasons why I have made this decision. use my understanding of concepts like militarism, alliances, imperialism and nationalism in my explanations.</li> <li>- apply my secure understanding of the concept of cause to this topic.</li> </ul>	I can: <ul style="list-style-type: none"> <li>- <b>confidently and sophisticatedly explain the key reasons</b> for the start of WW1, making links between them and referencing the types of causes.</li> <li>- <b>come to a well-supported judgement on what I think was the most important cause of WW1</b>, offering clear reasoning for my decision and why it was more significant than other causes.</li> <li>- use my deep understanding of the concepts of militarism, alliances, imperialism and nationalism and how they connect in my explanations.</li> <li>- I am confidently applying my understanding of the concept of cause to this topic.</li> </ul>	<b>Assembly writing:</b> students write an assembly to deliver to primary pupils on the causes of WW1	Militarism  Alliances  Imperialism  Nationalism  Assassination  Arms Race  Scramble for Africa  Dreadnought
<b>Unit 6: How did WW1 change people's lives?</b>  Change and continuity	I can: <ul style="list-style-type: none"> <li>- explain and evaluate how lives changed for different groups of people in WW1.</li> <li>- come to a judgement on how far life changed for different groups of people in WW1 and start to compare their experiences.</li> <li>- use my understanding of concepts like voting rights, trench warfare and attitudes towards to the war in my explanations.</li> <li>- apply my secure understanding of <b>change and continuity</b> to this question.</li> </ul>	I can: <ul style="list-style-type: none"> <li>- confidently and sophisticatedly explain and evaluate how lives changed for different groups of people in WW1.</li> <li>- come to a well-supported judgement on how far life changed for different groups in WW1 and confidently compare their experiences.</li> <li>- use my deep understanding of concepts like voting rights, trench warfare and attitudes towards war in my explanations.</li> <li>- confidently apply my expert understanding of change and continuity to this question.</li> </ul>	<b>Interim unit check-in</b>  <b>Continuum judgement:</b> Comparing the lives of different groups in Britain and evaluating the extent of change.	Trench warfare  Recruitment  Propaganda  Conscientious objector  Shell shock  Enfranchised  Suffragette

<p><b>Unit 7: How can local and oral histories add to our understanding of the world wars?</b></p> <p><i>Evidence</i></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- <b>explain what different local and oral sources</b> can tell us about the World Wars.</li> <li>- <b>come to a judgement</b> about the usefulness of sources for answering different questions.</li> <li>- <b>use my understanding of concepts</b> like memory, exaggeration and omission to enhance my explanation.</li> <li>- <b>apply my understanding of evidence</b> to evaluate these sources.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- <b>confidently and sophisticatedly explain what different local and oral sources</b> can tell us about the World Wars, emphasising what they focus on in particular.</li> <li>- <b>come to a well-supported judgement</b> about the usefulness of sources for answering different questions.</li> <li>- <b>use my deep understanding of concepts</b> like memory, exaggeration and omission to enhance my explanation.</li> <li>- <b>confidently apply my understanding of evidence</b> to evaluate these sources.</li> </ul>	<p><b>Oral History presentation</b></p>	<p>Memory</p> <p>Exaggeration</p> <p>Omission</p> <p>Evacuation</p> <p>Experience</p> <p>Archives</p> <p>Oral history</p>
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### How are you 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 2 Vocabulary
<b>Unit 1: Can a place be overpopulated?</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- explain global population distribution and change</li> <li>- explain the factors affecting global population change.</li> <li>- describe and analyse population pyramids.</li> <li>- explain the impacts of a youthful population.</li> <li>- explain the impacts of an ageing population.</li> <li>- explain the positive and negative impacts of the One Child Policy.</li> <li>- explain the causes of migration and the different types of migration.</li> <li>- describe and explain how migration has changed the UK.</li> <li>- explain the causes and impacts of the Mediterranean migration crisis.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- explain global population distribution and change using examples.</li> <li>- explain the factors affecting global population change and evaluate models of population change.</li> <li>- describe and analyse population pyramids and make comparisons over time and between countries.</li> <li>- explain and evaluate the impacts of a youthful population.</li> <li>- explain the positive and negative impacts of the One Child Policy and judge the importance of these impacts.</li> <li>- explain the causes of migration and the different types of migration with real world examples.</li> <li>- describe and explain how migration has changed the UK supported by evidence.</li> <li>- explain the causes and impacts of the Mediterranean migration crisis and judge the importance of these impacts .</li> </ul>	<p>Essay – Was the One Child Policy a success?</p> <p>Interim knowledge check quiz</p> <p>Whole class feedback throughout the unit of work</p>	<p>DISTRIBUTION</p> <p>DENSITY</p> <p>SPARSELY</p> <p>DENSELY</p> <p>YOUTH BULGE</p> <p>AGEING</p> <p>MIGRATION</p> <p>REFUGEE</p> <p>MIGRANT</p> <p>IMMIGRATION</p> <p>EMIGRATION</p> <p>DEMOGRAPHY</p>
<b>Unit 2: Is there a sustainable solution to climate change?</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- describe and explain key features or the environment.</li> <li>- explain the impact of local air pollution in London.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- describe and explain key features or the environment with reference to interdependence.</li> <li>- explain the impact of local air pollution in London with reference to social, economic and</li> </ul>	<p>Interim knowledge check quiz</p> <p>Whole class feedback throughout the unit of work</p>	<p>CARBON</p> <p>CLIMATE CRISIS</p> <p>GREENHOUSE EFFECT</p>





	<ul style="list-style-type: none"> <li>- describe and explain the evidence we have for climate change.</li> <li>- explain the causes of climate change.</li> <li>- explain the impacts of climate change.</li> <li>- define the concept of environmental racism.</li> <li>- explain how climate change is impacting the UK.</li> <li>- explain strategies to reduce the causes and impacts of climate change.</li> </ul>	<p>environmental and judge the importance of these impacts.</p> <ul style="list-style-type: none"> <li>- explain the evidence we have for climate change and make a judgement about what evidence is strongest.</li> <li>- explain the causes of climate change with reference to human and physical factors.</li> <li>- explain the impacts of climate change and judge the importance of these impacts.</li> <li>- define the concept of environmental racism with reference to named examples around the world.</li> <li>- explain how climate change is impacting the UK and consider how this might change in the future, with judgement on what are the most severe impacts.</li> <li>- explain strategies to reduce the causes and impacts of climate change and consider the strengths and weaknesses of these strategies.</li> </ul>	<p>Poster presentation: Can there be a sustainable future for our planet?</p>	<p>METHANE SUSTAINABLE MITIGATION ADAPTATION ENVIRONMENTAL RACISM INEQUALITY ENVIRONMENT GLOBAL WARMING</p>
<p><b>Unit 3: Should we protect the cryosphere?</b></p>	<ul style="list-style-type: none"> <li>- I can describe the location of glaciers and explain some of the key features of them and I have some understanding of how they are formed.</li> <li>- I can describe key landforms and processes of glaciers and recognise different landforms from pictures.</li> <li>- I can use OS maps to suggest evidence of glaciers in the UK using 4 figure grid references.</li> <li>- I can define ablation, accumulation and calving and describe what the albedo effect is.</li> <li>- I can explain the impacts of glacial retreat with reference to specific places.</li> <li>- I can describe who Indigenous peoples are and how life for the Inuit people has changed.</li> <li>- I can explain why life for the Inuit people has changed.</li> <li>- I can make a judgement on whether seal hunting should be allowed in the Arctic using evidence to justify my opinion.</li> <li>- I can make a judgement on whether oil drilling should be allowed in the Arctic using evidence to justify my opinion.</li> <li>- I can make a judgement about whether tourism should be allowed in the Arctic using evidence to justify my opinion.</li> <li>- I can debate whether human interaction in the Arctic is harmful or not.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain the location of glaciers with reference to specific places and explain how they are formed using key terms.</li> <li>- I can explain key landforms and processes of glaciers and recognise different landforms from pictures.</li> <li>- I can use OS maps with accuracy to suggest evidence of glaciers in the UK with 6 figure grid references and accurately identify landforms from these maps.</li> <li>- I can explain how ablation and accumulation cause changes to glaciers. I can explain how the albedo effect links to climate change.</li> <li>- I can explain the impacts of glacial retreat with reference to specific places and determine whether these impacts are local or global. I begin to assess the significance of these impacts.</li> <li>- I can counter stereotypes about Indigenous peoples and describe how life for the Inuit people has changed over time.</li> <li>- I can explain why life for the Inuit people has changed due to a range of reasons and assess the significance of these impacts.</li> <li>- I can make a balanced judgement on whether commercial seal hunting should be allowed in the Arctic using evidence from multiple viewpoints.</li> <li>- I can make a balanced judgement on whether oil drilling should be allowed in the Arctic using evidence to justify my opinion. I begin to assess the different social and economic opportunities and challenges.</li> <li>- I can make a balanced judgement about whether tourism should be allowed in the</li> </ul>	<p>Interim knowledge check quiz</p> <p>Whole class feedback throughout the unit of work</p> <p>Debate: Should oil drilling be allowed in the Arctic?</p>	<p>ABRASION PLUCKING ACCUMULATION ABLATION ALBEDO EFFECT GLACIAL RETREAT ARETE PYRAMIDIAL PEAK INDIGENOUS PERMAFROST RESIDENTIAL RELOCATION DISPLACEMENT ASSIMILATION</p>

		<p>Arctic using evidence to justify my opinion. I begin to understand how climate change will affect this opportunity and challenge.</p> <ul style="list-style-type: none"> <li>- I can confidently debate whether human interaction in the Arctic is harmful or not.</li> </ul>		
<p><b>Unit 4: Can eating bugs save the planet?</b></p>	<p>This unit is in the process of being planned and we will update the secure and expert skills once the lessons are ready.</p> <p>Modern agriculture, food systems and distribution is one of the prime drivers of climate breakdown and ecosystem destruction. This unit will help students understand how global food provision has dramatically changed through colonialism, globalisation and innovation. It will encourage students to question the impacts of how we eat today; the social, economic and environmental implications of their weekly shop. Looking towards the future, students will consider the different strategies to change our food system, be it eating less meat or more bugs. Key questions we will cover:</p> <ol style="list-style-type: none"> <li>1. How has food changed over time? (globalisation, agriculture technology, TNCs)</li> <li>2. What are the SEE effects of food? (food waste, unfair trade, soil erosion, food miles)</li> <li>3. What is the future of food? (vegetarianism, bugs, seasonality)</li> </ol>	<p>This unit is in the process of being planned and we will update the secure and expert skills once the lessons are ready.</p> <p>Modern agriculture, food systems and distribution is one of the prime drivers of climate breakdown and ecosystem destruction. This unit will help students understand how global food provision has dramatically changed through colonialism, globalisation and innovation. It will encourage students to question the impacts of how we eat today; the social, economic and environmental implications of their weekly shop. Looking towards the future, students will consider the different strategies to change our food system, be it eating less meat or more bugs. Key questions we will cover:</p> <ol style="list-style-type: none"> <li>4. How has food changed over time? (globalisation, agriculture technology, TNCs)</li> <li>5. What are the SEE effects of food? (food waste, unfair trade, soil erosion, food miles)</li> <li>6. What is the future of food? (vegetarianism, bugs, seasonality)</li> </ol>	<p>Interim knowledge check quiz</p> <p>Whole class feedback throughout the unit of work</p> <p>Poster Presentation – What is the future of food?</p>	
<p><b>Unit 5: Why is the 'Middle East' an important world region?</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>- describe the location of physical features in the Middle East and describe the climate there.</li> <li>- explain the causes and impacts of water scarcity in the Middle East and explain and begin to evaluate the strategies used to tackle this.</li> <li>- describe the distribution of population across the Middle East and consider why the population is so diverse.</li> <li>- explain why oil is an important resource for the Middle East and the impact it has on the region's economy.</li> <li>- explain the arguments for and against Qatar hosting the World Cup in 2022 and begin to come to a judgement as to whether this was the right decision.</li> <li>- explain how UAE has developed and evaluate whether this development has been sustainable.</li> <li>- describe the factors that hinder development and explain the reasons why Yemen is one of the poorest country in the Middle East.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- describe the location of physical features in the Middle East and describe the climate with consideration of how this affects people who live there.</li> <li>- explain the causes and impacts of water scarcity in the Middle East, with consideration of the most significant causes and impacts, and evaluate the strategies used to tackle this with reference to sustainability.</li> <li>- describe the distribution of population across the Middle East with reference to specific places and consider why the population is so diverse, and how it has changed in recent years.</li> <li>- explain why oil is an important resource for the Middle East, with reference to data, and the impact it has on the region's economy – both positive and negative.</li> <li>- explain the arguments for and against Qatar hosting the World Cup in 2022 with reference to social, economic and environmental issues and confidently to a judgement as to whether this was the right decision.</li> <li>- explain how UAE has developed and evaluate whether this development has been</li> </ul>	<p>Interim knowledge check quiz</p> <p>Whole class feedback throughout the unit of work</p> <p>Report: Why is the Middle East an important world region?</p>	<p>RESOURCE</p> <p>ARID</p> <p>DROUGHT</p> <p>CONFLICT</p> <p>SCARCITY</p> <p>DIVERSITY</p> <p>POVERTY</p> <p>EXTRACTION</p> <p>INEQUALITY</p> <p>SUSTAINABLE</p> <p>PROTEST</p> <p>DEVELOPMENT</p> <p>ARAB SPRING</p>



	<ul style="list-style-type: none"> <li>- explain the reasons for some conflicts in the Middle East.</li> <li>- explain the causes and impacts of conflict in Syria.</li> </ul>	<p>sustainable, with consideration of the most/least sustainable aspects of development.</p> <ul style="list-style-type: none"> <li>- describe the factors that hinder development and explain the reasons why Yemen is one of the poorest country in the Middle East, making contrasts to UAE. I consider the most significant factors.</li> <li>- explain the reasons for some conflicts in the Middle East with reference to specific places.</li> <li>- explain and assess the causes and impacts of conflict in Syria.</li> </ul>		ARAB WINTER
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## How are you assessed in Geography?

### 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
- 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

# P.B.E

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<b>Unit 1: Medical Ethics</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- give two clear developed points</li> <li>- use several quotes</li> <li>- evaluate in more depth e.g. provide developed reasons on either side of the debate (PDD, PDD)</li> <li>- describe key concepts clearly</li> <li>- outline a few differences <i>within</i> religions</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- develop two clear reasons (PDD + PDD) using several examples or further explanations</li> <li>- use a range of quotes to explain what <i>different</i> groups believe</li> <li>- evaluate in more depth e.g. provide developed reasons on either side of the debate (PDD+PDD // PDD+PDD)</li> <li>- explain key concepts articulately and in detail</li> <li>- express yourself articulately in debates, referring to the points made by others</li> </ul>	Detailed marking (1 x 1 marker, 2 marker, 4 marker, 5 marker and 9 marker)	
<b>Unit 2: Christianity</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- develop two clear reasons using examples and quotes to explain beliefs e.g. 5 / 5 in 5 markers</li> <li>- explain some differences <i>within</i> the religion</li> <li>- evaluate in more depth e.g. provide developed reasons on either side of the debate (PDD, PDD)</li> <li>- explain a range of key concepts</li> <li>- use a range of key theological terms</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- choose between examples and quotes to pick the most appropriate supporting evidence for each reason in 5 markers</li> <li>- evaluate in more depth, occasionally providing several developed points on either side of the debate (PDD+PDD // PDD+PDD) in order to get at least 6/9 in longer essay questions</li> <li>- describe my final thoughts in a conclusion</li> <li>- explain a wide range of key concepts and use theological terms</li> <li>- explain the origins of differences within the religion and give examples of different beliefs</li> </ul>	2x1, 2, 4, 5 and 1 x 9 marker	
<b>Unit 3: Legacies of the Enlightenment</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- develop two clear reasons using examples and quotes to explain beliefs e.g. 5 / 5 in 5 markers</li> <li>- evaluate in more depth e.g. provide developed reasons on either side of the debate (PDD + PDD / PDD + PDD)</li> <li>- explain a range of key concepts</li> <li>- begin to consider how the Enlightenment has <i>influenced</i> communities</li> <li>- offer a brief conclusion</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- choose between examples and quotes to pick the most appropriate supporting evidence in essays</li> <li>- evaluate in more depth, occasionally providing several developed points on either side of the debate (PDD+PDD // PDD+PDD)</li> <li>- give a conclusion in order to achieve 7+/9 in longer essay questions</li> <li>- explain a wide range of key concepts</li> <li>- explain ways that the Enlightenment has <i>influenced</i> individuals and communities</li> </ul>	Detailed marking 1 x 1, 2, 4, 5 and 9 marker	
<b>Unit 4: Islam</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- develop two clear reasons using examples and quotes or other references to sources of wisdom e.g. 5 / 5 in 5 markers</li> <li>- evaluate in more depth by developing points and giving a clear conclusion that sums up some of the arguments</li> <li>- explain the <i>influence</i> of beliefs on individuals and communities</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- choose between examples and quotes to pick the most appropriate supporting evidence in essays</li> <li>- evaluate in more depth, providing several developed points on either side of the debate and a clear conclusion in order to achieve 8 or 9 in essays (PDD+PDD // PDD+PDD)</li> <li>- explain key religious concepts using a range of key terms</li> </ul>	2 x 1, 2, 4, 5 and 1 x 9 marker	

	<ul style="list-style-type: none"> <li>- explain some differences <i>within</i> religions</li> <li>- explain some key religious concepts using key terms</li> </ul>	<ul style="list-style-type: none"> <li>- begin to refer to sources of authority to explain some differences <i>within</i> Islam</li> <li>- explain a range of ways practising Islam affects individuals and communities</li> </ul>		
<b>Unit 5: Humanism</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- develop two clear reasons using examples and quotes to explain beliefs e.g. 5 / 5 in 5 markers</li> <li>- evaluate in more depth e.g. provide developed reasons on either side of the debate (PDD + PDD / PDD + PDD)</li> <li>- offer a conclusion with your opinion clearly stated</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- develop two clear reasons using examples and quotes to explain beliefs e.g. 5 / 5 in 5 markers</li> <li>- respond in kind to arguments e.g. if an argument is pragmatic, respond using another pragmatic argument</li> <li>- evaluate in more depth, occasionally providing several developed points on either side of the debate (PDD+PDD // PDD+PDD)</li> <li>- give a conclusion which sums up the debate and states your opinion in order to achieve 9/9 in longer essay questions</li> <li>- state which side of a debate is more significant or has the stronger argument earlier in your essay to form a chain of reasoning</li> </ul>	2 x 1, 2, 4, 5 and 1 x 9 marker	
<b>Unit 6: Hinduism</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>- develop two clear reasons using examples and quotes or other references to sources of wisdom e.g. 5 / 5 in 5 markers</li> <li>- explain the <i>influence</i> of beliefs on individuals and whole communities</li> <li>- explain some differences <i>within</i> religions</li> <li>- explain some key religious concepts using key terms</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>- explain a range of challenging religious concepts using a range of key terms e.g. Brahman, reincarnation, karma</li> <li>- begin to refer to sources of authority and differences in interpretation to explain a range of differences <i>within</i> Hinduism e.g. in how Hindus understand <i>ahimsa</i> or the Caste System</li> <li>- explain a range of ways practising Hinduism affects individuals and communities</li> <li>- explain how studying religions has influenced your own perspective or caused you to reflect on particular issues</li> </ul>	Design your own symbolic picture	

**How are you assessed in PBE?**

**What we expect students to do:**

**What we expect teachers to do:**

# French

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<b>Unit 1: Vive les vacances!</b> Students will talk about what they have done during their holidays using her perfect tense of regular –er verbs.	I can: <ul style="list-style-type: none"> <li>- Talk about what I did in the school holidays</li> <li>- Use the perfect tense of regular –er verbs</li> <li>- Understand some of the most common irregular verbs in the perfect tense</li> <li>- Use keys verbs in the perfect tense that use <i>être</i></li> </ul>	I can: <ul style="list-style-type: none"> <li>- Use negatives in the perfect tense</li> <li>- Use a range of irregular verbs in the perfect tense</li> <li>- Confidently use the present and perfect tenses together</li> </ul>	First large vocabulary test at the end of the first half term. Detailed written feedback will be given in books on at least one piece of short writing using the vocabulary from Unit 1.	Regular verbs Irregular verbs Perfect tense Agreement Negative Auxiliary verb
<b>Unit 2: J'adore les fêtes!</b> Students will learn how to talk about festivals, using transactional language to buy food at a market and using the near future tense to talk about a future trip	I can: <ul style="list-style-type: none"> <li>- Talk about festivals and celebrations using opinions vocabulary to say what you like and dislike</li> <li>- Use transactional language to practise buying things at a French market</li> <li>- Talk about a future school trip using the near future tense</li> </ul>	I can: <ul style="list-style-type: none"> <li>- Use the present of regular –ir and –re verbs</li> <li>- Give answers to a reading task in French</li> <li>- Combine the present and near future tenses in my written work</li> </ul>	Listening and reading exams during the assessment week. Detailed written feedback will be given on one extended piece of writing completed in class.	Transactional Near future tense
<b>Unit 3: À loisir</b> Students will learn how to talk about TV programmes, going to the cinema and using digital technologies and other leisure activities.	I can: <ul style="list-style-type: none"> <li>- Talk about my preferences with TV programmes and celebrities</li> <li>- Arrange to go out and buy tickets for an event</li> <li>- Talk about my favourite leisure activities</li> <li>- Talk about my shopping preferences</li> </ul>	I can: <ul style="list-style-type: none"> <li>- Form and answer questions accurately</li> <li>- Use a range of negatives confidently</li> <li>- Use 3 tenses together in spoken French</li> </ul>	Translation exam from French-English and English-French, based on all the vocabulary covered so far in Units 1-3. Detailed written feedback will be given in books on at least one piece of short writing using the vocabulary from Units 1-3.	Inversion Negatives Synonyms Adjectival agreements
<b>Unit 4: Le monde est petit</b> Students will learn how to talk about where they live, what they do to help at home and their daily routine.	I can: <ul style="list-style-type: none"> <li>- Talk about the area where I live</li> <li>- Say what I do to help at home</li> <li>- Talk about my daily routine</li> <li>- Talk about moving house</li> <li>- Understand a number of key reflexive verbs</li> </ul>	I can: <ul style="list-style-type: none"> <li>- Use 3 tenses confidently in written and spoken French</li> <li>- Use reflexive verbs confidently in my written work</li> <li>- Use 3 tenses together in written and spoken French</li> </ul>	Second large vocabulary test at the end of term. Detailed written feedback will be given in books on at least one piece of short writing using the vocabulary from Units 1-4.	Reflexive verbs Reflexive pronouns Modal verbs Irregular adjectives
<b>Unit 5: Le sport en direct</b> Students will learn how to talk about sports, giving directions and talking about illnesses and injuries.	I can: <ul style="list-style-type: none"> <li>- Use the verbs jouer and faire confidently to talk about sports activities that I do</li> <li>- Give opinions about sports</li> <li>- Ask and give directions</li> <li>- Use il faut to say 'you must'</li> <li>- Talk about injuries and illnesses and take part in a conversation at the doctors</li> </ul>	I can: <ul style="list-style-type: none"> <li>- Use the comparative confidently</li> <li>- Use the imperative to give directions</li> <li>- Ask and answer questions in three tenses</li> </ul>	Listening, Reading, Translation and Writing exams at the end of the half term.	Comparative Imperative

## How are you assessed in French?

### 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 as MRI in class
- To mark all end of term assessments following the department mark schemes
- To use stickers in books for all examples of 'Outstanding Learning' evidenced in books
- To mark assessments 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

**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

# Spanish

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<b>Unit 1: Mis vacaciones</b> Talking about a past holiday, using the preterite tense of 'ir', saying what you did on holiday, using the preterite tense of -ar, -er and -ir verbs, saying what the holiday was like, giving a presentation about your holiday, making your sentences more interesting	<b>I can:</b> <ul style="list-style-type: none"> <li>Talk about a holiday using the preterite forms of 'ir' and 'ser'</li> <li>Say what I did on holiday and what my holiday was like</li> <li>Give a presentation about my holiday</li> </ul>	<b>I can:</b> <ul style="list-style-type: none"> <li>Use the preterite forms of regular -ar, -er and -ir verbs</li> <li>Write an extended text using opinions, comparatives, opinions and sequencers</li> <li>Present confidently about my holiday and evaluate others' work</li> </ul>	First large vocabulary test at the end of the first half term. Detailed written feedback will be given in books on at least one piece of short writing using the vocabulary from Unit 1.	<ul style="list-style-type: none"> <li>Preterite tense</li> <li>Infinitive</li> <li>Conjugation</li> <li>Comparative</li> <li>Sequencers</li> </ul>
<b>Unit 2: Todo sobre mí</b> Saying what you use your phone for, revising the present tense, saying what type of music you like, giving a range of opinions, talking about tv, using the comparative, saying what you did yesterday, using the present and preterite, understanding a TV guide, tackling an authentic text	<b>I can:</b> <ul style="list-style-type: none"> <li>Say what I use my phone for</li> <li>Say what type of music I like</li> <li>Talk about TV</li> <li>Say what I did yesterday</li> <li>Understand a TV guide</li> </ul>	<b>I can:</b> <ul style="list-style-type: none"> <li>Give varied and justified opinions</li> <li>Use the comparative effectively</li> <li>Use the present and preterite together</li> <li>Tackle an authentic text with confidence</li> </ul>	Listening and reading exams during the assessment week. Detailed written feedback will be given on one extended piece of writing completed in class.	<ul style="list-style-type: none"> <li>Comparative</li> <li>Preterite tense</li> </ul>
<b>Unit 3: ¡A comer!</b> Saying what food you like, using a wider range of opinions, describing mealtimes, using negatives, ordering a meal, using usted/ustedes, discussing what to buy for a party, using the near future, giving an account of a party, using three tenses together, using coping strategies when speaking, responding to what people say	<b>I can:</b> <ul style="list-style-type: none"> <li>Say what food I like</li> <li>Describe mealtimes</li> <li>Order a meal</li> <li>Discuss what to buy for a party</li> <li>Give an account of the party</li> <li>Use coping strategies when speaking</li> </ul>	<b>I can:</b> <ul style="list-style-type: none"> <li>Use a wide range of opinions</li> <li>Use negatives correctly</li> <li>Use usted/ustedes when appropriate</li> <li>Use three tenses together</li> <li>Respond to what people say</li> </ul>	Translation exam from French-English and English-French, based on all the vocabulary covered so far in Units 1-3. Detailed written feedback will be given in books on at least one piece of short writing using the vocabulary from Units 1-3.	<ul style="list-style-type: none"> <li>Negatives</li> </ul>
<b>Unit 4: ¿Qué hacemos?</b> Arranging to go out, using <i>me gustaría</i> + infinitive, making excuses, using <i>querer</i> and <i>poder</i> , discussing getting ready to go out, using reflexive verbs, talking about clothes, saying 'this/these', talking about sporting events, using three tenses, describing a fancy dress outfit, using a dictionary	<b>I can:</b> <ul style="list-style-type: none"> <li>Arranging to go out</li> <li>Use <i>me gustaría</i> + infinitives</li> <li>Make excuses using <i>querer</i> and <i>poder</i></li> <li>Discuss getting ready to go out</li> <li>Talk about clothes</li> <li>Talk about sporting events</li> <li>Describe a fancy dress outfit</li> </ul>	<b>I can:</b> <ul style="list-style-type: none"> <li>Use reflexive verbs</li> <li>Say 'this/these'</li> <li>Use all three tenses together</li> <li>Use a dictionary effectively</li> </ul>	Second large vocabulary test at the end of term. Detailed written feedback will be given in books on at least one piece of short writing using the vocabulary from Units 1-4.	<ul style="list-style-type: none"> <li>Reflexive verbs</li> <li>Infinitives</li> </ul>
<b>Unit 5: Operación verano</b> Describing a holiday home, discovering more about the comparative, describing holiday activities, asking for directions, using the imperative, talking about summer camps, learning more about using three tenses, describing a world trip, tackling challenging listening.	<b>I can:</b> <ul style="list-style-type: none"> <li>Describe a holiday home</li> <li>Discover more about the comparative</li> <li>Describe holiday activities</li> <li>Ask for directions</li> <li>Talk about summer camps</li> <li>Describe a world trip</li> </ul>	<b>I can:</b> <ul style="list-style-type: none"> <li>Use the comparative to make effective comparisons</li> <li>Use the imperative</li> <li>Learn more about using three tenses</li> <li>Tackle challenging listening tasks</li> </ul>	Listening, Reading, Translation and Writing exams at the end of the half term.	<ul style="list-style-type: none"> <li>Comparative</li> <li>Imperative</li> </ul>

How are you assessed in Spanish?



WILT  
LEARNING  
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Chestnut Grove Academy



**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 as MRI in class
- To mark all end of term assessments following the department mark schemes
- To use stickers in books for all examples of 'Outstanding Learning' evidenced in books
- To mark assessments 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

**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

# D.T

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 and 3 Vocabulary
<b>Unit 1: Kangaroo</b> A refresher project to recall how to use workshop tools and equipment with a reminder about H&S.	I can: <ul style="list-style-type: none"> <li>Select correct tools in my practical work and explain their function.</li> <li>Explain the best process when making.</li> <li>I demonstrate good making skills but with some errors.</li> </ul>	I can: <ul style="list-style-type: none"> <li>Select specialist tools in my practical and my choices are justified.</li> <li>I justify the reasons for my choice of materials taking into consideration their properties.</li> <li>I demonstrate excellent making skills with little or no errors.</li> </ul>	Accuracy of outcome. Making skills are documented in design journals which is assessed by teachers.	Cutting Making Production Removing wastage ( <b>Wastage</b> is the process of cutting away material with tools and equipment). Recycling Sustainability Sustainable Manufactured Batch production
<b>Unit 2: Cooking and Nutrition</b> Students will take part in a series of one hour cookery lessons which teach important life skills as well as learning about what nutrients are in their favourite meals.	I can: <ul style="list-style-type: none"> <li>cook a variety of dishes by following a recipe.</li> <li>demonstrate a range of cutting skills using knives.</li> <li>I have basic knowledge about nutritional values in food.</li> </ul>	I can: <ul style="list-style-type: none"> <li>Cook a variety of dishes by following a recipe and demonstrate a greater understanding of the nutritional values of the foods I've cooked.</li> </ul>	Weekly meals will be tested and evaluated by students and the teacher(s).	ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble design specification, innovative, evaluate, design brief
<b>Unit 3: Jewellery Boxes</b> A primarily timber-based project but aspects of polymers and CAD is included. Students will learn how to accurately measure, mark out and cut finger joints to create a small jewellery box.	I can: <ul style="list-style-type: none"> <li>measure and mark out finger joints quite accurately.</li> <li>name most of the tools I've used and understand how to use them safely.</li> <li>work independently at times during my practical work – I may need some assistance when using the machines.</li> <li>understand the differences between hardwoods and softwoods – and can confidently name at least 2 examples of each.</li> <li>name the manufactured boards we are using and why we are using them linking to sustainability.</li> </ul>	I can: <ul style="list-style-type: none"> <li>measure and mark out finger joints accurately and precisely</li> <li>name all of the tools I've used and understand how to use them safely.</li> <li>work independently and confidently using all tools and machinery.</li> <li>understand how trees are felled and converted into workable timbers and can explain this confidently.</li> <li>explain in detail what manufactured boards we are using and how they are made. I can name the different types of polymers which are present in these types of boards.</li> </ul>	Design pages in design journals. Final outcome – accuracy of the jewellery box will be assessed. Final written evaluation.	Try Square Joints Finger joint Butt joint Mitre joint Precision Accuracy Timbers Natural timbers Manufactured boards MDF Oak Pine Mahogany
<b>Unit 4: Tatty Devine inspired jewellery</b> Students are given a real life brief to design and manufacture a piece of acrylic jewellery using the laser cutter. They will learn about the advantages and disadvantages of using CAD and CAM to make products.	I can: <ul style="list-style-type: none"> <li>draw out some designs for a piece of jewellery to be laser cut.</li> <li>understand what type of plastic acrylic is and some basic properties.</li> <li>explain one advantage and one disadvantage of using CAD/CAM to manufacture products.</li> </ul>	I can: <ul style="list-style-type: none"> <li>draw out a range of design ideas for my jewellery and develop these using the iterative design process.</li> <li>understand the two types of plastics and the molecular structure of these; being able to explain why one can be reformed and why the other can't be.</li> <li>list a range of advantages and disadvantages of using CAD/CAM in industry and the implications of these on mass production.</li> </ul>	Design pages in design journals. Final outcome – quality and intricacy of jewellery.	CAD (Computer Aided Design) CAM (Computer Aided Manufacture) Axis Laser cutter Precision Accuracy Mass production Polymers Thermoplastics Thermosetting plastics Nesting Tessellation



**How are you assessed in D.T.?**

Projects will be assessed against the curriculum structure outlined in their design journals (theoretical knowledge, design, make and evaluate). Students also sit two exams during the year to assess their progress (including practical progress where they are asked to recall previous making skills).

**What we expect students to do:**

- To self-assess any research or design work in their D&T booklets.
- To complete any practical work to a high quality and degree of precision.
- To peer assess any design work to provide another viewpoint and opinion of how to alter and improve ideas.
- Read through and proofread all extended written task. Add a detailed MRI.
- To respond to every end of project feedback and progress grades with at least one target for the following term.
- To write a self-evaluation for every product made in D&T: looking at what went well, any mistakes made during making and further improvements which can be made to the final prototype.
- Explain how each project links back to prior knowledge and skills.

**What we expect teachers to do:**

- Make suggestions on improving accuracy of practical skills and making.
- Correct any inaccurate technical language relating describing materials, manufacturing methods and production techniques.
- To mark books once every three weeks and provide targets to students (based on theoretical knowledge, designing, making and evaluating).
- To assess homework tasks.
- To mark tests and give a % to each student (also run through the exam with students).

# Music

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<b>Unit 1: Samba and Kalimba</b> Performance based project focusing on rhythm skills and team work in order to create a full Samba piece including unison, call and response and improvisation. Students will learn about effective percussion technique. Students will use Kalimba's to develop an understanding of melody.	I can play in time with a group of musicians. I can explain the terms unison, call and response and improvisation. <ul style="list-style-type: none"> <li>- I can demonstrate how to play different percussion instruments correctly and name them.</li> </ul>	Key knowledge and skills plus explain how structure can contribute to maintaining interest in a piece of music.		Percussion Pitch Dynamics Technique Rhythm Structure
<b>Unit 2: Reggae</b> Students will compose their own Reggae piece having studied the conventions of the genre. Students will learn how to create chords.	I can explain the historical context of Reggae Music. I can compose a piece of music using chords, melody, drum beat and bass line. I can work out the notes in major and minor chords.	Key knowledge and skills plus I can work out the notes in 7 <sup>th</sup> chords. I can add a countermelody line.	Finished composition.	Rhythm Tempo Pitch Structure Dynamics Melody Harmony Texture Chords
<b>Unit 3: Classical Music</b> A project to introduce students to a range of classical music pieces written for piano.	I can perform a melody line of a piece of classical music. I can work out the notes in a major or minor scale. I know the notes on the treble and bass clefs.	Key knowledge and skills plus playing both hands of a piece on a keyboard.	Individual keyboard assessment.	Baroque Classical Romantic
<b>Unit 4: Rap Music</b> Students will learn about Rap Music and the context in which it was created. Students will create their own rap and backing track.	I can create a backing track using Logic that has multiple interlocking drum beats and chords. I can speak in time to music.	Key knowledge and skills plus a sung chorus.	Finished composition and performance.	Loop Split Join Rhythm Texture
<b>Unit 5: Ukulele</b> Students will continue to develop their ability to play ukulele by learning how to read chord diagrams and playing a variety of songs.	I can read chord diagrams for simple chords. I can play a piece of music showing good strumming technique and finger positioning.	Key knowledge and skills plus I can work out and play more complex chords and learn and play a more complex piece of music.	Individual ukulele assessment.	Chords Diagram Tab Strumming
<b>Unit 6: IV chord songs</b> Students will compose a song using the main four chords used in Music (I, IV, V and vi). Students will learn about Roman Numerals and how music uses these to label chords.	I can compose a piece of music in a structured way using the four main chords of C Major or A Minor. I can explain how Roman Numerals are used with degrees of the scale.	Key knowledge and skill plus I am able to work out the notes in different scales and use the four main chords from those scales.	Finished composition and performance.	Major Minor Scale Roman Numerals Chords Structure

## How are you assessed in Music?

**What we expect students to do:**

**What we expect teachers to do:**

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<p><b>Unit 1: Man-Made</b>  <b>Object:</b> This project is designed to introduce students to unexplored ideas, techniques, and processes, whilst extending those covered previously in year 7 with increased complexity and challenge. This project will include 2D and/or 3D artmaking, with a focus on drawing, painting and clay work.</p>	<p><b>Practical (Productive)</b></p> <ul style="list-style-type: none"> <li>- Mark-making and shading techniques to render surface and form in pencil; extended to include observational drawing techniques and an extended consideration of perspective drawing (e.g., ellipses)</li> <li>- Colour pencil techniques of layering, blending and burnishing, exploring the role of colour in creating atmosphere, light, and tonal value</li> <li>- Carbon paper transfer technique</li> <li>- Oil pastel drawing exploring blending, layering, using harmonious colours to enhance chroma and luminosity</li> <li>- Design work to inform 3D outcomes</li> <li>- Extended paint and brush control for more complex forms</li> <li>- Complementary/harmonious colours to create light and dark tonal gradation/change value when painting</li> <li>- Watercolour technique: washes, pooling, blotting, layering</li> <li>- Clay building techniques extended to include moulds, coiling and surface texturing with variety of tools</li> <li>- Clay painting technique extended to include the use of under-glazes and oxides</li> <li>- Abstracted approaches to 3D design using mixed-media and fine liner</li> <li>- Extended self-evaluations/critical analyses of work created with visual literacy</li> </ul> <p><b>Practical (Receptive)</b></p> <ul style="list-style-type: none"> <li>- How colour can translate to mood and light with a focus on harmonious/complementary colour</li> <li>- Principles of composition in creating dynamic arrangements with movement, energy and/or depth</li> <li>- Principles of perspective and proportion when creating the illusion of depth and form</li> <li>- How the firing process and glazes work</li> <li>- Stylistic differences in art and how these are achieved with technique and media, in particular “realist”, “abstract” and “expressive”</li> <li>- How to identify and respond to the stylistic qualities of “pop art”: considering composition, colour and subject matter</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>- The role and stylistic qualities of the pop art movement, from its early conception to contemporary</li> <li>- The work of Wayne Thiebaud, Michael Craig Martin, Sarah Graham, Anna Barlow, Peter Anton</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing from still life</li> <li>- Harmonious colour blending and optical blending</li> <li>- Reproducing complex imagery</li> <li>- Exploring chroma and complementary colours to create luminosity in oil pastel</li> <li>- Using additive and more sculptural techniques in clay</li> <li>- Exploring more complex model painting: highlights, gestural marks for texture</li> </ul>	<ul style="list-style-type: none"> <li>- Pencil Tonal Study (AO3)</li> <li>- Artist Research: Sarah Graham (AO1)</li> <li>- Colour Pencil Study (AO2)</li> <li>- Snack Drawing/Painting (AO2)</li> <li>- Cupcake Sculpture (AO2/4)</li> <li>- End of project marking</li> </ul>	<p>Palette, texture, fine liner, annotation, sketch, depth, design, luminous, proportion, ellipses, proportion, pigment, overlapping, opaque</p>

	<ul style="list-style-type: none"> <li>- How the above artists fit into other art genres of artmaking such as graphic, expressive and hyper-realist</li> <li>- The links between 2D and 3D pop art, their own work and the work of others, and modern and contemporary examples of pop art– exploring visual and theoretical links</li> <li>- Extending critical analysis to include compare/contrast approaches</li> </ul> <p><b>Disciplinary</b></p> <ul style="list-style-type: none"> <li>- The cultural, social and political issues illuminated/challenged by pop art and its meaning.</li> <li>- Value of pop art vs the aesthetic qualities of the work: what is more important? Can they be separated?</li> <li>- The meaning and value of pop art and how they might incorporate these values into their own work through design, style and/or semiotics</li> <li>- Stylistic differences in art and how these are achieved: “realist”, “abstract” and “expressive” and how these translate into our understanding of value vs quality of art.</li> </ul>			
<p><b>Unit 2: Natural Form</b></p> <p>This project extended their drawing and painting skills, whilst introducing them to key concepts of rhythmic form and composition, as well as introducing new skills such as mpasto painting technique</p>	<p><b>Practical (Productive)</b></p> <ul style="list-style-type: none"> <li>- Extended to tonal and textural qualities of rendering forms using pen: contouring, scumbling, layering and mark making</li> <li>- Introducing the grid method as a means of creating proportional accuracy</li> <li>- Oil pastel extended to more complex colour matching and blending to create detail and form</li> <li>- Rhythmic forms and movement used as a compositional tool for final piece design</li> <li>- Watercolour extended to include complementary/harmonious colour mixing for highlights and shadows, and creating texture with paint through gestural brush strokes and mark making</li> <li>- Poster paint extended to the use of shades, tones, tints and textural marks</li> <li>- Extending colour mixing to greater understanding of primary colours and their impact on secondary mixes (e.g., cadmium yellow vs lemon yellow for creating greens)</li> </ul> <p><b>Practical (Receptive)</b></p> <ul style="list-style-type: none"> <li>- The relationship between media and style (pen vs pen; oil pastel vs paint)</li> <li>- The impact of technique and media application on style/mood (e.g. blended vs agitated/vigorous shading)</li> <li>- Unique properties of different primary colours and their impact on secondary mixes (including browns)</li> <li>- Rhythmic forms/shapes for creating visually dynamic compositions and visually dynamic arrangements (leading lines, focal points etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing from challenging reference images</li> <li>- Exploring more complex compositions</li> <li>- Using gestural marks with paint to create texture and shape</li> </ul>	<ul style="list-style-type: none"> <li>- Pen Tonal Study (AO3)</li> <li>- Artist Research: Sarah Graham (AO1)</li> <li>- Watercolour (AO3)</li> <li>- Katy Scott Grid Drawing (AO2/3)</li> <li>- Sustained Painting (AO2/4)</li> <li>- End of project marking</li> </ul>	<p>Proportion, rhythmic, composition, dynamic, oil pastel, proportion, expressive, overlapping, agitated</p>



<ul style="list-style-type: none"> <li>- Using frames (circle) and negative space as compositional tools</li> </ul> <p><b>Theoretical</b></p> <ul style="list-style-type: none"> <li>- Artists Michelle Parsons and Irene Meniconi and illustrator and designer Katie Scott</li> <li>- Pirates of the Caribbean and the impact of concept artists within film, and film as an inspiration for artwork</li> <li>- Traditional Japanese tradition of Netsuke, with a focus on rhythmic forms</li> <li>- How to compare/contrast artwork from different time-periods and styles</li> </ul> <p><b>Disciplinary</b></p> <ul style="list-style-type: none"> <li>- Contemporary female artists as a starting point for discussing art traditions/canons and the difference in recognition between female and male artists. Prompting question: why is male art valued (socially and economically) more than female art?</li> <li>- Non-western vs western art; traditional vs non-traditional; fine art vs contemporary art, illustration; 2D vs 3D; other questions around art, craft and design and their value</li> </ul>			
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**How are you assessed in Art?**

- Students are assessed on one homework and one piece of classwork per half term

**What we expect students to do:**

- To self-assess 25% of work in books
- To complete any practical work to a high quality and degree of precision.
- To peer assess 25% of work
- To respond to all teacher feedback

**What we expect teachers to do:**

- To provide summative marking with actionable feedback to 25% of classwork and homework (2 pieces per half term)
- To provide formative, "skim" marking to remaining 25% of work

# Drama

	<b>Secure knowledge and skills</b>	<b>Expert knowledge and skills</b>	<b>Assessed Pieces</b>	<b>Key Vocabulary</b>	<b>Co-curricular links</b>
<b>Unit 1: Comedic Performance</b>	<ul style="list-style-type: none"> <li>- I can perform using some vocal and physical skills that demonstrates an understanding of my character</li> <li>- I can sustain character throughout most of a performance</li> <li>- I can interact with other performers to communicate meaning and sustain audience interest for some of a performance</li> </ul>	<ul style="list-style-type: none"> <li>- I can perform a coherent interpretation of my character using relevant aspects of the style to realise artistic intention</li> <li>- I can use space creatively and effectively to communicate character relationships (proxemics)</li> </ul>	<b>AO2 - final devised performance in style of Commedia dell'arte</b>	Dramatic irony Melodramatic Physicality (RP) Received pronunciation Rehearsed Subjective Spontaneous	History – developing understanding of the comedic performance through history  English – exploration of Restoration/18 <sup>th</sup> Century Theatre play texts
<b>Unit 2: Interpreting Classical Text</b>	<ul style="list-style-type: none"> <li>- I can use reasonable physical and vocal skills to communicate meaning and character</li> <li>- I can perform with reasonable characterisation throughout most of a performance</li> <li>- I can discuss my artistic intentions with a clear understanding of my character</li> <li>- I can refer to 2 or 3 physical or vocal skills when making directorial decisions</li> <li>- I can refer to 2 or 3 elements when making design decisions</li> <li>- I can articulate what my decisions will communicate to the audience</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a range of effective physical and vocal skills to communicate meaning and character</li> <li>- I can refer to a range of physical or vocal skills when making directorial decisions</li> <li>- I can refer to a range of elements when making design decisions</li> <li>- I can articulate a clear artistic intention with an understanding of the impact on the audience</li> <li>- I can justify my decisions with reference to either my understanding of the text, atmosphere or character motivation</li> </ul>	<b>AO2 – final performance of a monologue using performance skills to realise artistic intentions</b>  <b>AO3 - exam questions on making directorial and/or design decisions for a classical text</b>	Artistic intentions Direct address Monologue Soliloquy	English – analysis and evaluation of language, study of a play.
<b>Unit 3: Noughts &amp; Crosses</b>	<ul style="list-style-type: none"> <li>- I can use my knowledge and understanding of Drama and theatre to create and develop imaginative ideas for performance</li> <li>- I can conduct and use appropriate research to create ideas for performance</li> <li>- I can develop clear artistic intentions for my performance</li> <li>- I can sensitively interact with other performers to communicate meaning and sustain audience interest for some of a performance</li> </ul>	<ul style="list-style-type: none"> <li>- I can conduct and use appropriate research to create, develop and refine my performance and character/s</li> <li>- I can perform with maturity and sensitivity to communicate meaning and sustain audience interest</li> <li>- I can use a range of relevant aspects of the genre or style to realise my artistic intentions</li> <li>- I can evaluate and analyse in some detail my own performance with reference to my artistic intentions</li> </ul>	<b>AO1 – portfolio of devising process including use of research</b>  <b>AO2 – final devised performance</b>  <b>AO4 – evaluation and analysis of final performance</b>	Didactic Dystopian Socio-political Target audience	History and PBE – exploration of themes such as race, racism, discrimination, apartheid and rights.  Media – exploration of representation and ethics



	<ul style="list-style-type: none"> <li>- I can evaluate with some analysis my own performance with reference to my artistic intentions</li> <li>- I can evaluate with some analysis the impact of performance skills in a live theatre production</li> </ul>	<ul style="list-style-type: none"> <li>- I can evaluate and analyse in some detail the impact of performance skills in a live theatre production</li> </ul>			
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**How are you assessed in Drama?**

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 and ideas for performance 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)

	Secure knowledge and skills	Expert knowledge and skills	Assessed Pieces	Tier 2 Vocabulary
<p><b>Unit 1:Communication</b></p>	<ul style="list-style-type: none"> <li>- Students will understand a range of verbal communication techniques and to develop the ability to communicate effectively.</li> <li>- Students will understand a range of non-verbal communication techniques and to develop the ability to communicate effectively.</li> <li>- Students will understand what active listening is and how to develop active listening skills.</li> <li>- Students will begin to understand a range of conflict management skills and to develop strategies to solve conflicts and disagreements</li> <li>- Students will reflect on the advantages of asking questions in the learning process and in developing a deeper understanding for concepts.</li> <li>- Students will develop an understanding of the role of feedback as part of effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to show that they can apply the knowledge and skills in more than one physical activity.</li> <li>- Students will be able to perform skills and tactics with increased fluency, control and precision.</li> <li>- Students will begin to suggested methods to improve performance.</li> <li>- Students will be able to perform with good competence in more than one activity.</li> </ul>	<p><b>Continual Teacher observations:</b> The curriculum has been planned to apply to holistic assessment frameworks. On-going formative assessment will inform summative judgements</p> <p><b>Peer discussions and feedback:</b> Peer discussions and feedback will enable students to support each others development, understand current strengths and areas of development and further embed learning.</p> <p><b>Questioning:</b> During every lesson there will be opportunities to confirm learning through questioning. Using the questions provided as part of the link phase will ensure students can apply learning to their PE lesson and will provide formative assessment opportunities to gauge depth of understanding</p>	<p>Badminton: Backhand, forehand, ace, backcourt, baseline, tram line, service line, clear, drop shot, smash, serve, return, kill, shuttle, net shot, let, racket, rally,</p> <p>Football: Attacker, corner, defender, direct, indirect, dummy, far post, near post, foul, free kick, give &amp; go, 1, 2, goal keeper, outswinger, inswinger, obstruction, marking ,offside, one touch, sweeper, throw in, volley, nut meg,</p> <p>Fitness Aerobic, Agility, anaerobic, balance, beats per minute, body composition, cardiovascular, circuit, continuous, coordination, endurance, fartlek, flexibility, heart rate, frequency, interval, lactic acid, training, muscular endurance, power, recover, repetitions sets, resistance, speed, strength,</p> <p>Netball, Centre, wing attack, wing defence, goal shooter, goal keeper, wing defence, goal defence, third pivot, chest pass, footwork, rebound</p> <p>Hockey: Dangerous pay, dribble, drive, foul, slap, hit push, tackle, jockey, flick, scoop, free hit, obstruction, reverse.</p> <p>Basketball Assist, backboard, basket, block, bounce, double dribble, drive, foul, free throw, guard, hoop, jump shot, lay up, possession, rebound set shot, 3 point, travelling, turn over, violation, zone, back court, side-line, baseline.</p> <p>Dance: Travelling, stillness, gestures, choreography, canon, direction, duet, elevation, motif, pathway, posture, repetition, solo, group, performance, stimuli, style, timing, unison</p> <p>Athletics:</p>

				<p>Athlete, baton, false start, lap, middle distance, relay, throw, jump, sprint, pacing</p> <p>Cricket: Attacking, batting, bowling, fielding, catch, out, runs innings, no ball, wide, run out, stumped, wicket keeper.</p> <p>Rounders: Rounder, half rounder, no ball, body ball, bowling batting, first, second, third, forth, innings, obstruction, stumped, box, batter, posts, base,</p> <p>Softball: Back stop, base, Bases loaded, bat, plate, bowling, ball caught, diamond, double out, foul ball, home run, obstruction, out, home, first, second, third, runs, safe, fielding, order, walk. Innings</p>
<b>Unit 2: Resilience</b>	<ul style="list-style-type: none"> <li>- Students will develop an understanding of the term 'resilience' and be encouraged to demonstrate this concept.</li> <li>- Students will understand what is meant by failure and demonstrate how it can aide learning</li> <li>- Students will gain an understanding of how marginal gains can lead to big improvements over time</li> <li>- Students will understand what persistence is and demonstrate it when faced with a challenge.</li> <li>- Students will understand the role of and advantages of being proactive alongside determination and perseverance.</li> <li>- Students will understand the difference between a fixed and growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>- Students can use imaginative ways to solve problems, overcome challenges and entertain audiences.</li> <li>- Students can draw on what they know about strategy, tactics and composition in response to changing circumstances</li> <li>- Students can analyse and comment on how skills, techniques and ideas have been used in their own and others' work.</li> <li>- Students can suggest ways to improve with detail on the why and how.</li> </ul>		
<b>Unit 3: Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>- Students will understand what emotional intelligence is and the importance of it in their lives.</li> <li>- Students will understand how to recognise their own and others' emotions and why this is an important part of emotional intelligence.</li> <li>- Students will develop their understanding of emotions and how it might impact behavior</li> <li>- Students will develop their ability to label particular emotions that they have felt at particular times in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>- Students understand how the different components of fitness affect performance and explain how different types of exercise contribute to your fitness and health.</li> <li>- Students can explain the benefits of regular, safe and planned physical activity on physical, mental and social wellbeing, and carry out their own physical activity programmes based on their own choices and preferences.</li> <li>- Students can plan, organise and lead practices and activities safely, helping others to improve their performance.</li> </ul>		

	<ul style="list-style-type: none"> <li>- Students will develop their understanding of how to appropriately express how they are feeling.</li> <li>- Students will develop their understanding of how to appropriately regulate how they are feeling</li> </ul>			
<b>Unit 4: Intra Personal Skills</b>	<ul style="list-style-type: none"> <li>- Students will understand what is meant by the term empathy and consider appropriate reactions to different feelings presented by others.</li> <li>- Students will understand what is meant by and how to demonstrate patience. Students will also have an opportunity to reflect on the importance of demonstrating importance, in different settings</li> <li>- Students will learn about adaptability; the benefits of change and having an open mindset. They will be given the opportunity to reflect on when and why you need to be adaptable, in PE and other settings.</li> <li>- Students will learn about coping with pressure as a stress management tool, they will learn how the body responds to stress/pressure and learn some coping strategies to use in different life settings.</li> <li>- Students will learn what constitutes as positive work ethic and why it is so important in a variety of different settings. They will consider their own ambitions and life goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Students are able to apply the principles of advanced strategies, tactics and compositional ideas in your own and others' work, and modify them in response to changing circumstances.</li> <li>- Students can reach judgements independently</li> <li>- Students can describe their involvement in regular, safe physical activity for the benefit of your health and wellbeing.</li> <li>- When leading practices and activities, they can apply basic rules, conventions and/or compositional ideas consistently and with confidence.</li> </ul>		

**How are your assessed in PE?** The PE department uses a variety of both formative and summative assessment methods to ensure that level students attain is a true reflection of their ability. This will take place in every lesson with judgements made taking into account performance and leadership, Students should perform the core skills/techniques in increasingly demanding and progressive drills. Progressive drills may start with the skill in isolation but should aim to increase pressure and incorporate direct competition in conditioned drills.

**What we expect students to do:**

- Self-assess ability in practical situations.
- Peer assess others ability in practical situations.
- To suggest areas for improvement in their own and others work.
- Produce a written reflection each term on their performance related to the criteria being assessed.

**What we expect teachers to do:**

- Correct misconceptions
- Provide regular verbal / visual feedback within lessons.
- Use a combination of formative and summative assessment to make end of unit assessment decisions.
- Correct the use of Verbal Standard English within lessons.
- Keep observation records of practical performance.