

Swakeleys School for Girls

Year 8 Curriculum Guide by subject



enjoy

achieve

aspire

succeed

SWAKELEYS SCHOOL FOR GIRLS

Year 8 students continue to study 16 subjects, all of which they started when they joined Swakeleys in year 7. The following provides families and students with guidance on what the full academic year of learning looks like for each subject. It outlines what Year 8 students will be taught, the type of assessment that students will experience and any resources that they will need. If you prefer, you can view this information by half term in our Curriculum Guide documents for each half term. You can find this on our website at: <https://swakeleys.hillingdon.sch.uk/curriculum/>

Year 8 also have an internal exam period of two weeks where each subject will hold 'exam style' assessments during the same two week period. These fall in Spring 2 and are to give students a taste of what final GCSE exams will be like when the time comes! There is a separate document which details the content for each subject for these exams which is also on our website (see the link above).

Contents:

- Maths
- English
- Science
- Art
- Computer Studies
- Dance
- Design Technology (including Food)
- Drama
- French
- Geography
- German
- History
- Music
- PE
- PSHCE
- RE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
<p>Autumn 1 (Sept –Oct)</p>	<p>Number Recap</p> <p>Fractions Simplifying, equivalent, ordering, addition, subtraction, multiplication and Division. Mixed numbers and fraction of an amount</p> <p>Percentages Percentages of an amount, converting between fractions, decimals and percentages, Percentage increase and decrease with and without a calculator, percentage change and use of multiplier to find percentage amounts, increase or decrease.</p> <p>Basic Algebra Expanding single brackets, expand a set of single brackets and simplify, expanding double brackets, substitution – positive and negative terms, factorise simple expression, factorise double brackets – quadratic expressions.</p> <p>Ratio Simplify, comparing, sharing a ratio and scales</p> <p>Proportion factors & multiples direct and inverse proportion problems</p> <p>Transformations 1 Identifying lines of symmetry, Rotational symmetry and describing rotations</p>	<p>Ongoing in class assessment, including regular skills checks.</p>	<p>Use the Independent Learning tab on Sparx Maths to work on specific topics.</p>
<p>Autumn 2 (Oct-Dec)</p>	<p>Transformations 2 Reflection about $x = a$, $y = b$, $y = x$ and $y = -x$, Positive integer enlargement of a shape, Use of vectors to translate shapes; symmetry & rotational symmetry</p> <p>Decimals Place value, rounding to decimal and significant figures, 4 operations and problems in context</p> <p>Using a calculator Perform simple and complex calculations using a calculator</p>	<p>Ongoing in class assessment, including regular skills checks.</p> <p>A one hour non calculator written assessment covering the content of the term will be given at the beginning of the term to assess prior learning (Autumn 1 content).</p>	<p>Use the Independent Learning tab on Sparx Maths to work on specific topics.</p>

	<p>Collecting data and averages Represent data in tables, find the mean, mode, median and range from a list and frequency table, estimate the mean and modal class from a grouped frequency table.</p> <p>Circles Know parts of a circle, find the area and circumference, area of compound shapes with circles, finding the area or perimeter of a sector.</p>		
<p>Spring 1 (Jan-Feb)</p>	<p>Area and Volume Find the area of simple 2D shapes (rectangle, triangle, parallelogram, trapezium, and compound shapes), convert and know units of area. Find the volume of prisms (cube/ cuboids, triangular prism, etc) Find the surface area of cubes, cuboids and triangular prism.</p> <p>Equations Solving linear equation using 1 or 2 steps. Extension – solve multi-step equations involving brackets and/or variable on both sides. Form a linear expression/equation. Represent single and combined linear inequalities on a number line. Solve linear inequalities using 1 or 2 steps.</p> <p>Graphs Plot co-ordinate points in all four quadrants and draw axes. Plot and interpret linear functions, conversion graphs and real life graphs. Extension: Find the gradient and y-intercept of a linear graph, Identify parallel and perpendicular lines from their equations.</p>	<p>Ongoing in class assessment, including regular skills checks.</p>	<p>A self-assessment summary of the first term will be stuck into books during the first week of this term. Use the Independent Learning tab on Sparx Maths to work on specific topics.</p>
<p>Spring 2 (Feb – March)</p>	<p>Angles and Polygons Draw and measure, apply simple angle rules such as angles around a point, on a line and angle sum in a triangle. Identify angles on parallel lines, measure and draw bearings and prove angles in quadrilateral are 360 degrees.</p> <p>Probability Using a probability scale, listing events, find probabilities based on equally likely outcomes. Understand relative frequency to compare outcomes of an event.</p>	<p>Ongoing in class assessment, including regular skills checks.</p> <p>A one hour calculator written assessment covering the content of the term will be given at the beginning of the term to assess prior learning (Autumn 2 and Spring 1 content).</p>	<p>Use the Independent Learning tab on Sparx Maths to work on specific topics.</p>

	<p>Pythagoras' Theorem Understand the properties of a right angled triangle, square and square root numbers and substitute into formulae.</p> <p>Calculate the length of the hypotenuse or shorter side in a right-angled triangle, Solve problems using Pythagoras' Theorem.</p>		
<p>Summer 1 (April-May)</p>	<p>Congruence and Similarity Recognise congruent and similar shapes and know how to describe the difference between congruent and similar shapes. Show that two triangles are congruent and/or similar, work out the scale factor between similar triangles.</p> <p>Pie Charts and Scatter Diagrams Know how to group data in equal class intervals, interpret frequency diagrams - including simple pie charts/ Interpret graphs and diagrams, including pie charts, construct a pie chart by calculating angles</p> <p>Rearranging Formula know that a letter can represent a number, write simple and complex expressions and formulae from words, rearrange simple and complex formulae (one step, two steps and multi-step)</p>	<p>Year 8 Internal exams Two one hour written assessments (non-calc and calc) covering the content of the year so far</p>	<p>A self-assessment summary of the first term will be stuck into books during the first week of this term. Use the Independent Learning tab on Sparx Maths to work on specific topics.</p>
<p>Summer 2 (June –July)</p>	<p>Standard Form Multiply by powers of 10, change an ordinary number into standard form and vice versa, and use standard form with negative powers. Calculate problems using standard form.</p> <p>Constructions Draw and measure angles using a protractor, construct SSS, ASA and SAS triangles. Construct perpendicular bisectors, angle bisectors, to construct a 60 and 30 degree angle and measure and draw bearings.</p>	<p>Ongoing in class assessment, including regular skills checks.</p>	<p>Use the Independent Learning tab on Sparx Maths to work on specific topics.</p>
<p>Careers related learning</p>	<p>Careers based lesson during Careers fortnight in January where students learning about the applications of mathematics within careers. STEM activities throughout the year</p>		

ENGLISH

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<p>People and Places Poetry – an anthology of modern and diverse poetry from different cultures. Comparison and analysis of poems with links to social, historical, cultural and/or political context.</p> <p>NB: The timing of this unit may change according to staffing.</p> <p>This links to Literature Paper 2 Section B of the GCSE exam.</p>	<p>One open-book comparative question that asks students to compare how an idea or theme is presented in one named poem and a poem of their choice. Students must analyse both poems and link to the context. 1-2 comparative points. 50mins.</p>	<p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</p> <p>People and Places poetry anthology.</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zqsvbqt</p>
Autumn 2 (Oct-Dec)	<p>A Christmas Carol – study of Dickens’ novella in order to understand its themes, plot, characters, and language.</p> <p>NB: The timing of this unit may change according to staffing.</p> <p>This links to Literature Paper 2 Section A – 19th Century Novel part a of the GCSE exam.</p>	<p>One question asking students to analyse how language, form and structure are used to present a character/s or idea in the play. 2-3 paragraphs. 40mins.</p>	<p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</p> <p><i>A Christmas Carol</i> text.</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zwpfvwx/articles/z6nw7yc</p>
Spring 1 (Jan-Feb)	<p>Survival – A collection of (mostly non-fiction) texts on the theme of survival. Analysis of language and structure, and transactional writing inspired by the theme and/or texts.</p> <p>NB: The timing of this unit may change according to staffing.</p> <p>This links to Language Paper 2 Section B of the GCSE exam.</p>	<p><u>Year 8 internal exam:</u> One question asking students to write a piece of transactional writing e.g. letter, speech, article, based on a prompt.</p>	<p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</p> <p>‘Survival’ booklet.</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zv7fqp3</p>
Spring 2 (Feb – March)	<p>Survival continued – A collection of (mostly non-fiction) texts on the theme of survival. Analysis of language and structure, and transactional writing inspired by the theme and/or texts.</p> <p>NB: The timing of this unit may change according to staffing.</p>	<p><u>In-class assessment:</u> Individual speeches inspired by the theme of survival or on a topic students are passionate about.</p> <p>This links to the Spoken Language Endorsement of</p>	<p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</p> <p>BBC Bitesize:</p>

	<p>Coram Boy: The Play – study of a whole play to understand the themes, characters, plot and context of the play.</p> <p>NB: The timing of this unit may change according to staffing.</p> <p>This links to Literature Paper 1 Section B of the GCSE exam.</p>	<p>the GCSE non-examination component.</p> <p>(Assessed in Summer 1)</p>	<p>https://www.bbc.co.uk/bitesize/topics/z86qsbk/articles/z6vq7yc</p> <p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books, including context sheets.</p> <p><i>Coram Boy</i> text.</p>
Summer 1 (April-May)	<p>Coram Boy: The Play continued – study of a whole play to understand the themes, characters, plot and context of the play.</p> <p>NB: The timing of this unit may change according to staffing.</p> <p>This links to Literature Paper 1 Section B of the GCSE exam.</p>	<p>Students answer one question from a choice of two asking them to explain the significance of a character or theme across the whole play. Include context. Open book. 3-4 paragraphs. 1 hour.</p>	<p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books, including context sheets.</p> <p><i>Coram Boy</i> text.</p>
Summer 2 (June –July)	<p>Shakespeare – study of a play based on teacher choice including, but not limited to, <i>Romeo and Juliet</i>, <i>The Taming of the Shrew</i>, <i>A Midsummer Night’s Dream</i>, <i>Twelfth Night</i>, <i>Much Ado About Nothing</i>.</p> <p>Exploration of themes, characters, plot and context of the play.</p> <p>Analysis of language, form and structure techniques.</p> <p>NB: The timing of this unit may change according to staffing.</p> <p>This links to Literature Paper 1 Section A part b of the GCSE exam.</p>	<p>One question on how a theme is presented across the whole play. 2-3 paragraphs. 50mins.</p>	<p>Lessons can be reviewed on Google Classroom.</p> <p>Notes in exercise books.</p> <p>Shakespeare play studied.</p> <p><i>Romeo and Juliet</i>: https://www.bbc.co.uk/bitesize/topics/zfdj6sg</p> <p><i>Twelfth Night</i>: https://www.bbc.co.uk/bitesize/topics/zb2xsbk</p> <p><i>A Midsummer Night’s Dream</i>: https://www.bbc.co.uk/bitesize/topics/zxgcwmn</p> <p><i>Much Ado About Nothing</i>: https://www.bbc.co.uk/bitesize/topics/znkdp3</p>
Careers related learning	<p>Careers based lesson during Careers fortnight in January where students get to write as someone in a profession linked to English.</p> <p>Non-fiction writing skills relevant to careers in journalism, speech writing, and marketing.</p>		

NB: The timing of the above may change according to staffing.

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<ul style="list-style-type: none"> Health and lifestyle (nutrients, food tests, unhealthy diet, digestive system, bacteria and enzymes in digestion, drugs, alcohol, smoking) The periodic table (metals and non-metals, groups and periods, group 1, group 7 and group 0) 	<p>Ongoing in class assessment, including regular skills checks.</p> <p>End of chapter test for health and lifestyle and the periodic table at the end of the lessons for those chapters. These will be one hour written tests. Revision of content required.</p>	<p>Use Year 8 spreadsheet</p> <p>https://docs.google.com/spreadsheets/d/e/2PACX-1vSgypnYNjIIIFamt7F-5vRMaXRJmLG7aXPmeI Kjcs5fJUA0Tk5L7e2TJUs UVmwJ1LTpkObI264TZZ OkW/pubhtml</p> <p>Seneca Learning</p> <p>Activate 2 workbook</p> <p>Science club</p>
Autumn 2 (Oct-Dec)	<ul style="list-style-type: none"> Separation techniques (mixtures, solutions, solubility, filtration, evaporation and distillation and chromatography) Electricity and magnetism (charging up, circuits and current, potential difference, series and parallel, resistance, magnets and magnetic fields, electromagnets and using electromagnets) 	<p>Ongoing in class assessment, including regular skills checks.</p> <p>End of chapter test for separation techniques and electricity and magnetism at the end of the lessons for those chapters. These will be one hour written tests. Revision of content required.</p>	<p>Use Year 8 spreadsheet</p> <p>https://docs.google.com/spreadsheets/d/e/2PACX-1vSgypnYNjIIIFamt7F-5vRMaXRJmLG7aXPmeI Kjcs5fJUA0Tk5L7e2TJUs UVmwJ1LTpkObI264TZZ OkW/pubhtml</p> <p>Seneca Learning</p> <p>Activate 2 workbook</p> <p>Science club</p>
Spring 1 (Jan-Feb)	<ul style="list-style-type: none"> Ecosystem processes (photosynthesis, leaves, plant materials, chemosynthesis, aerobic respiration, anaerobic respiration, food chains and webs, disruption to food chains and webs and ecosystems) Energy (food and fuels, energy adds up, energy and temperature, energy transfer: particles, energy transfer: radiation, energy resources, energy and power, work, energy and machines) 	<p>Ongoing in class assessment, including regular skills checks.</p> <p>End of chapter test for ecosystem processes and energy at the end of the lessons for those chapters. These will be one hour written tests. Revision of content required.</p>	<p>Use Year 8 spreadsheet</p> <p>https://docs.google.com/spreadsheets/d/e/2PACX-1vSgypnYNjIIIFamt7F-5vRMaXRJmLG7aXPmeI Kjcs5fJUA0Tk5L7e2TJUs UVmwJ1LTpkObI264TZZ OkW/pubhtml</p> <p>Seneca Learning</p> <p>Activate 2 workbook</p> <p>Science club</p>

<p>Spring 2 (Feb – March)</p>	<ul style="list-style-type: none"> Motion and pressure (speed, motion graphs, pressure in gases, pressure in liquids, pressure on solids, turning forces) 	<p>Ongoing in class assessment, including regular skills checks.</p> <p>End of chapter test for motion and pressure at the end of the lessons for those chapters. These will be one hour written tests. Revision of content required.</p>	<p>Use Year 8 spreadsheet</p> <p>https://docs.google.com/spreadsheets/d/e/2PACX-1vSgybnYNjllFamt7F-5vRMaxRjmlG7aXPmelKjcs5fJUA0Tk5L7e2TJUUVmwJ1LTpkObI264TZZOkW/pubhtml</p> <p>Seneca Learning</p> <p>Activate 2 workbook</p> <p>Science club</p>
<p>Summer 1 (April-May)</p>	<ul style="list-style-type: none"> Adaptation and inheritance (competition and adaptation, adapting to change, variation, continuous and discontinuous, inheritance, natural selection and extinction) Metals and acids (acids and metals, metals and oxygen, metals and water, metal displacement reactions, extracting metals, ceramics, polymers and composites) 	<p>Ongoing in class assessment, including regular skills checks.</p> <p>End of chapter test for adaptation and inheritance and metals and acids at the end of the lessons for those chapters. These will be one hour written tests. Revision of content required.</p>	<p>Use Year 8 spreadsheet</p> <p>https://docs.google.com/spreadsheets/d/e/2PACX-1vSgybnYNjllFamt7F-5vRMaxRjmlG7aXPmelKjcs5fJUA0Tk5L7e2TJUUVmwJ1LTpkObI264TZZOkW/pubhtml</p> <p>Seneca Learning</p> <p>Activate 2 workbook</p> <p>Science club</p>
<p>Summer 2 (June –July)</p>	<ul style="list-style-type: none"> The Earth (the earth and its atmosphere, sedimentary rocks, igneous and metamorphic rocks, the rock cycle, the carbon cycle, climate change and recycling) 	<p>Ongoing in class assessment, including regular skills checks.</p> <p>End of chapter test for the earth at the end of the lessons for those chapters. These will be one hour written tests. Revision of content required.</p>	<p>Use Year 8 spreadsheet</p> <p>https://docs.google.com/spreadsheets/d/e/2PACX-1vSgybnYNjllFamt7F-5vRMaxRjmlG7aXPmelKjcs5fJUA0Tk5L7e2TJUUVmwJ1LTpkObI264TZZOkW/pubhtml</p> <p>Seneca Learning</p> <p>Activate 2 workbook</p> <p>Science club</p>
<p>Careers related learning</p>	<p>Careers lessons during the careers focus fortnight for each year group.</p> <p>Display resources to go on PP slides throughout the year. All highlighting the range of careers available in science (targeting Year 8 – options and Year 11)</p> <p>Careers noticeboard displaying careers in science.</p> <p>Careers conversations with science staff about their own careers journeys.</p> <p>Taster lessons for 6th Form as part of the careers fortnight.</p>		

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<p>Natural form – Painting and design project.</p> <p>The aims of this project is to help pupils understanding how various artists and designers have recorded natural form, or have been influenced by structures that make natural form. Pupils will firstly increase their proficiency in drawing and explore natural form using a range of different media including. They will explore the work of Georgia O'Keefe and understand why and how she created large close up images of natural form.</p>	<p>Mid- term and full term assessment are recorded on an assessment sheet. Tracker for the year is also updated each term. Tick and flick in sketchbook and stamps to reward homework. Peer and self-assessment coloured sheets also used.</p>	<p>Key stage 3 art club will be available for pupils at certain lunch times.</p> <p>Resources shared on google classroom.</p> <p>Art competitions.</p> <p>Cross curricular opportunities, i.e. prop making for the school production, maths and science cross curricular work.</p>
Autumn 2 (Oct-Dec)	<p>They will also look at the work of African American artist Bisa Butler (contemporary) and how she was influenced by natural form for her fabric work. Pupils will gain knowledge about how artists/designers and craftspeople have used natural form to create their own individual outcomes. They will also explore fashion design and how catwalk designs have hugely been influenced by natural form in many different ways. This will also enable pupils to interpret the world around them, and get them thinking creatively about their own work and how to develop their own designs.</p>	<p>Knowledge – to know about great artists, to evaluate and analyse creative works using the language of art and design.</p> <p>Skills – to creatively explore ideas and record experiences. To become proficient in basic drawing skills using a range of dry media.</p> <p>Understanding – to understand the historical and cultural developments of different artists, craft workers and designers art forms, use these ideas when creating your own work.</p>	<p>Work displayed around the school.</p>
Spring 1 (Jan-Feb)	<p>Under the Sea</p> <p>The aim of this project is to introduce pupils to another form of life on earth which is Sea life. Pupils will explore sea life and be introduced the different forms of life. Pupils will explore how to create observations of these beautiful life forms in a range of media, progressing in their skills when handling a range of materials. Pupils will also explore the work of contemporary artist Vincent Scarpace and his unique way of creating work influenced by sea. Pupils will have the opportunity to create work in the style of Vincent Scarpace while also taking influence from other elements found in the sea, such as plants, shells, movement of the water etc. Pupils can</p>	<p>On-going self/peer assessment in class.</p> <p>Knowledge – to know about great artists, to evaluate and analyse creative works using the language of art and design.</p> <p>Skills – to creatively explore ideas and record experiences. Painting skills in the style of the impressionists. Mixing colours, blending, brush control, creating tone and texture. Colour mixing.</p>	<p>Key stage 3 art club will be available for pupils at certain lunch times.</p> <p>Resources shared on google classroom.</p> <p>Art competitions.</p> <p>Cross curricular opportunities, i.e prop making for the school production, maths and science cross curricular work.</p>
Spring 2 (Feb – March)	<p>Pupils can</p>	<p>Understanding – to understand the work of Van</p>	<p>Work displayed around the school.</p>

	<p>choose to extend this project to look into sustainability.</p> <p>(alternative sculpture project) INSECT PROJECT - An insect-themed art project offers a rich opportunity to explore various artistic techniques, styles, and concepts. Insects are fascinating subjects due to their intricate forms, vibrant colours, and symbolic meanings in different cultures. Pupils will study the anatomy, textures, and structures of different insects. Pay attention to the wings, body patterns, shapes, and colours. They will also explore the symbolic meanings of insects in various cultures and art history. This will lead onto a large 2D and 3D sculpture pieces (using wire).</p>	<p>Gogh, how he captured his images and the effects he wanted to portray. Use this understanding when creating the final response of a landscape.</p>	
<p>Summer 1 (April-May)</p>	<p>Hundertwasser architecture project</p> <p>The aim of this project is to introduce pupils to a form of architecture which was both creative and innovative. Pupils will begin by researching and exploring the work of Hundertwasser, an artist, architect and environmentalist who had a unique vision. Pupils will learn and gain knowledge on the concepts Hundertwasser used, linked to how your space should represent your identity, including architecture. Pupils will express their ideas when designing elements of architecture and use influences from the artist work when adding colour. Designing a final outcome which incorporates a range of designs from different buildings (cultural and modern) will encourage them to innovate and create without restrictions.</p>	<p>On-going self/peer assessment in class.</p> <p>Knowledge – to know about great artists, to evaluate and analyse creative works using the language of art and design (Pop Art and cultural portraits from around the world).</p> <p>Skills – to creatively explore ideas and record experiences. Explore proportional drawings of the face, use of oil pastels when blending colours and creating tonal effects.</p> <p>Understanding – to understand the work various artists which represent identity in an interesting way.</p>	<p>Key stage 3 art club will be available for pupils at certain lunch times.</p> <p>Resources shared on google classroom.</p> <p>Art competitions.</p> <p>Cross curricular opportunities, i.e prop making for the school production, maths and science cross curricular work.</p> <p>Work displayed around the school.</p> <p>KS3 end of year art exhibition.</p>
<p>Summer 2 (June –July)</p>			
<p>Careers related learning</p>	<p>Careers lessons during the careers focus fortnight for each year group.</p> <p>‘Super curricular’ in Art & design will be available to view from January 2025</p> <p>Art & Design, photography & Graphic design options for GCSE</p> <p>Careers conversations with Art and photography staff about their own careers journeys.</p> <p>Useful clips to watch:</p> <p>https://www.youtube.com/watch?v=o5JcQiQDmq0&list=PL-wgVjjWM93K4MqcECxX5eYEqndP79yK0</p> <p>https://www.youtube.com/watch?v=lcEUrZRYDNw</p>		

Computer Studies

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<p>Art Test – Wk1 and Wk2(half an hour only)</p> <p>Python programming</p> <ul style="list-style-type: none"> • Able to open python software, create a file, run the program and save the file in own folder. • Distinguish between shell and new window • Understand the purpose of print and input • Know the keys terms can never be used a variable • Create variable name and know the rules of variables • Know the difference between int, float, string • Able to use Maths comparison notation in programming 	<p>No preparation is required for the baseline test.</p> <p>Open and close questions Programming with python Error identification and error correction Practical Open and Close questions Show component to students and ask to name them.</p> <p>Worksheet</p>	<p>Powerpoint presentation Python online software GC- Python Editor</p>
Autumn 2 (Oct-Dec)	<p>Understanding Computer (hardware and software) Able to identify and label computer component. Distinguish between hardware and software Identify input, output and storage devices Understand the difference between ROM and RAM Able to understand the role of CPU fetch, decode and execute cycle.</p>		<p>Powerpoint</p> <p>https://www.currys.co.uk/</p> <p>https://www.bbc.co.uk/bitesize/guides/z26rcdm/revision/1</p> <p>https://www.youtube.com/watch?v=TcP-r-GwJcM</p>
Spring 1 (Jan-Feb)	<p>Understanding Binary Able to define Bit, Byte, Kb, Mb, and Gb</p> <p>Convert integer to binary number Convert binary number to integers Adding two binary numbers and understand how to do the carry over.</p>	<p>Open and Close questions Mini whiteboard Worksheet</p>	<p>https://www.youtube.com/watch?v=M41M9ATm49M</p> <p>https://www.youtube.com/watch?v=MaveQ_7HniU</p> <p>Powerpoint</p>

<p>Spring 2 (Feb – March)</p>	<p>Computer Crime and Cyber Security Identify common types of computer crimes Learn about different types of email scam Recognise the signs of fraudulent emails Learn about Computer Misuse Act. Understand what is hacking and Malware Aware of identity theft and personal data</p>	<p>24 Feb assessment</p> <p>Open and Close questions Mini whiteboard Worksheet</p>	<p>https://zapatopi.net/treeoctopus/</p> <p>Powerpoint</p>
<p>Summer 1 (April-May)</p>	<p>Swakeleys Shopping Center Project Able to create a vector graphics logo for Swakeleys shopping center</p> <p>Create a Moodboard and storyboard for the touch screen information system</p> <p>Planning and creating a powerpoint presentation for Swakeleys shopping Center</p>	<p>Peer feed back Formal and informal</p>	<p>Logo makr Powerpoint</p> <p>Storyboard</p> <p>Canva</p> <p>Publisher</p>
<p>Summer 2 (June –July)</p>	<p>Swakeleys Shopping Center Project</p> <p>Able to create a Map for the shopping center on powerpoint.</p> <p>Complete the powerpoint presentation with images, hyperlinked to correct slides</p> <p>Create poster on canva for Swakeleys shopping centre</p>		<p>Logo makr Powerpoint</p> <p>Storyboard</p> <p>Canva</p> <p>Publisher</p>
<p>Careers related learning</p>	<p>Run Unifrog once every half term.</p> <p>Programming with python that will help students to develop a career in computer science field.</p> <p>Careers conversations with computer science staff about their own careers journeys.</p> <p>Taster lessons in Autumn1 and Autumn 2 to inform about their GCSE options</p> <p>Encourage attending coding club to explore other programming software such as Microbit, HTML, CSS.</p>		

DANCE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<u>The Charleston</u> Focus on learning about the origin and history of The Charleston. Students will develop skills such as footwork, coordination, gestures, action content, timing content, and performance skills including; Expression, projection, extension and flexibility.	Assessment is via practical assessment and verbal Q&A. Assessment is ongoing every lesson by the teacher and numerous opportunities to observe each other, and giving feedback to peers.	Full PE kit, bare feet or soft dance shoes. Dance club at lunchtime. Check out the Performing Arts Extra-Curricular programme. We'd love to see you there! Auditions for school production.
Autumn 2 (Oct-Dec)	<u>Contemporary Dance - repertoire</u> Pupils will learn choreography that focuses on the contemporary dance style and physical theatre. The dance is based on a stimulus. Skills developed are; coordination, projection flexibility, extension, confidence, strength and expression.	Assessment is via practical assessment in a duet performance. Assessment is ongoing every lesson by the teacher and numerous opportunities to observe each other, and giving feedback to peers.	Full PE kit, bare feet or soft dance shoes. Dance club at lunchtime. Check out the Performing Arts Extra-Curricular programme. We'd love to see you there! Rehearsals for school production after school.
Spring 1 (Jan-Feb)	<u>Contemporary Dance - choreography</u> Pupils will continue with their contemporary dance from the previous term by adding their own choreography to the end of the teacher taught repertoire. Develop knowledge and skills in choreographic devices such as; canon, unison, mirroring, retrograde and accumulation. Other relationship skills developed include; partner work, floor work, trust, communication of choreographic intent and spatial awareness.	Assessment is via practical assessment of a group performance. Assessment is ongoing every lesson by the teacher and numerous opportunities to observe each other, and giving feedback to peers.	Full PE kit, bare feet or soft dance shoes. Dance club at lunchtime. Check out the Performing Arts Extra-Curricular programme. We'd love to see you there! After school rehearsals and Saturday rehearsal before the show. School Production last week of ½ term – take part or see the show!
Spring 2 (Feb – March)	<u>Street Dance</u> Students will learn about Street Dance and its origins. In this topic students learn about the variety of styles that has stemmed from Street Dance including; Popping & Locking, Tutting, Voguing and Waacking.	Assessment is via practical assessment and verbal Q&A. Assessment is ongoing every lesson by the teacher and numerous opportunities to observe each other, and giving feedback to peers.	Full PE kit, trainers. Dance club at lunchtime. Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!

	<p>Students will be taught a routine and will have the opportunity to extend the routine with their own choreography.</p> <p>Skills developed are; isolation, dynamic content, movement in a stylistically accurate way, relationship content and rhythmic content.</p>		<p>Students from ECA clubs perform at our Evening of Dance.</p>
<p>Summer 1 (April-May)</p>	<p><u>Choreography Project</u> Students will work as a team to decide on a stimulus for their dance. In teams they will choose their music and appropriate choreography that links to their stimulus and idea.</p> <p>Skills learnt in this unit include teamwork, research skills, choreographic skills and organisation skills.</p> <p>Choreographic skills include; canon, augmentation, accumulation, inversion, mirroring.</p>	<p>Assessment is via practical assessment of their group performance. Assessment is ongoing every lesson by the teacher and numerous opportunities to observe each other, and giving feedback to peers.</p>	<p>Full PE kit, bare feet or soft dance shoes. Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p> <p>Choreographic competition & Preparation for Sports Dance opening Dance at lunchtimes</p>
<p>Summer 2 (June –July)</p>	<p><u>So You Think You Can Dance?</u> Pupils will be given a dance style each lesson. Pupils will then be required to create a dance ready to perform by the end of each lesson. Students will reflect on prior learning and demonstrate effective skills in choreography, teamwork and performance skills. This is a competition based topic. By the end of the term the overall winners of each class get prizes.</p>	<p>Assessment is via practical assessment. Each class has a group of students who are given scores out of 10 against 3 components; choreography, teamwork and performance skills.</p>	<p>Full PE kit, bare feet or soft dance shoes. Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p> <p>Summer Festival rehearsal and show</p>
<p>Careers related learning</p>	<p>Careers lessons during the careers focus fortnight for each year group. Careers door displaying careers in Dance. Careers conversations with Dance staff about their own careers journeys. Taster lessons for Y8 to inform about their GCSE options in December and January.</p>		

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Introduction to timber: Jewellery box In this project, students will manufacture a jewellery box from timber. They will consider the properties of materials and how materials are selected for an application. They will use provided orthographic drawings to manufacture the boxes, using a variety of workshop tools and equipment. To support this, they will learn about where wood comes from, different types of wood and manufactured board, stock forms, joint types, marking out, processes used to make products from timber and methods of joining and finishing timber products.	Formative 1: Response to questions during knowledge section. Observation during making activities. Assessment of written content: verbal & written feedback, notes produced in student folios. Plenary quizzes Formative 2: End of unit assessment of completed product (making assessment).	Cross-curricular links include mathematics, engineering, problem solving. https://www.technologystudent.com/pdf14/posterwoods2.pdf https://www.technologystudent.com/pdf15/stockforms1.pdf https://www.technologystudent.com/joints/fingjt1.htm https://www.technologystudent.com/joints/fingjt2.htm https://www.technologystudent.com/joints_fish/finngercom1.html
Autumn 2 (Oct-Dec) And spring 1 (Jan-Feb)	<u>Introduction to textiles: gadget/ book stand</u> This project builds upon skills developed in the Year 7 scheme of work and allows for some techniques to be used again. It extends to include more complex design-and-make activities, as well as providing students with the opportunity to experience computer-aided design and manufacture. The course builds around the students designing and making a gadget/bookstand for a situation and user of their choosing. More demanding processes and techniques are introduced, alongside developing students' understanding of fabric construction. Pupils will also incorporate e-textiles into their final outcome.	Formative: observation through whole- class activities- student participation. Assessment of written content: verbal & written feedback, notes produced in student folios. Plenary quizzes Summative: end of unit assessment of completed product (making assessment).	Cross-curricular links include mathematics, science, communication, problem solving.

<p>Spring 2 (Feb – March)</p>	<p><u>Introduction to food preparation & nutrition.</u> This course has been developed to give students a grounding in food preparation and nutrition, reflecting the major changes to GCSE Food Preparation and Nutrition. Students will: Demonstrate and apply knowledge and understanding of the concepts of food nutrition and health, food safety, food choice, food science and food provenance. Year 8's will plan, prepare, cook and present a variety of predominantly savoury dishes, using a range of equipment and ingredients. They will build on their knowledge of macronutrients, food commodities and explore food science topics.</p>	<p>Formative: Response to questions during knowledge section. Observation during making activities. Plenary quizzes Summative: end of unit assessment of completed product.</p>	<p>Students must remember their kit:</p> <ul style="list-style-type: none"> - Hair tie (something suitable to tie up their hair) - Food safe container (for taking their food product away/ home). <p>High risk ingredients (e.g. cooked meat and poultry, dairy products) must be taken to the food room before registration and stored in the fridge.</p> <p>Please ensure your daughter has their name and form group labelled clearly on their ingredients/ bags.</p> <p>Free school meals (FSM) students will have ingredients provided.</p> <p>https://www.foodafactoflife.org.uk/11-14-years/</p>
<p>Summer 1 (April-May)</p>	<p><u>Food & nutrition.</u> Students will explore food commodities- potatoes & vegetables to make a frittata. An introduction to food science, pupils learn how proteins denature and coagulate (fish fingers). They will also explore how to reduce food waste (samosas).</p>	<p>Formative: Response to questions during knowledge section. Observation during making activities. Plenary quizzes Summative: end of unit assessment of completed product.</p>	<p>Free school meals (FSM) students will have ingredients provided.</p> <p>https://www.foodafactoflife.org.uk/11-14-years/</p>
<p>Summer 2 (June –July)</p>	<p><u>Food & nutrition</u> Traffic light labelling and allergens are introduced, pupils produce a cheesecake. Food science: chemical raising agents investigation. Practical outcome: ginger biscuits. Methods of heat transfer, outcome: pasta bake. Planning a practical assessment, outcome: free choice using the knowledge and skills learnt throughout the course.</p>	<p>Formative: Response to questions during knowledge section. Observation during making activities. Plenary quizzes Summative: end of unit assessment of completed product.</p>	
<p>Careers related learning</p>	<p>Careers lessons during the careers focus fortnight for each year group. 'MyPATH' display resources available on google classroom. All highlighting the range of careers available in D&T and Food & Nutrition (targeting Year 8 – options and Year 11) Careers door displaying careers in D&T and Food and Nutrition. Careers conversations with D&T staff about their own careers journeys.</p>		

Please note: Due to staffing considerations and the nature of the curriculum, topics may not always be taught in this order but, over the course of the year, this content will be covered by all classes.

DRAMA

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<p><u>Stage Fighting</u> Develop knowledge and understanding of a range of strategies for stage fighting. Students will learn how to use these techniques safely and effectively, the ‘knap’ sounds, use of space, facial expressions and eye contact.</p> <p>Career links with stunt artists</p>	<p>Ongoing self/peer assessment. Students will plan and devise scenes using all stage fighting techniques.</p>	<p>Check out the Performing Arts Extra-Curricular programme. We’d love to see you there!</p> <p>Auditions for school production.</p>
Autumn 2 (Oct-Dec)	<p><u>Romeo & Juliet</u> Students will explore key scenes and characters from Shakespeare’s Romeo & Juliet. Students will develop an awareness and grasp of Shakespearean language and explore how Shakespeare can be applied in a modern context. learn characterisation through use of voice and facial expression</p>	<p>Ongoing self/peer assessment.</p> <p>Students will perform a scene from Shakespeare using a script.</p>	<p>Check out the Performing Arts Extra-Curricular programme. We’d love to see you there!</p> <p>Rehearsals for school production after school.</p>
Spring 1 (Jan-Feb)	<p><u>Commedia Dell’Arte</u> Develop knowledge and understanding of Commedia Dell’Arte. Students will learn characterisation through use of voice, facial expression, space and timing. They will also explore stereotypes and stock characters. Key skills developed are movement, posture, pace, blocking, choral speech and comedic timing.</p> <p>Core knowledge includes understanding what Commedia is, pantomime and physical comedy.</p> <p>Career links with comedy, entertainment. Examples include comedian, comedy writer, advertising writer, entertainment producer/director.</p>	<p>Ongoing self/peer assessment. Teacher assessment. Students will use physical theatre and status to devise a comedy scene for assessment.</p>	<p>Check out the Performing Arts Extra-Curricular programme. We’d love to see you there! After school rehearsals and Saturday rehearsal before the show.</p> <p>School Production last week of ½ term – take part or see the show!</p>
Spring 2 (Feb – March)	<p><u>Greek Theatre</u> Students will learn a range of skills in Greek Theatre including tension, conflict, use of space and status. Communication: Understanding the nuances of dialogue and expression enhances verbal and non-verbal communication skills. Collaboration: Working in ensembles fosters teamwork and the ability to collaborate effectively with others. Emotional Intelligence:</p>	<p>Ongoing self/peer assessment.</p> <p>Drama assessment of key words and techniques. Based on</p>	<p>Check out the Performing Arts Extra-Curricular programme. We’d love to see you there!</p>

	<p>Exploring characters' emotions helps develop empathy and the ability to understand different perspectives.</p> <p>Creativity: Engaging with ancient stories inspires imaginative thinking and creative problem-solving. Public Speaking: Performing in front of an audience builds confidence in public speaking and presentation skills. Cultural Awareness: Learning about the historical and cultural context of Greek theatre enriches understanding of different cultures and traditions. Physical Expression: Developing movement and physicality in performance enhances body awareness and expressiveness.</p>		
<p>Summer 1 (April-May)</p>	<p><u>Social Media</u> Students will look at real life events which can give an understanding of how we judge fairness. Mime, monologue, freeze frame, thought tracking. Character development. Status, purpose. Use of empathy.</p> <p>Careers involving problem solving and conflict resolution can involve therapists, doctors, motivators and advisors.</p>	<p>Ongoing self/peer assessment. Students will plan and present a play for assessment</p>	<p>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p> <p>Devising Drama competition – check posters around the school.</p>
<p>Summer 2 (June –July)</p>	<p><u>Trestle Masks</u> Group working, use of space, voice and movement, create characterisations, Provide structure and presentation, understand the following vocabulary: still picture, monologue, spoken thought, mime, body language, key image, facial expressions, eye contact, role, empathy, narrator, soundscape, whole group image, spontaneous improvisation.</p>	<p>Ongoing self/peer assessment.</p>	<p>Check out the Performing Arts Extra-Curricular programme. We'd love to see you there!</p> <p>Students from ECA clubs perform in Summer Festival.</p>
<p>Careers related learning</p>	<p>Careers lessons during the careers focus fortnight for each year group. Careers door displaying careers in Drama. Careers conversations with Drama staff about their own careers journeys. Taster lessons for Y8 to inform about their GCSE options</p>		

FRENCH

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<p><u>Module 1 : Vive les vacances (Happy holidays)</u></p> <p>Point de départ: (Talking about school holidays)</p> <p>Unit1: Qu'est-ce que tu as visité? (saying what you visited and what it was like, using the verb 'to visit' in the perfect tense)</p> <p>Unit 2: Qu'est-ce que tu as fait pendant les vacances? (Saying what you did during the holidays using the perfect tense of regular-er verbs)</p> <p>Unit 3 Qu'est-ce que tu as fait?(saying what you did using the perfect tense of irregular verbs and using the negative in the perfect tense)</p> <p>Unit 4: Tu es allé où? (talking about a special holiday, using the verb 'to go' in the perfect tense)</p> <p>Using 3 tenses in each module</p>	<p>Regular vocabulary test on key words taught in the module</p> <p>Mid-Module 1: Grammar, Translation</p> <p>End of Module 1: Writing, Dictation</p>	<p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Dynamo 2 Textbook (in class)</p> <p>Dynamo 2 workbook (in class)</p> <p>Revision work: (Teacher led in class)</p> <p>The Languagenut website is also an excellent resource.</p>
Autumn 2 (Oct-Dec)	<p><u>Module 2 : J'adore les fêtes (Festivals)</u></p> <p>Point de départ: (Introduction to dates and festivals)</p> <p>Unit 1: C'est carnaval (Describing a festival, using present tense of regular '-er verbs')</p> <p>Unit 2: La fête de la musique (More detailed information about festivals)</p> <p>Unit 3: Et avec ça? (Buying food at the market)</p> <p>Unit 4: Qu'est-ce que tu vas manger? (Saying what you are going to eat on a special day, using partitive articles)</p> <p>Unit 5: Le marché de Noël (Talking about future trips and Christmas market, using the near future tense)</p> <p>Using 3 tenses in each module</p>	<p>Regular vocabulary test on key words taught in the module</p> <p>Mid-Module: Translation</p> <p>End of Module: Listening, Reading, Writing</p>	<p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Dynamo 2 Textbook (in class)</p> <p>Dynamo 2 workbook (in class)</p> <p>Revision work: (Teacher led in class)</p> <p>The Languagenut website is also an excellent resource.</p>

<p>Spring 1 (Jan-Feb)</p>	<p><u>Module 3: A loisir (leisure and hobbies)</u></p> <p>Point de départ: (talking about TV programmes and actors, using adjective agreement)</p> <p>Unit 1: Ma vie numérique (talking about digital technology)</p> <p>Unit 2: On va au cinéma? (arranging to go to the cinema using 24 hour clock)</p> <p>Unit 3: Quels sont tes loisirs? (talking about leisure activities and negatives)</p> <p>Using 3 tenses in each module</p> <p>Revision for the Year 8 examination</p>	<p>Regular vocabulary test on key words taught in the module</p> <p>Mid-Module: Translation, Dictation</p> <p>End of Module: No end of module due to Year 8 examination</p>	<p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Dynamo 2 workbook (in class)</p> <p>Dynamo 2 workbook (in class)</p> <p>Revision work: (Teacher led in class)</p> <p>The Languagenut website is also an excellent resource.</p>
<p>Spring 2 (Feb – March)</p>	<p><u>Module 3: A loisir (leisure and hobbies)</u></p> <p>Revision for the Year 8 examination</p> <p>Unit 4: Tu as fait des achats (Going shopping, using synonyms and the perfect tense)</p> <p>Unit 5: Ça c’est la question? (Interview using 2 tenses)</p> <p>Using 3 tenses in each module</p> <p>Project on France and French speaking countries</p>	<p>Regular vocabulary test on key words taught in the module</p> <p>Year 8 examination: listening, reading, writing and speaking</p>	<p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Dynamo 2 workbook (in class)</p> <p>Dynamo 2 workbook (in class)</p> <p>Revision work: (Teacher led in class)</p> <p>The Languagenut website is also an excellent resource.</p>
<p>Summer 1 (April-May)</p>	<p><u>Module 4 : Le monde est petit (It’s a small world)</u></p> <p>Point de départ: (Talking about where you live)</p> <p>Unit 1: Elle est comment ta région? (Describing where you live, using pouvoir + infinitive)</p> <p>Unit 2: Qu’est-ce que tu dois faire à la maison? (talking about chores you have to do at home using devoir + infinitive)</p> <p>Unit 3: Ma routine, ta routine (talking about daily routine and using reflexive verbs)</p> <p>Unit 4: j’ai déménagé (talking about where you moved to using adjectives and synonyms)</p> <p>Unit 5: Bienvenue en Corse (Talking about different places using two tenses)</p> <p>Using 3 tenses in each module</p>	<p>Regular vocabulary test on key words taught in the module</p> <p>Mid-Module: no mid module</p> <p>End of Module: Writing, Dictation</p>	<p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Dynamo 2 Textbook (in class)</p> <p>Dynamo 2 workbook (in class)</p> <p>Revision work: (Teacher led in class)</p> <p>The Languagenut website is also an excellent resource.</p>

<p>Summer 2 (June –July)</p>	<p><u>Module 5 : Le sport en direct</u></p> <p>Point de départ: (To talk about sports)</p> <p>Unit 1: C'est plus amusant! (Giving opinions about sports, using the comparative)</p> <p>Unit 2: Pour aller au stade? (asking and giving directions and using the 'vous' form of the imperative)</p> <p>Unit 3: Qu'est-ce qu'il faut faire? (What must you do to stay fit)</p> <p>Unit 4: Vous allez bien? (talking about injuries and illnesses with a doctor)</p> <p>Unit 5: Allez les futurs champions! (Understanding sports people and using 3 tenses)</p> <p>Using 3 tenses in each module</p>	<p>Regular vocabulary test on key words taught in the module</p> <p>Mid-Module: Translation</p> <p>End of Module: Listening, Reading, Translation</p>	<p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Dynamo 2 Textbook (in class)</p> <p>Dynamo 2 workbook (in class)</p> <p>Revision work: (Teacher led in class)</p> <p>The Languagenut website is also an excellent resource.</p>
<p>Careers related learning</p>	<p>Careers lessons during the careers focus fortnight which highlight the range of careers available with French</p> <p>Careers door displaying careers using foreign languages</p> <p>Careers conversations with MFL staff about their own careers journeys.</p>		

GEOGRAPHY

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept – Oct)	<p>Superpowers</p> <ul style="list-style-type: none"> - What is a superpower - How have superpowers changed over time - The British Empire - The USA as a superpower - The BRICS Nations - The Rise of China - The MINT Nations - Conflicts between superpowers 	<p>An in class formal assessment made up of an extended writing piece. Pupils choose one question to answer out of three. They are given the first half of the lesson to prepare and the second half to complete.</p> <p>Ongoing peer and self-assessment in lessons.</p>	<p>Lessons are all available on Google Classroom.</p> <p>Exercise book.</p> <p>Geography Society</p> <p>https://mygeographybsb.weebly.com/superpowers.html</p>
Autumn 2 (Oct-Dec)	<p>Tectonic Hazards</p> <ul style="list-style-type: none"> - The structure of the earth - The tectonic plates - Plate boundaries - Earthquakes - Volcanoes - Case studies of tectonic hazards - The management of tectonic hazards 	<p>An in class formal assessment made up of multiple choice, resource response, short answer questions and one longer 6 mark question.</p> <p>Ongoing peer and self-assessment in lessons.</p>	<p>Lessons are all available on Google Classroom.</p> <p>Exercise book.</p> <p>Geography Society</p> <p>https://www.bbc.co.uk/bitesize/topics/zn476sg</p>
Spring 1 (Jan-Feb)	<p>The Physical Landscapes of Iceland</p> <ul style="list-style-type: none"> - An introduction to Iceland - River landscapes in Iceland (processes and landforms) - Coastal landscapes in Iceland (processes and landforms) - Glacial landscapes in Iceland (processes and landforms) 	<p>An in class formal assessment whereby pupils produce a leaflet based on an expedition to Iceland – the land of fire and ice. The task is to consider the geography of Iceland and the different geographical landscapes.</p> <p>Ongoing peer and self-assessment in lessons.</p>	<p>Lessons are all available on Google Classroom.</p> <p>Exercise book.</p> <p>Geography Society</p> <p>https://www.iceland.org/geography/#google_vignette</p> <p>BBC Bitesize – river, coastal and glacial processes and landforms.</p>
Spring 2 (Feb – March)	<p>Geographical Challenges: Food Insecurity</p> <ul style="list-style-type: none"> - What is food insecurity - The global patterns of food insecurity 	<p>An in class formal assessment made up of multiple choice, resource response, short answer questions</p>	<p>Lessons are all available on Google Classroom.</p> <p>Exercise book.</p> <p>Geography Society</p>

	<ul style="list-style-type: none"> - The causes of food insecurity - The impacts of food insecurity - The management of food insecurity - A case study of food insecurity 	<p>and one longer 6 mark question.</p> <p>Ongoing peer and self-assessment in lessons.</p>	<p>https://www.bbc.co.uk/bitesize/articles/zrrx2v4#zhxqwnb</p>
Summer 1 (April-May)	<p>Population</p> <ul style="list-style-type: none"> - Global population growth - Population change - Population pyramids - Population density - China – a case study of population change 	<p>An in class formal assessment made up of multiple choice, resource response, short answer questions and one longer 6 mark question.</p> <p>Ongoing peer and self-assessment in lessons.</p>	<p>Lessons are all available on Google Classroom.</p> <p>Exercise book.</p> <p>Geography Society</p> <p>https://www.bbc.co.uk/bitesize/topics/zg7nvcw</p>
Summer 2 (June –July)	<p>Global Development</p> <ul style="list-style-type: none"> - Our unequal world - Development defined - Measuring development - A case study of a LIC: Malawi - A case study of an emerging economy: Singapore - Comparing levels of development - Development aid in Africa - The growing development gap - Managing the growing development gap 	<p>An in class formal assessment made up of multiple choice, resource response, short answer questions and one longer 6 mark question.</p> <p>Ongoing peer and self-assessment in lessons.</p>	<p>Lessons are all available on Google Classroom.</p> <p>Exercise book.</p> <p>Geography Society</p> <p>https://www.bbc.co.uk/bitesize/articles/zbcqjsg</p>
Careers related learning	<p>Geography is Your Future – this appears twice in each unit of work whereby careers related to the topic are explored.</p> <p>Pupils will take part in a lesson specifically about Careers in Geography, linked to a taster session about GCSE geography.</p>		

GERMAN

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<p><u>Kapitel 1 Ich liebe Ferien! (Module 1 I love holidays!)</u></p> <p>Unit 1: Innsbruck – früher und heute (comparing then and now) Unit 2: Was hast du in den Ferien gemacht? (talking about what did you did on holiday) Unit 3: Wie bist du gefahren? (talking about how you travelled) Unit 4: Wie ist das Wetter? (talking about the weather) Unit 5: Speaking Skills: Ein Interview (talking about holidays; asking and answering questions) Unit 6 Extension: Katastrophe! (talking about problems on holiday)</p> <p>Using 3 tenses in each module</p>	<p>Regular vocabulary test on key words taught in the module</p> <p>Mid-Module 1: Grammar, Translation</p> <p>End of Module 1: Writing, Dictation</p>	<p>Student notes in exercise book Resources shared on Google Classroom Stimmt 2 Textbook (in class) Stimmt 2 Workbook (in class) Revision work: (Teacher led in class) The Languagenut website is also an excellent resource.</p>
Autumn 2 (Oct-Dec)	<p><u>Kapitel 2 Bist du ein Medienfan? (Module 2 are you a media fan?)</u></p> <p>Unit 1: Kinoclub (talking about films) Unit 2: Guck mal! (talking about programmes you watch) Unit 3: Lesecke (talking about reading preferences) Unit 4: Bist du süchtig? (discussing screen time) Unit 5: Reading Skills: Rezensionen (understanding media reviews) Unit 6: Extension: Ich kann Deutsch (talking about speaking different languages)</p> <p>Using 3 tenses in each module</p>	<p>Regular vocabulary test on key words taught in the module</p> <p>Mid-Module: Translation</p> <p>End of Module: Listening, Reading, Writing</p>	<p>Student notes in exercise book Resources shared on Google Classroom Stimmt 2 Textbook (in class) Stimmt 2 Workbook (in class) Revision work: (Teacher led in class) The Languagenut website is also an excellent resource.</p>
Spring 1 (Jan-Feb)	<p><u>Kapitel 3 Bleib gesund! (Module 3 stay healthy!)</u></p> <p>Unit 1: Zum Frühstück (talking about typical breakfasts) Unit 2: Was nimmst du? (discussing traditional German food) Unit 3: Kannst du kochen? (understanding recipes) Unit 4: Im Training (talking about healthy lifestyles)</p> <p>Using 3 tenses in each module</p> <p>Revision for the Year 8 examination</p>	<p>Regular vocabulary test on key words taught in the module</p> <p>Mid-Module: Translation, Dictation</p> <p>End of Module: No end of module due to Year 8 examination</p>	<p>Student notes in exercise book Resources shared on Google Classroom Stimmt 2 Textbook (in class) Stimmt 2 Workbook (in class) Revision work: (Teacher led in class) The Languagenut website is also an excellent resource.</p>

<p>Spring 2 (Feb – March)</p>	<p><u>Kapitel 3 Bleib gesund! (Module 3 stay healthy!)</u></p> <p>Revision for the Year 8 examination</p> <p>Unit 5: Listening Skills: Iss dich fit! (understanding and responding to longer texts)</p> <p>Unit 6: Extension: Das perfekte Abendessen (describing and comparing dinner parties)</p> <p>Project on Germany and German-speaking countries</p>	<p>Regular vocabulary test on key words taught in the module</p> <p>Year 8 examination: listening, reading, writing and speaking</p>	<p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Stimmt 2 Textbook (in class)</p> <p>Stimmt 2 Workbook (in class)</p> <p>Revision work: (Teacher led in class)</p> <p>The Languagenut website is also an excellent resource.</p>
<p>Summer 1 (April-May)</p>	<p><u>Kapitel 4 Klassenreisen machen Spaß! (Module 4 school trips are fun!)</u></p> <p>Unit 1: Willkommen in der Jugendherberge! (understanding rules)</p> <p>Unit 2: Mein Tagesablauf (discussing daily routine)</p> <p>Unit 3: Wir gehen auf Schatzsuche (understanding and giving directions)</p> <p>Unit 4: Auf einem Fest (describing a festival)</p> <p>Unit 5: Writing Skills: Wir feiern! (learning and writing about festivals in Switzerland)</p> <p>Unit 6: Extension: Im Aktivurlaub (describing an activity holiday)</p> <p>Using 3 tenses in each module</p>	<p>Regular vocabulary test on key words taught in the module</p> <p>Mid-Module: no mid module</p> <p>End of Module: Writing, Dictation</p>	<p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Stimmt 2 Textbook (in class)</p> <p>Stimmt 2 Workbook (in class)</p> <p>Revision work: (Teacher led in class)</p> <p>The Languagenut website is also an excellent resource.</p>
<p>Summer 2 (June –July)</p>	<p><u>Kapitel 5 Wir gehen aus (Module 5 We're going out)</u></p> <p>Unit 1: Ich mag meinen Stil! (discussing clothes and style)</p> <p>Unit 2: Mein erstes Date! (talking about plans for a date)</p> <p>Unit 3: Ich mache mich fertig (talking about getting ready to go out)</p> <p>Unit 4: Wie war's? (talking about how the date went)</p> <p>Unit 5: Speaking Skills: Pro und kontra (preparing for a debate about uniform)</p> <p>Unit 6: Extension: Öko-freundliche Mode für alle (researching Fairtrade labels)</p> <p>Using 3 tenses in each module</p>	<p>Regular vocabulary test on key words taught in the module</p> <p>Mid-Module: Translation</p> <p>End of Module: Listening, Reading, Translation</p>	<p>Student notes in exercise book</p> <p>Resources shared on Google Classroom</p> <p>Stimmt 2 Textbook (in class)</p> <p>Stimmt 2 Workbook (in class)</p> <p>Revision work: (Teacher led in class)</p> <p>The Languagenut website is also an excellent resource</p>
<p>Careers related learning</p>	<p>Careers lessons during the careers focus fortnight which highlight the range of careers available with German</p> <p>Careers door displaying careers using foreign languages</p> <p>Careers conversations with MFL staff about their own careers journeys.</p>		

HISTORY

Half term	Topics covered <i>Some lessons may roll over into the next half term.</i>	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<p>Enquiry question: What was the impact of the triangular trade?</p> <p>The unit will begin with a study on where slavery has been used in different civilisations in history, what the triangular trade was, what the middle passage was like, life for the enslaved on the plantations, how they resisted their experience, how the enslavement of people was abolished, life after slavery, the work of the civil rights campaign and ending with questioning the impact of the triangular trade.</p>	<p>Formal assessment on the middle passage</p> <p>On-going peer and self-assessment in lesson</p>	<p>The transatlantic slave trade - KS3 History - BBC Bitesize</p> <p>The transatlantic slave trade overview - The transatlantic slave trade - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize</p> <p>Pupil exercise book and the resources on google classroom.</p>
Autumn 2 (Oct-Dec)	<p>Enquiry question: Was the British empire as great as they say?</p> <p>The unit will begin with where the first colony was, when and an overview of why the British Empire started, to place the time into context we will also look at how the UK developed into the UK, what the experience of the empire was like for India and a focus on Australia for homework, an investigation into the benefits and drawbacks of the British Empire and finishing the unit with how the empire ended and questioning its legacy. Links will be made during this unit to the previous one.</p>	<p>Formal assessment on the utility of a source about the impact of the British Empire on India,</p> <p>On-going peer and self-assessment in lesson</p>	<p>Pupil exercise book and the resources on google classroom.</p> <p>The British Empire - KS3 History - BBC Bitesize</p>
Spring 1 (Jan-Feb)	<p>Enquiry question: How significant was the Industrial Revolution for Britain and how much change did it bring?</p> <p>The unit will begin by looking at what is meant by the term industrial revolution and the reasons for it, reasons why towns grew and the conditions in them, working conditions, key inventions at the time, how conditions at the time helped Jack the Ripper, and how public health was improved. The enquiry will end with pupils answer the enquiry focus question as a levelled piece that is self-assessed.</p>	<p>On-going peer and self-assessment in lesson</p>	<p>Pupil exercise book and the resources on google classroom.</p> <p>Bing Videos</p> <p>The Industrial Revolution - BBC Bitesize</p>

<p>Spring 2 (Feb – March)</p>	<p>Enquiry question: How far did WW1 cause WW2?</p> <p>The unit begins looking at the long and short term causes of World War One, why trenches were dug and what were like in them, reasons for the stalemate, how the war ended, reactions to the Treaty of Versailles, the emergence of dictators, the Great Depression, the rise of Hitler and his foreign policy.</p>	<p>Formal assessment on how World War One led to World War Two</p> <p>On-going peer and self-assessment in lesson</p>	<p>Pupil exercise book and the resources on google classroom.</p> <p>World War 1 facts for kids National Geographic Kids</p> <p>World War One - KS2 History - BBC Bitesize</p> <p>Adolf Hitler: Man and monster - BBC Teach</p> <p>Appeasement and the Road to War - National 5 History - BBC Bitesize</p>
<p>Summer 1 (April-May)</p>	<p>Enquiry question: What was it like to live in Germany 1933-45 compared to Britain?</p> <p>Life in Germany for a variety of Germans, how Germans tried to resist Nazi rule, life in Germany in the 1930s for Jewish people, the Final Solution, questioning who was responsible for the Final Solution, life in Britain in the 1930s and 40s with a comparison to Germany at the time. Dependent on availability there is the opportunity for pupils to hear about personal experiences of surviving the Holocaust.</p>	<p>Formal assessment comparing Britain and Germany</p> <p>On-going peer and self-assessment in lesson</p>	<p>Pupil exercise book and the resources on google classroom.</p> <p>Life in Nazi Germany, 1933-45 - GCSE History - BBC Bitesize</p> <p>The 1940's House - Life In Britain During WW2: KS2/KS3 IWM Learning</p> <p>What Life Was Like In Britain During WW2 Imperial War Museums</p>
<p>Summer 2 (June –July)</p>	<p>Enquiry question: Post-war Britain– how much progress had been made for people’s lives?</p> <p>Creation of the welfare state and the NHS, Windrush and immigration after World War Two, what youth culture was in this time period, rise of feminism and women’s rights, LGBTQ+ rights, and civil rights in the UK with comparisons to the US.</p>	<p>On-going peer and self-assessment in lesson</p>	<p>Pupil exercise book and the resources on google classroom.</p> <p>What is the Windrush Generation? - BBC Newsround</p> <p>History of Civil Rights in the UK - Black History Month 2024</p>
<p>Careers related learning</p>	<p>Options subject lessons during careers focus week. Job opportunities with history qualification displayed in the classroom and discussed in lesson.</p>		

MUSIC

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<p><u>Notation Skills</u> Students will learn recap rhythmic values and how to read the treble clef.</p> <p>Students will recognise notation symbols.</p> <p>Students will recap music keywords and apply to the composition process.</p> <p>Students will revisit how to compose a successful melody within a structure.</p> <p>Students will listen and appraise different extracts of music with reference to the keywords.</p>	<p>On-going self/peer assessment in class.</p> <p>Assessment will be via a notated composition to a holiday advert brief.</p>	<p>Notes in student music booklets.</p> <p>Check out the Performing Arts Extra Curricular programme. We'd love to see you there!</p> <p>Auditions for school production.</p> <p>Sign up for instrumental lessons from the Hillingdon Music Hub - https://ukhillington.spreedadmin.dk/registration/</p>
Autumn 2 (Oct-Dec)	<p><u>Spooky Music</u> Students will learn some of the key features of creating a "spooky" composition and how to use different tonalities.</p> <p>Students will listen and appraise different extract of "spooky" music with reference to the key features.</p>	<p>On-going self/peer assessment in class.</p> <p>Assessment will be via a composition linked to an image or film trailer in groups.</p>	<p>Notes in student music booklets.</p> <p>Check out the Performing Arts Extra Curricular programme. We'd love to see you there!</p> <p>ECAS perform in Winter Showcase.</p>
Spring 1 (Jan-Feb)	<p><u>Song Writing</u> Students will learn what makes a "good" song and successful composition.</p> <p>Students will listen and appraise different songs in reference to the "good" features. Students will learn how to compose and perform a vocal melody and add chords.</p> <p>Students will listen and appraise different extracts of songs with reference to the key features.</p>	<p>On-going self/peer assessment in class.</p> <p>Assessment will be via a group song composition.</p>	<p>Notes in student music booklets.</p> <p>Check out the Performing Arts Extra Curricular programme. We'd love to see you there!</p> <p>School Production performance.</p>
Spring 2 (Feb – March)	<p><u>Pachelbel's Canon</u> Students will learn how to read the bass clef (recap the treble clef) and apply to</p>	<p>On-going self/peer assessment in class.</p>	<p>Notes in student music booklets.</p>

	<p>performing Pachelbel's Canon from notation.</p> <p>Students will learn how to play the keyboard (or instrument of their choice) with a good technique. Place Pachelbel's' Canon in context of the Baroque era.</p> <p>Listening skills will be developed via appraising and evaluating baroque music.</p>	<p>Assessment will be via a keyboard/instrumental performance of Pachelbel's Canon.</p> <p>Y8 Music Exam</p>	<p>Y8 Music Revision Sheet</p> <p>Pachelbel's Canon sheet music will be posted on GC.</p> <p>Check out the Performing Arts Extra Curricular programme. We'd love to see you there!</p>
<p>Summer 1 (April-May)</p>	<p><u>Reggae</u> Students will place music in context of the Caribbean and understand some of the key features of Caribbean music.</p> <p>Students will compose using the key features of reggae. Ability to work as a team and compose in a group or as an individual.</p> <p>Listening skills will be developed via appraising and evaluating reggae music.</p>	<p>On-going self/peer assessment in class.</p> <p>Assessment of reggae composition.</p>	<p>Notes in student music booklets.</p> <p>Check out the Performing Arts Extra Curricular programme. We'd love to see you there!</p> <p>Music Composition Competition – check posters around the school.</p>
<p>Summer 2 (June –July)</p>	<p><u>Performance</u> Students will select, rehearse, practise, evaluate and perform a piece of their own choice in groups.</p> <p>Listening to a variety of pieces, composing and performing to the class.</p>	<p>On-going self/peer assessment in class.</p> <p>Assessment of group performance.</p>	<p>Notes in student music booklets.</p> <p>Check out the Performing Arts Extra Curricular programme. We'd love to see you there!</p> <p>ECAS perform in Summer Festival.</p>
<p>Careers related learning</p>	<p>Careers lessons during the careers focus fortnight for each year group.</p> <p>Careers door displaying careers in music.</p> <p>Careers conversations with music staff about their own careers journeys.</p> <p>Taster lessons for Y8 to inform about their GCSE options</p>		

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
<p>Autumn 1 (Sept – Dec)</p>	<p>Badminton: Students will continue to develop basic coordination and skills required for this sport. They will build on key skills learnt in year 7, developing the key shots such as the serve and the clear (overarm and underarm). They will also develop the smash shot and look at disguising shots. Students should be able to score and umpire singles and doubles matches using a few key rules (eg court area/out, serve rules).</p> <p>Health Related Fitness, fitness testing: Students will continue to learn how to exercise safely and efficiently. Discussion of the importance and practice of functional exercises. They will learn and experience a range of fitness testing procedures to measure a range of fitness components such as endurance, speed, agility, co-ordination etc.</p> <p>Cross Country: Students will practice running cross country on the field. This will allow students to demonstrate their cardiovascular efficiency and show potential for the Cross Country School Team.</p>	<p>Assessment is ongoing every lesson by the teacher, self and peer assessment.</p> <p>Assessment is focussed on three key areas via practical assessment and verbal Q&A:</p> <p>-Knowledge; rules, techniques, officiating & basic anatomy and physiology in sport -Skill; technique, outwitting opponents & performing at maximum -Understanding; tactics, decision making, analysis of performance & application of knowledge on performance levels.</p>	<p>Weekly badminton club at lunchtime from Sep – April.</p> <p>Cross Country Competition in November time</p>
<p>Autumn 2 (Oct-Dec)</p>	<p>Netball: Students will continue to develop skills such as footwork/ pivoting, passing (chest, shoulder, bounce and overhead) and dodging (front, back and side dodges). They will also learn the importance and purpose of the various positions. They will begin to explore tactics and strategies for both attacking and defensive play as they move into game play. Positions: Circle attack – GS, GA Centre court – WA, C, WD Circle defence – GD, GK</p> <p>Sports Hall Athletics: Students will once again be able to experience sprint and middle distance SHA events and using a turn board. Experience field events such as indoor shot, standing long jump etc. This will help students prepare for the sports hall athletics competition.</p>	<p>Assessment is ongoing every lesson by the teacher, self and peer assessment.</p> <p>Assessment is focussed on three key areas via practical assessment and verbal Q&A:</p> <p>-Knowledge; rules, techniques & basic anatomy and physiology in sport -Skill; technique, outwitting opponents & performing at maximum -Understanding; tactics, decision making, analysis of performance & application of knowledge on performance levels.</p>	<p>Full PE kit. Weekly netball club at lunchtime and also after school team practice and matches from Sep – April.</p> <p>Trials to represent the school in the borough SHA competition. Full PE kit.</p> <p>Cross Country Competition in November time</p>

<p>Spring 1 (Jan-Feb)</p>	<p>Football: Students will continue to develop and perform skills such as passing, control, dribbling and shooting. They will become more confident when dribbling the ball and be able to use skills in small sided games whilst following basic rules such as goal kicks, corners and throw ins.</p> <p>Catch up activities: A range from the previous activities due to any missed time (exams, weather etc).</p>	<p>Assessment is ongoing every lesson by the teacher, self and peer assessment.</p> <p>Assessment is focussed on three key areas via practical assessment and verbal Q&A: -Knowledge; rules, techniques, basic anatomy and physiology in sport -Skill; technique & outwitting opponents -Understanding; tactics, decision making, analysis of performance & application of knowledge on performance levels.</p>	<p>Full PE kit. – football boots are not essential but trainers will get muddy! Football club at lunchtime and also after school team practice and matches which runs all year round</p>
<p>Spring 2 (Feb – March)</p>	<p>Gymnastics / Trampolining: Students will focus on building core strength and flexibility to improve body tension and extension when performing static and dynamic moves. Students will continue to develop and improve on previous skills learnt. In addition they will learn higher level skills. They will learn how to perform skills with control and progress to linking skills together. Students will learn how to construct and perform short sequences and routines.</p> <p>Health Related Fitness, fitness training: Students will learn how to lead an active lifestyle. They will learn how to increase activity levels to meet the recommended weekly guidelines. Students will experience a range of different training types such as circuit, continuous, interval training etc.</p>	<p>Assessment is ongoing every lesson by the teacher, self and peer assessment.</p> <p>Assessment is focussed on three key areas via practical assessment and verbal Q&A: -Knowledge; safety considerations, techniques, basic anatomy & physiology in sport -Skill; techniques, performing at maximum & routine development -Understanding; routine development, analysis of performance & application of knowledge on performance levels.</p>	<p>Full PE kit needs to be in school including trainers in case we need to change activity.</p> <p>Whilst clubs in these activities do not run, there are still plenty of PE clubs on offer.</p>
<p>Summer 1 (April-May)</p>	<p>Athletics: Students will continue to develop skills learnt and take part in a range of events including sprints, middle distance, field events including javelin, shot and discus and jumps including long jump and high jump. This will build on skills learnt during Sports Hall Athletics.</p>	<p>Assessment is ongoing every lesson by the teacher, self and peer assessment.</p> <p>Assessment is focussed on three key areas via practical assessment and verbal Q&A: -Knowledge; rules, techniques, officiating & basic anatomy and physiology in sport -Skill; technique, outwitting opponents & performing at maximum -Understanding; tactics, decision making, analysis of performance & application of knowledge on performance levels.</p>	<p>Full PE kit. Athletics club at lunchtime and after school for Sports Day practice!</p> <p>Trials to represent the school in the borough athletics competition.</p> <p>Athletics club will run from April – June.</p>

<p>Summer 2 (June –July)</p>	<p>Rounders / Cricket: Pupils will continue to develop and learn the key skills and techniques used for throwing (underarm, overarm) catching, fielding batting in order to be successful in these sports. They will also play full matches and learn more rules.</p> <p>Outdoor Adventurous Activities (OAA): Students will continue to learn how to use a variety of communication, problem solving & map reading skills through orienteering and team building activities.</p>	<p>Assessment is ongoing every lesson by the teacher, self and peer assessment.</p> <p>Assessment is focussed on three key areas via practical assessment and verbal Q&A: -Knowledge; rules, techniques, map reading, control points -Skill; technique, outwitting opponents, teamwork, co-ordination & problem solving -Understanding; tactics, decision making, analysis of performance & application of knowledge on performance levels.</p>	<p>Full PE kit. Rounders and Cricket clubs at lunchtime from April – July.</p>
<p>Careers related learning</p>	<p>Careers lessons during the careers focus fortnight for each year group. Careers door displaying careers in PE/Sport. Careers conversations with PE staff about their own careers journeys. Taster lessons for Y8 to inform about their GCSE options in December and January.</p>		

Please note: The order that students complete activities may change between classes due to weather and KS4/5 exam considerations.

Half term	Topics covered (At times a lesson may be replaced if it is felt a particular topic is relevant to this year group that is not on the programme)	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	Theme: Health & Wellbeing Lesson 1: Growth Mindset Lesson 2: Social media & self-esteem Lesson 3: Body Image Lesson 4: Learning to relax Lesson 5: Mental health & wellbeing – promoting emotional wellbeing Lesson 6: Celebrating black history month Lesson 7: Mental health & wellbeing – attitudes to mental health	Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher’s mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.	Student notes in exercise book Resources shared on Google Classroom Further support/information/websites is signposted for particular topics in the lesson ppt Newsround is useful to keep up to date on what is happening in the world. Swakeleys school LRC
Autumn 2 (Oct-Dec)	Theme: Living in the Wider World Lesson 1: Plastic Pollution Lesson 2: Extinction Rebellion & Climate change Lesson 3: Belonging & Community: valuing diversity Lesson 4: What is hate crime & how can we make changes? Lesson 5: What are British values? Lesson 6: How can boosting our self-confidence boost our achievement? Lesson 7: What is the role of the Criminal Justice System?	Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher’s mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.	Student notes in exercise book Resources shared on Google Classroom Further support/information/websites is signposted for particular topics in the lesson ppt Newsround is useful to keep up to date on what is happening in the world. Swakeleys school LRC.
Spring 1 (Jan-Feb)	Theme: Relationships & Identity Lesson 1: Whole school initiative – Careers Focus fortnight, topics TBC Lesson 2: Whole school initiative – Careers Focus fortnight topics TBC Lesson 3: Consent and what this means in relationships Lesson 4: What does a healthy relationship look like? How to communicate effectively Lesson 5: What is racism & how can we make changes? Lesson 6: Revision techniques: preparing for year 8 exams	Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher’s mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.	

<p>Spring 2 (Feb – March)</p>	<p>Theme: Health & Wellbeing</p> <p>Lesson 1: The dangers of vaping & smoking Lesson 2: Drugs & the Law Lesson 3: Celebrating International Women’s Day Lesson 4: What forms of contraception are there? Lesson 5: Learning about STIs to understand how to stay safe Lesson 6: Personal Safety – First Aid</p>	<p>PSHCE is not a levelled subject.</p> <p>Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher’s mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.</p>	<p>Student notes in exercise book Resources shared on Google Classroom Further support/information/websites is signposted for particular topics in the lesson power point Newsround is useful to keep up to date on what is happening in the world. Swakeleys school learning resource centre (LRC)</p>
<p>Summer 1 (April-May)</p>	<p>Theme: Relationships & Identity</p> <p>Lesson 1: Forced marriage & the Law Lesson 2: LGBTQAI+ Trans & gender Lesson 3: What do families look like? Lesson 4: Stereotypes & the media Lesson 5: Relationships summary lesson Lesson 6: Children’s mental health week.</p>	<p>Assessment takes the form of baseline assessments at the start and end of themes through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher’s mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.</p>	<p>Student notes in exercise book Resources shared on Google Classroom Further support/information/websites is signposted for particular topics in the lesson power point Newsround is useful to keep up to date on what is happening in the world.</p>
<p>Summer 2 (June –July)</p>	<p>Theme: Living in the Wider World</p> <p>Lesson 1: How can we be aspirational students and reach our full potential? Lesson 2: What does it mean to be a British Citizen? Researching and presenting our multiple personal identities. Lesson 3: British Values – what does it mean to be British? Lesson 4: Celebrating Pride month Lesson 5: What is tax and how does the money go towards things we all need & use? Lesson 6: Celebrating South Asian heritage month</p>	<p>Assessment takes the form of baseline assessments at the start and end of themes. This is through self-evaluation, checking of understanding throughout the lesson, debate and discussions, and teacher’s mark book work every 6 weeks, students will complete a feed forward on a piece of work following teacher assessment of work.</p>	<p>Swakeleys school learning resource centre (LRC)</p>
<p>Careers related learning</p>	<p>PSHCE takes part in the Careers Focus fortnight in January, lessons are planned specifically for this and students will use their Unifrog account to explore a range of careers and have discussions around careers, and the pathways to particular careers.</p>		

RE

Half term	Topics covered	Format of assessment	Resources, useful websites & extra-curricular opportunities
Autumn 1 (Sept –Oct)	<p>Students begin the unit: 'Buddhism'</p> <ul style="list-style-type: none"> • What is Buddhism? • The life of Siddhartha Gautama? • The Four Sightings • The Eightfold Path • The Five Precepts • Karma • The Three Jewels • Buddhist Shrines • Nirvana 	<p>Ongoing in-class assessment.</p> <p>End of unit assessment: The assessment is a 30 minute long written test on Buddhism. The test aims to assess knowledge, understanding and evaluation skills.</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>https://www.bbc.co.uk/bitesize/topics/zs86n39/articles/zmcsmfr</p>
Autumn 2 (Oct-Dec)	<p>Students will begin the unit: 'Ultimate Questions'</p> <ul style="list-style-type: none"> • What are ultimate questions? • Revelation and religious experiences • Why do we behave morally? • Free will 	<p>Ongoing in-class assessment</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p>
Spring 1 (Jan-Feb)	<p>Students will begin the unit: 'Islam'</p> <ul style="list-style-type: none"> • What is Islam? • Allah • Muhammad • Qur'an • The five pillars 	<p>Ongoing in-class assessment</p> <p>End of unit assessment: The assessment is a 30 minute long written test on Islam. The test aims to assess knowledge, understanding and evaluation skills.</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p> <p>https://www.bbc.co.uk/bitesize/articles/znhjcqt</p>
Spring 2 (Feb – March)	<p>Continuing with Islam</p> <ul style="list-style-type: none"> • Salah • Sawm • Zakah • Hajj • Mosque 	<p>Ongoing in-class assessment</p>	<p>Lesson resources will be available on Google Classroom for consolidation and revision.</p>

Summer 1 (April-May)	Students will begin the unit: 'Hinduism' <ul style="list-style-type: none"> • What is Hinduism? • Hindu Gods • Hindu Beliefs • Hindu Worship • Hindu Festivals 	Ongoing in-class assessment 30 minute end-of-topic written assessment on Hinduism testing knowledge, understanding and evaluation skills.	Lesson resources will be available on Google Classroom for consolidation and revision. https://www.bbc.co.uk/bitesize/articles/zjdbpg8
Summer 2 (June –July)	<ul style="list-style-type: none"> • Hindu Funerals • Ghandi and the caste system <p>Students will begin an ethics unit called: 'Animal Rights'</p> <ul style="list-style-type: none"> • Introduction to animal rights • Vegetarianism • Animal testing • Animals and entertainment 	Ongoing in-class assessment	Lesson resources will be available on Google Classroom for consolidation and revision.
Careers related learning	During January year 8 students will have starter tasks in RE linked to careers. Starters will focus on: skills in RE connected to careers, careers pathways linked to RE and how RE links to degrees at university.		

Please note: Due to staffing considerations and the nature of the curriculum, topics may not always be taught in this order but, over the course of the year, this is the content which will be covered by all classes.