



**Bolingbroke**  
Academy

**Years 7 & 8**  
**Curriculum Guide**

**Academic Year 2016 – 2017**

Dear Parent / Carer,

Welcome to this year's curriculum guide for Year 7 and 8 to help you understand the subjects and topics your child is studying throughout this year.

This booklet is to help you understand your child's current position in their learning as well as to show you how your child's progress is being measured each through assessments.

Each subject section contains a guide to curriculum content, a guide to websites and text book resources that support the curriculum as well as a set of 'Stretch It!' texts we recommend for pupils to extend their knowledge and understanding of their subjects to a more advanced level.

As you will probably know, assessment is an area of significant change nationally. The government has abolished the system of National Curriculum levels which pupils progress through from Key Stage 1 to 4. At the same time, Year 11s in English and Maths and Year 10s in all subjects are now working towards GCSEs that are grades 9-1, rather than the old A\*-C. At Bolingbroke and across the Ark network, we have adopted a system called Ark Assessment Plus, whereby pupils in all year groups will be given grades from 9-1 at termly assessment points to indicate the grade they are on track to achieve at the end of Year 11. Further guidance on the meaning of these Ark Assessment + grades and pupils' targets will accompany Autumn 2 reports.

Please do not hesitate to contact your child's subject teachers or Civitas tutor directly if you would like further support regarding or feedback on your child's progress.

Yours Sincerely,

Mr R Speight

Vice Principal

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# ENGLISH

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## Year 7

Pupils will study four key areas – a literary heritage novel, a Shakespeare play, poetry and a modern novel. In each unit, pupils will also complete reading and writing tasks linked to the key themes of the text they are studying. This model allows depth of study and development of key analytical skills while also studying challenging literature. Pupils' learning is tracked each fortnight through the use of mastery quizzes which ensure pupils have fully mastered the concepts on the curriculum.

In addition to pupils studying these four key texts, they will also have two grammar and writing lessons each week. These lessons will equip pupils with the grammatical understanding that will help improve the accuracy of their writing and their linguistic analysis.

<b>Unit of Work</b>	<b>Topic and skills</b>
<b>Literary heritage</b> <b>14 weeks</b> <b>Autumn 1 &amp; 2</b>	All classes will read an abridged version of 'Oliver Twist' by Charles Dickens alongside extracts from the original texts. Pupils will develop their comprehension skills as well as identify and explain their feelings about a character. They will also learn about the Victorian era and how this context relates to the text. In addition, pupils will begin to develop their analysis skills by writing an analytical essay on Dickens' villain, Bill Sikes.
<b>Shakespeare</b> <b>11 weeks</b> <b>Spring 1 &amp; 2</b>	Pupils will study Shakespeare's 'A Midsummer Night's Dream', focusing on the play in performance and how Shakespeare uses dramatic devices to engage his audience. Students will master the complicated plot and characters and will understand how the social world of the play drives the plot. The purpose of this unit is to write an argumentative essay.
<b>Introduction to poetry</b> <b>6 weeks</b> <b>Summer 1</b>	This unit will serve as an introduction to poetry. Pupils will study a collection of classic poems both heritage and contemporary. Students will learn how to unpick the hidden meaning of a poem through the study of language with a particular focus on metaphor. The assessment will involve the skill of analysing an unseen poem. This unit will build on the understanding of language acquired in the Shakespeare unit and will prepare them for the study of language and theme in the next unit of work – the modern novel.
<b>The modern novel</b> <b>7 weeks</b> <b>Summer 2</b>	Pupils will either study 'The Daydreamer' by Ian McEwan or 'Danny the Champion of the World' by Roald Dahl. Students will use their knowledge of a heritage text to critically study a contemporary work of fiction to comment on the form of novel and how it has changed. Furthermore, they will consider intertextuality and how authors have been influenced by other literary works. For the assessment, these skills will be applied to modern creative writing based on the text.

### Suggested websites all years

- Grammar : <http://www.grammarly.com/handbook/>
- For grammar and writing skills - BBC bitesize KS3:  
<http://www.bbc.co.uk/education/subjects/z3kw2hv>
- For text summaries and analysis: <http://www.shmoop.com/>

### Year 7 Stretch it texts to complement the curriculum

**Literary heritage:** 'Great Expectations' by Charles Dickens

**Shakespeare:** 'Alice in Wonderland' by Lewis Carroll

**Classic Poetry:** 'Watership Down' by Richard Adams

**Modern Novel:** 'Book Thief' by Markus Zusak

## English – Year 8

Pupils will study four key areas, continuing to follow the English Mastery curriculum which they began in Year 7, which includes a literary heritage novel, a Shakespeare play, poetry and a modern novel. In each unit, the aim is to study challenging literature in depth in order to develop key analytical skills. Pupils will also complete reading and writing tasks linked to each text and its themes. Following the style of the Year 7 assessment system, pupils' learning is tracked each fortnight through the use of mastery quizzes which ensure pupils have fully mastered the concepts on the curriculum as well as a reading or writing assessment at the end of each unit.

In addition to pupils studying these four key texts, they will also have two grammar and writing lessons each week. These lessons will equip pupils with the grammatical understanding that will help improve the accuracy of their writing and their linguistic analysis.

Due to Bolingbroke being one of the pilot schools for the Ark English Mastery programme, the curriculum is still being updated. Some details have yet to be confirmed.

<b>Unit of Work</b>	<b>Topic and skills</b>
<b>Literary heritage</b> <b>14 weeks</b> <b>Autumn 1 &amp; 2</b>	Pupils will use their contextual knowledge about the Victorian Era to apply to three short stories featuring Sherlock Holmes by Sir Arthur Conan Doyle. All groups will study the original text, some using an abridged 'Classic Starts' version to support understanding of the plot. Pupils will work on developing the depth of their language analysis, finishing with an assessment exploring the character of Holmes across all three stories.
<b>Shakespeare</b> <b>11 weeks</b> <b>Spring 1 &amp; 2</b>	Pupils will study Shakespeare's play 'The Tempest' in order to develop their understanding of the magical world which is presented. Using knowledge from their study of 'A Midsummer Night's Dream', pupils will analyse language in order to track a key theme across the text and apply this to a critical essay.
<b>Modern Novel</b> <b>7 weeks</b> <b>Summer 1 &amp; 2</b>	Pupils will study 'Animal Farm' by George Orwell, focusing on how Orwell was influenced by political developments in Russia and the principles of Communism in the 20 <sup>th</sup> century. Pupils will explore writer's intentions through the use of allegory. They will apply these skills in a critical essay which will require them to respond to an unseen extract from the novel and make links with other themes and ideas across the text. Furthermore, pupils will complete a piece of creative writing where they will develop their own allegory.
<b>Poetry</b> <b>5 weeks</b> <b>Summer 2</b>	Pupils will study both heritage and contemporary poetry in order to master analysing key poetic techniques. They will build on their skills of analysing language in a new literary form.

### Year 8 stretch it texts to complement the curriculum

**Literature over time:** 'A Study in Scarlet' by Sir Arthur Conan Doyle, 'The Secret Garden' by Frances Hodgson Burnett, 'The Woman in Black' by Susan Hill

**Shakespeare:** 'The Outsiders' by S. E. Hinton

**Modern novel:** 'The Tulip Touch' by Anne Fine, 'Looking for JJ' by Anne Cassidy

# MATHS

## Year 7

Unit	<b>Knowledge</b> By the end of this unit pupils know key areas of subject content:	<b>Skills</b> By the end of this unit pupils will be able to:	<b>Assessment</b>
1 Autumn term - 1 <sup>st</sup> half term	Unit 1: Place Value of integers <ul style="list-style-type: none"> <li>• What is a number?</li> <li>• Representations of number</li> <li>• Place value in numbers up to 1 million</li> <li>• Ordering and comparing values up to 1 million</li> <li>• Rounding to the nearest 10, 100, 1000</li> <li>• Multiply and divide integers by 10, 100 and 1000 using place value grid</li> </ul> Unit 2: Addition of integers <ul style="list-style-type: none"> <li>• Mental addition methods</li> <li>• Written methods for addition</li> <li>• Bar modelling</li> <li>• Perimeter</li> </ul> Unit 3: Subtraction of integers <ul style="list-style-type: none"> <li>• Mental subtraction methods</li> <li>• Written methods for subtraction</li> <li>• Bar modelling</li> </ul> Unit 4: Place value of decimals <ul style="list-style-type: none"> <li>• Representations of decimals</li> <li>• Ordering and comparing decimal values</li> <li>• Rounding to the nearest integer and tenth</li> <li>• Multiply and divide decimals by 10, 100 and 1000 using place value</li> <li>• Addition and subtraction of decimals</li> <li>• Perimeter</li> <li>• Bar modelling</li> <li>• Worded problems</li> </ul> REVIEW WEEK PROJECT: <ul style="list-style-type: none"> <li>• Metric units of measurement for length</li> <li>• Conversion between mm, cm, m and km</li> <li>• Estimation of length</li> </ul>	<ul style="list-style-type: none"> <li>• Represent values using concrete manipulatives and place value tables</li> <li>• Read and write numbers up to 1 million (in words and figures)</li> <li>• Order integer values up to 1 million</li> <li>• Use inequalities to compare integers</li> <li>• Round an integer to the nearest 10, 100 or 1000</li> <li>• Use a place value grid explain how to multiply or divide integers by multiples of 10</li> <li>• Use mental addition and subtraction methods where appropriate</li> <li>• Use accurate written methods for addition and subtraction</li> <li>• Estimate calculations to check answers</li> <li>• Find the perimeter of rectangles and basic compound shapes</li> <li>• Represent addition and subtraction problems using bar models</li> <li>• Represent decimals on number lines, 100 grids and place value tables</li> <li>• Order decimals</li> <li>• Use inequalities to compare decimals</li> <li>• Round a decimal to the nearest integer or tenth</li> <li>• Multiply and divide decimals by multiples of 10</li> <li>• Add and subtract decimals</li> <li>• Solve perimeter and worded problems involving decimals</li> <li>• Convert between metric units of length</li> <li>• Estimate lengths</li> </ul>	ARK Baseline Assessment (levelled; compare with KS2 SATs) Pre and Post Assessment (compare % difference)
2 Autumn term – 2 <sup>nd</sup> half term	Unit 5: Multiplication of integers <ul style="list-style-type: none"> <li>• Multiplication facts &amp; mental multiplication</li> <li>• Written methods for multiplication</li> <li>• Bar modelling</li> </ul> Unit 6: Multiplication of decimals <ul style="list-style-type: none"> <li>• Multiplication of decimals</li> <li>• Area of rectangles and triangles</li> </ul> Unit 7: Division of integers and decimals <ul style="list-style-type: none"> <li>• Mental methods for division</li> <li>• Written methods for division</li> <li>• The mean average</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the terms 'product' and 'multiple'</li> <li>• Recall multiplication facts in mental calculations</li> <li>• Use written methods (such as the grid or column method) to multiply integers</li> <li>• Represent multiplication using bar models</li> <li>• Use related integer calculations to multiply decimals</li> <li>• Find the area of rectangles</li> <li>• Derive and use the method for finding the area of triangles</li> <li>• Understand division as the inverse of multiplication</li> <li>• Use multiplication facts in mental</li> </ul>	Pre and Post Assessment (compare % difference) Core Assessment – 1 hour + 30mins extension paper (levelled)

		<ul style="list-style-type: none"> <li>division</li> <li>Understand and use the terms 'factor', 'remainder' and 'quotient'</li> <li>Use written methods for division of decimals and integers</li> <li>Use estimation to check that answers are sensible</li> <li>Find the mean average of a set of values</li> </ul>	
1 Spring term – 1 <sup>st</sup> half term	<p>Unit 8: Units of measurement</p> <ul style="list-style-type: none"> <li>Metric units of measurement for volume and mass</li> <li>Converting between metric units of measurement</li> </ul> <p>Unit 9: Angles and angle properties</p> <ul style="list-style-type: none"> <li>Naming, estimation and measurement of angles</li> <li>Angle properties of straight lines and points</li> <li>Vertically opposite angles</li> <li>Multi-step angle problems</li> </ul> <p>Unit 10: Properties of triangles</p> <ul style="list-style-type: none"> <li>Classify triangles according to their properties</li> <li>Angle properties of triangles</li> </ul> <p>Unit 11: Properties of quadrilaterals</p> <ul style="list-style-type: none"> <li>Classify quadrilaterals according to their properties</li> <li>Angle properties of quadrilaterals</li> </ul>	<ul style="list-style-type: none"> <li>Use metric units for mass and volume</li> <li>Convert between g and kg, and l and ml</li> <li>Classify reflex, obtuse, right and acute angles according to their size</li> <li>Estimate angles to within 10 degrees</li> <li>Use a protractor to construct and measure angles accurately</li> <li>Use the angle properties of straight lines, points and vertically opposite angles to find missing angles</li> <li>Find missing angles using a combination of angle rules in multi-step properties</li> <li>Classify scalene, isosceles and equilateral triangles according to their properties</li> <li>Understand and use the angle properties of triangles to find missing angles</li> <li>Classify quadrilaterals such according to their properties (e.g. square, rectangle, rhombus, parallelogram, trapezium, kite)</li> <li>Understand and use the angle properties of quadrilaterals to find missing angles</li> </ul>	Pre and Post Assessment (compare % difference) Protractor Licence Tests: Theory (estimation and sketching) and Practical (using a protractor for measurement and construction)
2 Spring term – 1 <sup>st</sup> half term	<p>Unit 12: Equivalent Fractions</p> <ul style="list-style-type: none"> <li>Representations of fractions</li> <li>Equivalent fractions</li> <li>Simplified fractions</li> <li>Equivalence of fractions and decimals</li> </ul> <p>Unit 13: Mixed numbers and improper fractions</p> <ul style="list-style-type: none"> <li>Writing quantities <math>\geq 1</math> as fractions</li> <li>Conversion between mixed numbers and improper fractions</li> </ul> <p>Unit 14: Fractions of a quantity</p> <ul style="list-style-type: none"> <li>Finding a fraction of a quantity</li> <li>Writing a quantity as a fraction of another</li> </ul> <p>Unit 15: Multiplication and division of fractions</p> <ul style="list-style-type: none"> <li>Multiplication of proper fractions</li> <li>Division of proper fractions</li> <li>Multiplication and division of mixed numbers</li> </ul>	<ul style="list-style-type: none"> <li>Recognise representations of fractions</li> <li>Represent fractions in a diagram</li> <li>Understand and explain the role of the denominator and numerator</li> <li>Identify when fractions are equivalent</li> <li>Generate equivalent fractions</li> <li>Write a fraction in its simplest form</li> <li>Recognise common equivalences between decimals and fractions</li> <li>Understand improper fractions as fractions greater than 1</li> <li>Write mixed numbers as improper fractions</li> <li>Write improper fractions as mixed numbers</li> <li>Find a fraction of a quantity</li> <li>Write a quantity as a fraction of another</li> <li>Multiply and divide a fraction by an integer</li> <li>Multiply and divide a fraction by a fraction</li> </ul>	Pre and Post Assessment (compare % difference)  Core Assessment – 1 hour + 30mins consolidation or extension paper (levelled)

<p style="text-align: center;">1 Summer term – 1<sup>st</sup> half term</p>	<p>Unit 16: Order of operations</p> <ul style="list-style-type: none"> <li>• Priority of multiplication and division over addition and subtraction</li> <li>• Priority of brackets</li> </ul> <p>Unit 17: Algebraic Expressions</p> <ul style="list-style-type: none"> <li>• Conventions of algebraic notation</li> <li>• Simplifying expressions by collecting like terms</li> <li>• Creating algebraic expressions</li> <li>• Expanding brackets by multiplying a single term across a bracket</li> <li>• Substituting values into expressions and formulae</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why we need an order of operations</li> <li>• Apply the correct order of operations in calculations with brackets, multiplication, division, addition and subtraction</li> <li>• Place brackets into a calculation to ensure the answer is correct</li> <li>• Use fractional notation for calculations with division</li> <li>• Represent unknown quantities using letters</li> <li>• Understand that the expression <math>3a</math> means 3 multiplied by <math>a</math></li> <li>• Understand that the expression <math>\frac{a}{3}</math> means <math>a</math> divided by 3</li> <li>• Simplify expressions by collecting like terms</li> <li>• Generate algebraic expressions from worded and shape-based problems</li> <li>• Multiply a term across a bracket to find equivalent expressions</li> <li>• Substitute different values into expressions and formulae to generate a result</li> </ul>	<p>Pre and Post Assessment (compare % difference)</p>
<p style="text-align: center;">2 Summer term – 2<sup>nd</sup> half term</p>	<p>Unit 18: Pie Charts</p> <ul style="list-style-type: none"> <li>• Interpreting and comparing pie charts</li> <li>• Expressing angles of sectors as fractions</li> </ul> <p>Unit 19: Fractions, decimals and percentages</p> <ul style="list-style-type: none"> <li>• Percentages as fractions with a denominator of 100</li> <li>• Equivalence of fractions and percentages</li> <li>• Equivalence of percentages and decimals</li> <li>• Representing percentages on pie charts</li> </ul> <p>Unit 20: Percentages of a quantity</p> <ul style="list-style-type: none"> <li>• Finding 1%</li> <li>• Using 1% to find other quantities</li> <li>• Writing one quantity as a percentage of another</li> <li>• Interpreting sectors of pie charts as percentages</li> </ul>	<ul style="list-style-type: none"> <li>• Read pie charts</li> <li>• Write angles of sectors as fractions</li> <li>• Understand that a percentage can be expressed as a fraction out of 100</li> <li>• Understand that percentages are useful to compare values</li> <li>• Convert fractions (with denominators that are factors of 100) into percentages</li> <li>• Convert percentages into decimals</li> <li>• Find percentages or fractions of 360 to represent quantities in pie charts</li> <li>• Find 1% of a quantity</li> <li>• Use 1% to find other percentages</li> <li>• Begin to use alternative methods to find percentages</li> <li>• Write a quantity as a percentage of another using equivalent fractions</li> <li>• Write an angle of a sector as a fraction of 360; use this to write the sector as a percentage of the whole</li> </ul>	<p>Pre and Post Assessment (compare % difference)</p> <p>End of Year Assessment – 1 hour non-calculator, 1 hour calculator (levelled)</p>
	<p>Suggested practice activities</p> <ul style="list-style-type: none"> <li>• Times Table Rock Stars</li> <li>• 5 a Day Booklets</li> <li>• MyMaths tasks</li> </ul> <p>Suggested 'Stretch It' Summer reading:</p> <ul style="list-style-type: none"> <li>• Matilda by Roald Dahl</li> <li>• The Man Who Counted: A Collection of Mathematical Adventures by Malba Tahan</li> </ul>		

## Maths – Year 8

Unit	<b>Knowledge</b> By the end of this unit pupils know key areas of subject content:	<b>Skills</b> By the end of this unit pupils will be able to:	<b>Assessment</b>
1 Autumn term - 1 <sup>st</sup> half term	<p>Unit 1: Properties of number</p> <ul style="list-style-type: none"> <li>• Factors, multiples and primes</li> <li>• Indices</li> <li>• Prime factor decomposition</li> <li>• LCM and HCF</li> </ul> <p>Unit 2: Rounding</p> <ul style="list-style-type: none"> <li>• Decimal places</li> <li>• Significant figures</li> </ul> <p>Unit 3: Calculating with fractions</p> <ul style="list-style-type: none"> <li>• Addition and subtraction of fractions</li> <li>• Four operations with mixed numbers</li> <li>• Worded problems with fractions</li> <li>• Calculations with decimals</li> </ul>	<ul style="list-style-type: none"> <li>• Find the factors and multiples of a given number</li> <li>• Identify if a number is a factor or multiple of another number</li> <li>• Identify whether a number is prime and explain why</li> <li>• Express a value as a product of its prime factors</li> <li>• Using prime factors or otherwise, find the lowest common multiple or highest common factor of two values</li> <li>• Round a value to a given number of decimal places</li> <li>• Round a value to a given number of significant figures</li> <li>• Add, subtract, multiply and divide fractions</li> <li>• Convert between fractions and mixed numbers</li> <li>• Calculate with decimals</li> </ul>	Pre and Post Assessment (compare % difference)
2 Autumn term – 2 <sup>nd</sup> half term	<p>Unit 4: Negative Numbers</p> <ul style="list-style-type: none"> <li>• The number line below 0</li> <li>• Addition and subtraction with negative values</li> <li>• Multiplication and division with negative values</li> </ul> <p>Unit 5: Sequences, Expressions and Equations</p> <ul style="list-style-type: none"> <li>• The nth term</li> <li>• Manipulation of algebra</li> <li>• Solving equations</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the number line to include numbers below 0</li> <li>• Add and subtract any combination of negative and positive values</li> <li>• Multiply and divide any combination of negative and positive values</li> <li>• Continue a sequence (including some non-linear sequences)</li> <li>• State the term-to-term rule</li> <li>• State the position-to-term rule (nth term)</li> <li>• Simplify expressions</li> <li>• Expand brackets by multiplying a single term</li> <li>• Factorise linear expressions</li> <li>• Solve equations using a 'balancing' method, including with unknowns on both sides</li> </ul>	Pre and Post Assessment (compare % difference)  Core Assessment – 1 hour + 30mins consolidation or extension paper (levelled)
1 Spring term – 1 <sup>st</sup> half term	<p>Unit 6: 2D shapes and angles</p> <ul style="list-style-type: none"> <li>• Construction of triangles and quadrilaterals</li> <li>• Angle rules, including alternate, corresponding and interior angles on parallel lines</li> </ul> <p>Unit 7: Area, perimeter and units of measurement</p> <ul style="list-style-type: none"> <li>• Perimeter of compound shapes</li> <li>• Area of triangles, parallelograms and trapeziums</li> <li>• Conversion between units of length</li> <li>• Conversion between units of area</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately construct triangles and special quadrilaterals, using a ruler and compass or a ruler and protractor</li> <li>• Identify alternate, corresponding and interior angles and know their associated angle facts</li> <li>• Use a combination of angle rules to find missing angles in diagrams (including algebraic problems)</li> <li>• Find the perimeter of compound shapes</li> <li>• Derive the method and find the area of triangles, parallelograms and trapeziums</li> <li>• Convert between metric units of length</li> <li>• Convert between metric units of area</li> </ul>	Pre and Post Assessment (compare % difference)

<p>2 Spring term – 1<sup>st</sup> half term</p>	<p>Unit 8: Percentage Change</p> <ul style="list-style-type: none"> <li>Percentage of a quantity</li> <li>Quantities as percentages</li> <li>Percentages that are greater than 100%</li> <li>Increase/decrease of a quantity by a percentage</li> <li>Reverse percentage problems</li> <li>Percentage change</li> </ul> <p>Unit 9: Ratio and rate</p> <ul style="list-style-type: none"> <li>Simplifying ratios</li> <li>Sharing a quantity in a given ratio</li> <li>Part/whole problems</li> <li>Speed/Distance/Time</li> </ul>	<ul style="list-style-type: none"> <li>Find a percentage of a quantity</li> <li>Express one quantity as a percentage of another</li> <li>Understand what it means to have a percentage that is greater than 100%</li> <li>Increase or decrease a quantity by a percentage</li> <li>Find the original amount given a percentage of the quantity</li> <li>Find the original amount after a percentage increase or decrease</li> <li>Write proportion as a fraction, percentage or ratio</li> <li>Simplify a ratio</li> <li>Share a quantity in a given ratio</li> <li>Find the whole or a part when a quantity has been shared in a ratio</li> <li>Use the formula speed=distance/time to find speed, distance or time</li> </ul>	<p>Pre and Post Assessment (compare % difference)</p> <p>Core Assessment – 1 hour + 30mins consolidation or extension paper (levelled)</p>
<p>1 Summer term – 1<sup>st</sup> half term</p>	<p>Unit 10: Circles</p> <ul style="list-style-type: none"> <li>Circumference of a circle</li> <li>Area of a circle</li> <li>Perimeter and area of part circles or compound shapes involving circles</li> </ul> <p>Unit 11: 3D shapes and their nets</p> <ul style="list-style-type: none"> <li>Nets of cubes and cuboids</li> <li>Nets of prisms and pyramids</li> </ul> <p>Unit 12: Volume</p> <ul style="list-style-type: none"> <li>Volume of prisms</li> <li>Units of volume</li> </ul>	<ul style="list-style-type: none"> <li>Use the formula <math>C=\pi d</math> to find the circumference of circles</li> <li>Use the formula <math>A= \pi r^2</math> to find the area of circles</li> <li>Apply understanding of both formulae in perimeter/area problems with part circles or compound shapes</li> <li>Recognise the nets of common 3D shapes including cubes, cuboids, cylinders, cones, pyramids and some prisms</li> <li>Identify if a net will successfully fold to create a shape</li> <li>Draw nets and build 3D shapes</li> <li>Understand that the volume of a prism is found by multiplying surface area by length</li> <li>Convert between units of volume (including <math>\text{cm}^3</math>, <math>\text{m}^3</math>, litres and millilitres)</li> </ul>	<p>Pre and Post Assessment (compare % difference)</p>
<p>2 Summer term – 2<sup>nd</sup> half term</p>	<p>Unit 13: Collect and organise data</p> <ul style="list-style-type: none"> <li>The data collection cycle</li> <li>Discrete &amp; continuous data</li> <li>Two way tables &amp; other data collection sheets</li> <li>Grouped data</li> <li>Questionnaires</li> </ul> <p>Unit 14: Construct and interpret graphs</p> <ul style="list-style-type: none"> <li>Bar charts</li> <li>Composite bars</li> <li>Pictograms</li> <li>Pie charts</li> <li>Line graphs</li> </ul>	<ul style="list-style-type: none"> <li>Understand the four stages of the data collection cycle</li> <li>Identify if data is discrete or continuous</li> <li>Record data in two way tables</li> <li>Group discrete data</li> <li>Group continuous data using the notation <math>a &lt; x \leq b</math></li> <li>Design effective questionnaires</li> <li>Recognise and correct errors in questionnaires</li> <li>Construct appropriate bar charts for discrete or continuous data, including comparative bar charts</li> <li>Interpret composite bars</li> <li>Construct and interpret pictograms</li> <li>Construct and interpret pie charts</li> </ul>	<p>Pre and Post Assessment (compare % difference)</p> <p>End of Year Assessment – 1 hour non-calculator, 1 hour calculator (levelled)</p>

	<p>Unit 15: Interpret and compare statistical representations</p> <ul style="list-style-type: none"> <li>• Mean, median and mode</li> <li>• Range</li> <li>• Averages and range from frequency tables</li> <li>• Which average to use?</li> </ul>	<ul style="list-style-type: none"> <li>• Construct and interpret line graphs</li> <li>• Find the mean, median and mode and interpret these values</li> <li>• Find the range and interpret this value</li> <li>• Find averages and range from frequency tables</li> <li>• Compare two distributions using the range and one or more averages</li> </ul>	
<p>Summer holidays</p>	<p>Suggested practice:</p> <ul style="list-style-type: none"> <li>• Times Table Rock Stars</li> <li>• 5 a Day Booklets</li> <li>• MyMaths tasks</li> </ul> <p>Suggested 'Stretch It!' reading:</p> <ul style="list-style-type: none"> <li>• The Curious Incident of the Dog in the Night-time by Mark Haddon</li> <li>• The Cat in Numberland by Iver Ekeland (author) and John O'Brien (illustrator)</li> </ul>		

# SCIENCE

## Year 7

Unit	<b>Knowledge</b> By the end of this unit pupils know key areas of subject content:-	<b>Skills</b> By the end of this unit pupils will be able to:	<b>Required Practicals</b>	Assessment
AUT1 The Building Blocks 32 Lessons	<b>Cells and Particles</b> <ul style="list-style-type: none"> <li>Identifying cells</li> <li>Using microscopes</li> <li>Plant vs. Animal cells</li> <li>Specialized cells</li> <li>Single cell organisms</li> <li>Passive vs. Active transport</li> <li>The particle model</li> <li>States of matter</li> <li>Changing state</li> <li>Diffusion</li> <li>Gas pressure</li> </ul>	Pupils will develop practical scientific skills (Assessing Risks, Predicting, Identify variables, using data tables)  Pupils will be able to collect and display scientific data  Pupils will develop scientific writing skills (describing and illustrating using models)	Preparing an onion slide Effect of temp on diffusion	2 skills-based LATs and 2 end-of-topic mastery quizzes  EOT Assessment (50min)
AUT2 (Pre-Ark Assessment) The Forces 17 lessons	<b>Forces</b> <ul style="list-style-type: none"> <li>Defining types of forces</li> <li>Drag and friction</li> <li>Forces at a distance</li> <li>Balanced v. unbalanced</li> </ul>	Pupils will continue to develop their practical scientific skills. Pupils will continue to develop their skills collecting and displaying data.	Friction of surfaces using force meters	1 skills-based LAT and an end-of-topic mastery quiz.  <b>End of AUT Ark Assessment+ week of Nov 21<sup>st</sup>.</b>
AUT2 (Post-Ark Assessment) The Basics of Chemistry 15 Lessons	<b>Atoms/Elements/Compounds</b> <ul style="list-style-type: none"> <li>Differences between atoms, elements, compounds</li> <li>Chemical formulae</li> </ul>	Pupils will develop scientific writing skills including describing and explaining. Pupils will continue to develop their practical science skills.	Making FeS	1 skills-based LAT and an end-of-topic mastery quiz.
SPR1 How Things Work Together 25 Lesson	<b>Reactions and Body Systems</b> <ul style="list-style-type: none"> <li>Chemical v. physical reactions</li> <li>Word equations</li> <li>Combustion, thermal decomposition, oxidation, displacement</li> <li>Conservation of mass</li> <li>Exothermic vs. Endothermic</li> </ul>	Pupils will continue to develop practical science skills (identifying independent and dependent variables) Pupils will continue to develop their scientific writing skills including describing and explaining	Comparing energy released by fuels Investigating muscle fatigue in humans	2 skills-based LATs and 2 end-of-topic mastery quizzes.  EOT Assessment (50min)
SPR1 (Pre-Ark Assessment) How Sound Travels 8 Lessons	<b>Sound</b> <ul style="list-style-type: none"> <li>Types of waves</li> <li>Sound waves and travel</li> <li>Loudness and pitch</li> <li>Detecting sound</li> <li>Echo and ultrasound</li> </ul>	Pupils will continue to develop practical science skills (hypothesizing)	(TBD from Ark) Building soundproof containers	1 end-of-topic mastery quiz <b>End of SPR Ark Assessment week of 27 Feb.</b>
SPR2	<b>Plant and Animal Reproduction</b>	Pupils will continue to	Flower	2 skills-based LATs

<p><b>(Post-Ark Assessment)</b></p> <p>Reproducing Plants and Animals</p> <p>20 Lessons</p>	<ul style="list-style-type: none"> <li>• Adolescence</li> <li>• Human reproductive systems</li> <li>• Fertilization</li> <li>• Gestation</li> <li>• Menstrual cycle</li> <li>• Plant reproductive systems</li> <li>• Pollination, fertilisation, germination</li> </ul>	<p>develop practical science skills (dissecting and creating models)</p> <p>Pupils will continue to develop their scientific writing skills including identifying, and describing processes</p>	<p>dissection</p>	<p>and ad 2 end-of-topic mastery quizzes.</p>
<p>SUM1</p> <p>Waves and the Universe</p> <p>26 Lessons</p>	<p><b><u>Light and Space</u></b></p> <ul style="list-style-type: none"> <li>• Light waves</li> <li>• Reflection and refraction</li> <li>• Eyes and Cameras</li> <li>• Colour</li> <li>• The night's sky</li> <li>• The earth and moon</li> <li>• The solar system</li> </ul>	<p>Pupils will continue to develop practical science skills (creating models)</p> <p>Pupils will continue to develop their scientific writing skills including identifying and describing</p>	<p>Reflection and Refraction</p> <p>Scale model of the Universe/Solar system</p>	<p>2 skills-based LATs and ad 2 end-of-topic mastery quizzes.</p> <p>EOT Assessment (50min)</p>
<p>SUM2 (Pre-Ark Assessment)</p> <p>17 Lessons</p>	<p><b><u>Acids and Alkali</u></b></p> <ul style="list-style-type: none"> <li>• Acids v alkali</li> <li>• pH scale and indicators</li> <li>• Neutralisation</li> <li>• Making salts</li> </ul>	<p>Pupils will continue to develop practical science skills (identifying independent and dependent variables)</p> <p>Pupils will continue to develop their scientific writing skills including identifying, describing and explaining</p>	<p>Making NaCl crystals by neutralisation</p>	<p>1 skills-based LAT and an end-of-topic mastery quiz.</p> <p><b>End of SUM Ark Assessment week of 26 June</b></p>
<p>SUM2 (Post-Ark Assessment)</p> <p>10 Lessons</p>	<p><b><u>Experimental Design</u></b></p>	<p>Pupils will demonstrate practical science skills by designing and carrying out an experiment.</p> <p>Pupils will showcase their scientific writing skills of collecting and displaying data.</p>		<p>1 skills-based-LAT and oral presentation</p>

## Science - Year 8

Unit	<b>Knowledge</b> By the end of this unit pupils know key areas of subject content:-	<b>Skills</b> By the end of this unit pupils will be able to:	<b>Required Practicals</b>	Assessment
AUT1 Chemicals in Our World  32 Lessons	<p><b><u>The Periodic Table</u></b></p> <ul style="list-style-type: none"> <li>• Structure of the periodic table</li> <li>• Metals, non-metals, groups 1,7,0,</li> <li>• Mixtures, solutions</li> <li>• Separation techniques</li> <li>• Chromatography</li> </ul> <p><b><u>Healthy Lifestyles</u></b></p> <ul style="list-style-type: none"> <li>• Nutrients</li> <li>• Food tests</li> <li>• Digestive system</li> <li>• Drugs, alcohol, and smoking</li> </ul>	<p>Pupils will continue to develop practical scientific skills</p> <p>Pupils will develop scientific writing skills (describing and explaining using data)</p>	<p>Displacement of halides</p> <p>Chromatography</p> <p>Rate of amylase breakdown</p>	<p>2 skills-based LATs and 2 end-of-topic mastery quizzes.</p> <p>End of Term Exam</p>
AUT2 <b>(Pre-Ark Assessment)</b>  The Power of Current  17 Lessons	<p><b><u>Electricity and magnetism</u></b></p> <ul style="list-style-type: none"> <li>• Charge and current</li> <li>• Circuits and current</li> <li>• Potential difference</li> <li>• Series and parallel circuits</li> <li>• Resistance</li> <li>• Magnets</li> <li>• Electromagnets</li> </ul>	<p>Pupils will continue to develop practical scientific skills</p> <p>Pupils will continue to develop scientific writing skills (describing and explaining using data)</p>	<p>Current and voltage in series and parallel circuits</p> <p>Making an electromagnet</p>	<p>1 skills-based LAT and an end-of-topic mastery quiz.</p> <p><b>End of AUT Ark Assessment week of Nov 21<sup>st</sup>.</b></p>
AUT2 <b>(Post-Ark Assessment)</b>  Reacting with metals  15 Lessons	<p><b><u>Reacting with Metals</u></b></p> <ul style="list-style-type: none"> <li>• Metals reacting with acid, water, oxygen</li> <li>• Reactivity series and displacement</li> <li>• Extracting metal</li> <li>• Ceramics, polymers, composites</li> </ul>	<p>Pupils will continue to develop practical scientific skills.</p> <p>Pupils will continue to develop scientific writing skills (describing and explaining using data)</p>	<p>Reactivity of metals</p>	<p>1 skills-based LAT and an end-of-topic mastery quiz.</p>
SPR1  Transferring Energy  25 Lessons	<p><b><u>Energy, Photosynthesis, Respiration</u></b></p> <ul style="list-style-type: none"> <li>• Energy in foods</li> <li>• Conservation of energy</li> <li>• Energy transfer and temperature, particles, radiation</li> <li>• Renewable and non-renewable</li> <li>• Energy v. power</li> <li>• Calculating work</li> <li>• Photosynthesis, chemosynthesis</li> <li>• Leaves and plant minerals</li> <li>• Aerobic and anaerobic respiration</li> </ul>	<p>Pupils will continue to develop practical scientific skills.</p> <p>Pupils will continue to develop scientific writing skills (describing and explaining using data)</p>	<p>Conduction, convection, radiation</p> <p>Leaves and starch</p>	<p>2 skills-based LATs and 2 end-of-topic mastery quizzes.</p> <p>End of Term Exam</p>

<p>SPR2 <b>(Pre-Ark Assessment)</b></p> <p>How Living Things are Connected</p> <p>8 Lessons</p>	<p><b><u>Interdependence</u></b></p> <ul style="list-style-type: none"> <li>• Food chains and food webs</li> <li>• Ecosystems</li> </ul>	<p>Pupils will continue to develop their scientific writing skills including describing and explaining.</p> <p>Pupils will evaluate data showing awareness of potential sources of random or systematic error</p>	<p>None required</p>	<p>1 end-of-topic mastery quiz End of SPR Ark Assessment week of 27 Feb.</p>
<p>SPR2 <b>(Post-Ark Assessment)</b></p> <p>Survival of the Fittest</p> <p>20 Lessons</p>	<p><b><u>Adaptation and Inheritance</u></b></p> <ul style="list-style-type: none"> <li>• Competition and adaptation</li> <li>• Continuous and discontinuous variation</li> <li>• Inheritance</li> <li>• Natural selection</li> <li>• Extinction</li> </ul>	<p>Pupils will understand that scientific methods and theories develop and must be published and peer reviewed</p> <p>Pupils will continue to develop their scientific writing skills including describing and explaining using data</p>	<p>Plant distribution - quadrats</p>	<p>2 skills-based LATs and ad 1 end-of-topic mastery quizzes.</p>
<p>SUM1</p> <p>The Cycles of Earth</p> <p>26 Lessons</p>	<p><b><u>The Earth, the Atmosphere and Pressure</u></b></p> <ul style="list-style-type: none"> <li>• Earth structure</li> <li>• The atmosphere</li> <li>• Rock types</li> <li>• Rock cycle</li> <li>• Carbon cycle</li> <li>• Climate change</li> <li>• Recycling</li> <li>• Pressure in solids, liquids, and gasses</li> </ul>	<p>Pupils will continue to develop practical science skills (creating models)</p> <p>Pupils will continue to develop their scientific writing skills including identifying and describing</p>	<p>Modelling the rock cycle (chocolate rock cycle)</p>	<p>2 skills-based LATs and ad 2 end-of-topic mastery quizzes.</p> <p>End of Term Exam</p>
<p>SUM2 <b>(Pre-Ark Assessment)</b></p> <p>Moving and Turning</p> <p>17 Lessons</p>	<p><b><u>Motion and Turning</u></b></p> <ul style="list-style-type: none"> <li>• Speed</li> <li>• Motion graphs</li> <li>• Turning forces</li> </ul>	<p>Pupils will continue to develop practical scientific skills (collecting and representing data).</p> <p>Pupils will continue to develop scientific writing skills (describing and explaining using data)</p> <p>Pupils will evaluate data showing awareness of potential sources of random or systematic error</p>	<p>Calculate Average Speed</p>	<p>1 skills-based LAT and an end-of-topic mastery quiz.</p> <p>End of SUM Ark Assessment week of 26 June</p>
<p>SUM2 <b>(Post-Ark Assessment)</b></p> <p>10 Lessons</p>	<p><b><u>Experimental Design</u></b></p>	<p>Pupils will demonstrate practical science skills by designing and carrying out an experiment.</p> <p>Pupils will showcase their scientific writing skills of collecting data, displaying data and writing conclusions based on data.</p> <p>Pupils will evaluate methods and data showing awareness of potential sources of random or systematic error</p>		<p>1 skills-based-LAT and oral presentation</p>

# ART & DESIGN

## Year 7 & 8

Key skills	Year 7 Art	Assessment	Year 8 Art	Assessment
<p><b>Explore &amp; Develop</b></p> <p>↓</p> <p><b>Investigate &amp; Apply</b></p> <p>↓</p> <p><b>Evaluate &amp; Develop</b></p>	<p><b>Aut 1 Applied Art project</b> Stained glass tile design. Observational drawing from nature. Use of mixed media. Colour mixing. Artist research on Chihuly.</p> <p><b>Spring 1 Fine Art 2D project</b> Aboriginal art journey drawing. Use of symbols. Markmaking and colour theory. Land art. Researching contemporary aboriginal artists.</p> <p><b>Summer 2 Fine Art 3D Book Sculpture Project</b> Cross curricular book sculpture project. Literacy and art links. Landscape drawing in pen. Artists research on Sue Blackwell.</p>	<p>Final stained glass design</p> <p>Final journey artwork design</p> <p>Final sculpture</p>	<p><b>Aut 2 Fine Art 2D project</b> Portrait project Julian Opie style. Looking at historical Icons in art and Pop Art. Facial proportion rules and tonal self- portrait drawing. Proportion, tone and using watercolour. Simplification.</p> <p><b>Sum 2 Fine Art 3D bird sculpture project</b> Celia Smith wire artist. Looking at public art. Creating annotated design drawings and model making. Contributing to group installation piece.</p> <p><b>Spring 2 Applied Art Clay Tile Project</b> Looking at William Morris and Gaudi as inspiration. Tessellation and repetition of motifs as design tools. Manipulation of clay and the firing process. Mosaic technique for embellishment.</p>	<p>Final portraits</p> <p>Final bird sculptures</p> <p>Final tile pieces</p>
<b>Experience</b>	<b>Acquire skills</b> Opportunities to explore and develop a range of skills with different material's and techniques in both 2d and 3d.		<b>Refine skills</b> Exploration leading to independent learning through experimentation Practice in a variety of art disciplines including photography, painting, drawing, printmaking, ceramics, sculpture and stained glass.	
<b>Key skills</b>	<b>Year 7 Product Design</b>	<b>Assessment</b>	<b>Year 8 Product Design</b>	<b>Assessment</b>
<p><b>Explore &amp; Develop</b></p> <p>↓</p> <p><b>Investigate &amp; Apply</b></p> <p>↓</p>	<p><b>Spring 2 Upcycling project</b> Upcycling jam jar project looking at sustainability and recycling. Artists research into book illustrators and paper cut artists. Decorative decoupage, repousse and wire manipulation.</p> <p><b>Aut 2 Product Design Peggity Project</b> Resistant materials project. Contemporary and historic furniture design. Working to design spec. 3d drawing skills and workshop skills.</p>	<p>Final product</p> <p>Final product</p>	<p><b>Sum 1 Textiles Pocket Organiser Project</b> Looking at contemporary interior designers and themes. Colour theory for design and embellishment techniques including applique. Sewing machine operation and construction of seams. Heat pressing for decoration.</p> <p><b>Spring 2 Graphics Project</b> Graphics animation 'A day in my life'. Rotoscoping and animation techniques Using hand held cameras to record film History of photography and film</p>	<p>Final product</p> <p>Final product</p>

<b>Evaluate &amp; Develop</b>	<b><u>Sum I Textiles Project</u></b> Textiles sock monster product. Design planning and modification. Basic textiles construction and embellishment techniques. John Burgerman artist research.	Final product	making including Futurism artists research and Natalia Goncharova/Boccioni  <b><u>Aut I Product Design Boat Project</u></b> Resistant Materials Paddle Boat, involving cutting, shaping and finishing wood. Use of templates and CAD/CAM for mass production. History of toy design.	Final product marked as a percentage
<b><u>Experience</u></b>	<b><u>Acquire skills</u></b> To begin to understand the design process and the different stages we go through to design and make a product		<b><u>Refine skills</u></b> Learn the use of CAD to aid design and manufacture. Learn how to use resistant materials, textiles and digital technology. New materials and techniques.	

### **Art and Design Reading list**

- The Twentieth Century Art book Phaidon
- The Art Book Phaidon
- Art Now Taschen
- 50 Artists you should know Prestel
- 50 British artists you should know Prestel
- 50 Contemporary artists you should know Prestel
- Creative paint workshop for mixed media artists Ann Baldwin
- Artists' journals and sketchbooks Lynne Perella
- The decorated journal (creating expressive journal pages) Gwen Diehn
- Extraordinary sketchbooks Jane Stobart

### **Websites**

- <http://www.bbc.co.uk/schools/gcsebitesize/art/>
- <http://www.bbc.co.uk/scotland/pinball/>
- <http://www.bbc.co.uk/arts/yourpaintings/>
- <http://www.artisancam.org.uk/>
- <http://www.artcyclopedia.com/>
- <http://www.artchive.com/>

# GEOGRAPHY

## Year 7 & 8

Unit of Work	Year 7 By the end of each half term all pupils will... core knowledge, skills & dispositions.	Year 8 By the end of each half term all pupils will... core knowledge, skills & dispositions.
<b>1</b> <b>Autumn Term</b> <b>1<sup>st</sup> half term</b>	<b>Where in the world?</b> What is Geography, and what are the key questioning and descriptive skills? How can we learn about the world from an atlas? What are the world's major biomes?	<b>Antarctica</b> What is the history of Antarctic exploration? Why is Antarctica so cold? What processes and landforms occur in polar regions? How do humans use polar regions? What challenges and opportunities do these regions present?
<b>2</b> <b>Autumn Term</b> <b>2nd half term</b>	<b>Who is our explorer?</b> What were their main achievements? Why are they significant? What can we learn from their experiences?  <b>Mapwork skills</b> How do I effectively read an OS map? How can I use an OS map to navigate an area?	<b>Local area study - Wandsworth</b> What is your local area? How do different people experience it? How has it changed in the past, and how will it change in the future? How does it compare to the rest of the UK?
<b>3</b> <b>Spring Term</b> <b>1<sup>st</sup> half term</b>	<b>Britain and the EU</b> What is our climate like? What is our landscape like? How do all of these influence where people live, both in the past and today? Why is the UK a part of the EU? What are the benefits and disadvantages?	<b>Population</b> Why are there different patterns of population density – what affects where people live? How has population changed historically? Why do birth and death rates change? What changes may happen in the future, and why?
<b>4</b> <b>Spring term</b> <b>2nd half term</b>	<b>Development</b> What are the differences between LEDCs, MEDCs, and NICs? Why are countries at different levels of development? What does the future hold? How can MEDCs make a difference? How can we make a difference?	<b>Migration</b> What are the different types of migration? What are the causes of migration, both historically and today? What are the effects of migration? What does the future hold for migration to and from the UK?
<b>5</b> <b>Summer term</b> <b>1<sup>st</sup> half term</b>	<b>Rivers</b> What is the water cycle? How do rivers change over their course? How do rivers change the landscape? How do people use rivers?	<b>Plate tectonics and natural hazards</b> How does the structure of the Earth influence the world's landscape? What are the causes of earthquakes and volcanoes? What are the effects of volcanoes and earthquakes, and how do these differ between LEDCs and MEDCs? What are the solutions to the negative effects of earthquakes and volcanoes?
<b>6</b> <b>Summer term</b> <b>2nd half term</b>	<b>Flooding</b> How do physical and human factors cause flooding? Why do different countries suffer from floods in different ways? How can we prevent flooding and the suffering caused by floods?	<b>Coasts and coastal issues</b> How do physical processes change the coastal landscape? How do human processes change the coastal landscape? What does the future hold for coastal areas?

## **Geography Reading List**

### **Useful textbooks:**

Geog 1, 2 and 3 (OUP)  
Foundations, Connections, Interactions (OUP/ Nelson Thorne)  
Essential Mapwork skills 3 (OUP)  
David Waugh, The New Wider World (OUP)

### **'Stretch it' Reading**

#### **Magazines/ Newspapers/websites:**

Any broadsheet newspaper for current political, social and environmental issues and events, e.g. the Guardian, the Independent, the Times.

The Economist

National Geographic magazine

Geographical magazine

BBC News online: [bbc.co.uk/news](http://bbc.co.uk/news)

National Geographic: [www.nationalgeographic.com/](http://www.nationalgeographic.com/)

Geographical Association: <http://geography.org.uk/>

Royal Geographical Society: <http://rgs.org/HomePage.htm>

Joint Nature Conservation Committee: <http://jncc.defra.gov.uk/>

Geological Society: [www.geolsoc.org.uk/index.html](http://www.geolsoc.org.uk/index.html)

British Geological Survey: [www.bgs.ac.uk/](http://www.bgs.ac.uk/)

Ordnance Survey: <http://www.ordnancesurvey.co.uk/>

#### **Books to challenge yourself and develop your knowledge:**

Mike Berners-Lee [2010]: How Bad Are Bananas? The Carbon Footprint of Everything

Bill Bryson [1996]: Notes from a small island

John Craven [2010]: John Craven's Countryfile Handbook

Richard Fortey [2010]: The Hidden landscape: A Journey into the Geological Past

Naomi Klein [2010]: No Logo

Fred Pearce [2010] People Quake: Mass Migration, Ageing nations and the Coming Population Crash

Eric Schlosser [2002]: Fast Food Nation: What the All American Meal is Doing to the World

Kelsey Timmerman [2010]: Where am I Wearing? A Global Tour to the Counties, Factories, and

People that Make Our Clothes

Look here for an extremely wide range of interesting and challenging reading collated by the Geographical Association: [http://geography.org.uk/download/GA\\_PI6ReadingList.pdf](http://geography.org.uk/download/GA_PI6ReadingList.pdf)

# HISTORY /RE

## Year 7 & 8

Unit of Work	Year 7 By the end of each half term all pupils will... core knowledge, skills & dispositions.	Year 8 By the end of each half term all pupils will... core knowledge, skills & dispositions.
1 Autumn Term 1 <sup>st</sup> half term	<b>Developing History Skills</b> Understanding Chronology – key ways of organising time (BC and AD) Naming of the centuries – being able to correctly identify and name different centuries e.g. 1789 = 18 <sup>th</sup> century Different types of evidence – spoken, physical and written Different types of sources – primary and secondary sources Understanding bias – identifying bias in different sources.	<b>Combining RE and History: The Tudors and the Stuarts</b> An Introduction to Medieval Religion An Introduction to the Tudors Religion and Henry VIII The Break with Rome The Dissolution of the Monasteries
2 Autumn Term 2 <sup>nd</sup> half term	<b>Introduction to Christianity and the Bible</b> What is the Tenakh? What is the story of Abraham and Isaac? What was the Exodus? What is the Bible? What is the story of the Good Samaritan? What are the miracles of Jesus? What is the Christmas story?	<b>Combining RE and History: The Tudors and the Stuarts</b> The Reformation and Edward VI Religious divisions: Mary I and Elizabeth I The impact of religious change on Tudor England The Divine Right of Kings: Charles I The role of Religion in the English Civil War
3 Spring Term 1 <sup>st</sup> half term (6 weeks)	<b>Applying History Skills to Life in Medieval Britain</b> Contenders to be King – assessing the legitimacy of the contenders for the throne in 1066 Preparations for the Battle of Hastings – assessing primary and secondary sources Bayeux Tapestry – identifying bias What happened in the Battle of Hastings? Feudal System and Domesday Book.	<b>Sikhism: is everyone equal?</b> The Gurus/ Guru Nanak The Khalsa The 5 K's The Gurdwara and the langar Equality in Sikhism
4 Spring term 2 <sup>nd</sup> half term (6 weeks)	<b>Could the power of the king be challenged?</b> Thomas Becket King John Edward I The Black Death The Peasants' Revolt	<b>What are human rights?</b> Universal declaration of human rights The value of human rights What makes us human? Making moral decisions
5 Summer term 1 <sup>st</sup> half term	<b>Introduction to Christianity and Islam:</b> What is the Qur'an?- compare with Bible How do Christians worship?- church/ prayer How do Muslims worship? Mosque/ wudu/ prayer Who was Muhammad PBUH? Who was Jesus? Christian and Muslim pilgrimage- a comparison Christian and Muslim art- a comparison.	<b>History: The Making of Modern Britain</b> How far was the period 1750-1900 a time of progress? Victorian Britain and industrialization (industry and inventions). Politics: relationship between queen and government. Society: the Creation of the Police Force with case Study: Jack the Ripper
6 Summer term 2 <sup>nd</sup> half term	<b>History and religion: the Crusades</b> Comparison of Christianity and Islam Reasons for war. Is war every just or right? Case study: Crusades – reasons for war Case study: Leadership – Saladin and Richard the Lionheart SUMMER PROJECT	<b>History: The Making of Modern Britain</b> Pre-medieval African Kingdoms The Slave Trade The British Empire SUMMER PROJECT

## **History/RE Reading List**

### **Useful textbooks:**

CGP KS3 History – Complete Practice and Study

CGP KS3 Religious Education – Complete Practice and Study

### **‘Stretch it’ Reading**

### **Magazines/ Newspapers/websites:**

Any broadsheet newspaper for current political, social and environmental issues and events, e.g. the Guardian, the Independent, the Times.

BBC News online: [bbc.co.uk/news](http://bbc.co.uk/news)

The Historical Association: <https://www.history.org.uk/>

### **Books to challenge yourself and develop your knowledge:**

Diary of Anne Frank

When Hitler Stole Pink Rabbit - Judith Kerr

My Family & Other Animals - Gerald Durrell

Private Peaceful - Michael Morpurgo

Sweet Clarinet - James Riordan

Roman Mysteries - Caroline Lawrence

Pompeii - Robert Harris

I Coriander - Sally Gardner

No Shame, No Fear - Ann Turnbull

Kiss the Dust - Elizabeth Laird

The Ruby in the Smoke - Philip Pullman (first of the Sally Lockhart trilogy set in Victorian London)

Roman Mysteries - Caroline Lawrence

Sophie’s World- Jostein Gaarder

Sweet Carrie’s War - Nina Bawden

# MODERN FOREIGN LANGUAGES

## French & German – Year 7

Unit	<b>Knowledge</b> By the end of this unit pupils know key areas of subject content:-	<b>Skills</b> By the end of this unit pupils will be able to:-	<b>Cultural input</b>
<b>AUTUMN TERM</b> <b>ALL ABOUT ME</b>	<ul style="list-style-type: none"> <li>Expectations and Greetings</li> <li>Learn the alphabet and to spell your name</li> <li>Using target language in the classroom</li> <li>Classroom instructions</li> <li>Numbers 1-31 (Age)</li> <li>Days and months (Birthday)</li> <li>In my school bag and colours</li> <li>Where is French / German spoken in the world?</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary on greetings, days, numbers, alphabet, months, seasons</li> <li>Structuring sentences</li> <li>Present tense verbs</li> <li>Changing pronouns</li> <li>Adjective agreement</li> <li>Using questions</li> <li>Using articles</li> <li>Using negation</li> <li>Possessive Pronouns</li> </ul>	<p>Get to know your “class name”</p> <p>French / German in the wider world</p>
	<b>ASSESSMENT: Listening, Reading, Writing</b>		
	<ul style="list-style-type: none"> <li>Countries and nationalities</li> <li>Family members and relationships</li> <li>Describing self/others</li> <li>Pets</li> <li>Christmas celebrations and customs</li> </ul>	<ul style="list-style-type: none"> <li>Present tense verbs to be and to live</li> <li>Likes and dislikes</li> <li>Justifying your opinion</li> </ul>	<p>French/German celebrations and customs at Christmas</p>
<b>ASSESSMENT: Ark Assessment + Reading Writing</b>			
<b>SPRING TERM</b> <b>MY SCHOOL</b>	<ul style="list-style-type: none"> <li>School subjects and opinions</li> <li>Time + Timetable</li> <li>School facilities</li> </ul>	<ul style="list-style-type: none"> <li>Opinions</li> <li>There is / there are</li> <li>Negatives</li> </ul>	<p>Comparisons with schools in French / German speaking countries</p>
	<b>ASSESSMENT: Speaking</b>		
	<ul style="list-style-type: none"> <li>Describing teachers</li> <li>Uniform</li> <li>Dream school</li> <li>Easter celebrations and customs</li> </ul>	<ul style="list-style-type: none"> <li>Connectives</li> <li>Present tenses of porter</li> <li>Using conditional tense</li> </ul>	<p>Comparisons with schools in French/German speaking countries</p> <p>Religion in France/Germany / Easter traditions</p>
<b>ASSESSMENT: Ark Assessment + Listening Speaking</b>			
<b>SUMMER TERM</b> <b>MY FREE TIME</b> <b>ABOUT TOWN</b>	<ul style="list-style-type: none"> <li>Sports you do</li> <li>Weekend activities</li> <li>Places in town</li> </ul>	<ul style="list-style-type: none"> <li>Present tense verbs, regular and irregular</li> <li>Adverbs of frequency and opinions/reasons/connectives with free time</li> <li>Use complex phrases</li> <li>Comparatives</li> </ul>	<p>Comparisons with French / German speaking countries</p> <p>Set up of French / German towns</p>
	<b>Assessment: Writing</b>		
	<ul style="list-style-type: none"> <li>Shops in town</li> <li>Directions</li> <li>Cultural study of a town/city in France/Francophonie / Germany</li> </ul>	<ul style="list-style-type: none"> <li>Near future tense</li> <li>Revision of key skills / exam technique</li> </ul>	<p>Visit to South Kensington</p> <p>Cultural study</p>
<b>ASSESSMENT: Ark Assessment + Writing Listening Reading</b>			

## French & German – Year 8

Unit	<b>Knowledge</b> By the end of this unit pupils know key areas of subject content:-	<b>Skills</b> By the end of this unit pupils will be able to:-	<b>Cultural input</b>
<b>AUTUMN TERM FOOD HEALTHY LIFESTYLES</b>	<ul style="list-style-type: none"> <li>• Revision of Y7 : name age/presentation</li> <li>• Food items/meals/ opinions on food</li> <li>• Healthy/ unhealthy food</li> <li>• At the restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• Food Vocabulary</li> <li>• Expressing opinions</li> <li>• Reinforce word order rules/ gender agreement</li> </ul>	<p style="text-align: center;"><b><u>Inside the classroom:</u></b></p> <p>French school menu</p>
	<b>ASSESSMENT: Reading and translation</b>		
	<b>Healthy lifestyles</b>	<ul style="list-style-type: none"> <li>• Vocabulary on sports/ health</li> <li>• Expressing obligation</li> <li>• Giving advice</li> <li>• Justifying your opinion</li> </ul>	<p style="text-align: center;"><b><u>Inside the classroom:</u></b></p> <p>Magazine articles on health/ diet</p> <p>Christmas decorations</p>
	<b>ASSESSMENT: Ark Assessment + Speaking Listening</b>		
<b>SRING TERM HOLIDAYS WEATHER</b>	<p><b>Holidays and Weather</b></p> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Countries</li> <li>• Transport</li> <li>• Holiday accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary on weather/ travelling</li> <li>• Use of prepositions</li> <li>• Use of modal verb</li> </ul>	<p style="text-align: center;"><b><u>Inside the classroom:</u></b></p> <p>Weather broadcas</p>
	<b>ASSESSMENT: Writing</b>		
	<p><b>Holidays and Weather</b></p> <ul style="list-style-type: none"> <li>• In the tourist office</li> <li>• Buying tickets</li> <li>• Holidays in the present: usually...</li> <li>• Describing a trip in detail in the past</li> <li>• Easter celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary on activities done during the trip</li> <li>• Using <b>past tense</b></li> <li>• Auxiliaries</li> <li>• Use complex phrases</li> </ul>	<p style="text-align: center;"><b><u>Inside the classroom:</u></b></p> <p>Use travel brochures in the target language/authentic materials to assist with trip planning</p>
	<b>ASSESSMENT: Ark Assessment + Reading Writing</b>		
<b>SUMMER TERM WHERE I LIVE</b>	<p><b>Where I live</b></p> <ul style="list-style-type: none"> <li>• Types of house and opinions</li> <li>• Rooms in house</li> <li>• Describing bedroom/ furniture</li> <li>• House chores</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary on house/ furniture</li> <li>• Using the correct preposition</li> <li>• Use complex phrases to describe chores</li> </ul>	<p style="text-align: center;"><b><u>Inside the classroom:</u></b></p> <p>Pictures of houses</p>
	<b>Assessment: Writing</b>		
	<p><b>Where I live</b></p> <ul style="list-style-type: none"> <li>• Describing the area/ places in town</li> <li>• Environmental issues</li> <li>• End of year</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary : places in town</li> <li>• Conditional tense</li> <li>• Talking about complex issues and discuss possible solutions</li> </ul>	<p style="text-align: center;"><b><u>Inside the classroom:</u></b></p> <p>Local areas</p> <p>Articles on environmental issues</p>
	<b>ASSESSMENT: Ark Assessment + Speaking Listening Reading</b>		

## Spanish – Year 8

Unit	<b>Knowledge</b> By the end of this unit pupils know key areas of subject content:-	<b>Skills</b> By the end of this unit pupils will be able to:-	<b>Cultural input</b>
<b>AUTUMN TERM ALL ABOUT ME</b>	<ul style="list-style-type: none"> <li>Expectations and Greetings</li> <li>Learn the alphabet and to spell your name</li> <li>Using target language in the classroom</li> <li>Classroom instructions</li> <li>Numbers 1-31 (Age)</li> <li>Days and months (Birthday)</li> <li>In my school bag and colours</li> <li>Where is Spanish spoken in the world?</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary on greetings, days, numbers, alphabet, months, seasons</li> <li>Structuring sentences</li> <li>Present tense verbs</li> <li>Changing pronouns</li> <li>Adjective agreement</li> <li>Using questions</li> <li>Using articles</li> <li>Using negation</li> <li>Possessive Pronouns</li> </ul>	<p>Get to know your “class name”</p> <p>Spanish in the wider world</p>
	<b>ASSESSMENT: Listening, Reading, Writing</b>		
	<ul style="list-style-type: none"> <li>Countries and nationalities</li> <li>Family members and relationships</li> <li>Describing self/others</li> <li>Pets</li> <li>Christmas celebrations and customs</li> </ul>	<ul style="list-style-type: none"> <li>Present tense verbs to be and to live</li> <li>Likes and dislikes</li> <li>Justifying your opinion</li> </ul>	Spanish celebrations and customs at Christmas
<b>ASSESSMENT: Ark Assessment + Reading Writing</b>			
<b>SPRING TERM MY SCHOOL</b>	<ul style="list-style-type: none"> <li>School subjects and opinions</li> <li>Time + Timetable</li> <li>School facilities</li> </ul>	<ul style="list-style-type: none"> <li>Opinions</li> <li>There is / there are</li> <li>Negatives</li> </ul>	Comparisons with schools in Spanish speaking countries
	<b>ASSESSMENT: Speaking</b>		
	<ul style="list-style-type: none"> <li>Describing teachers</li> <li>Uniform</li> <li>Dream school</li> <li>Easter celebrations and customs</li> </ul>	<ul style="list-style-type: none"> <li>Connectives</li> <li>Present tenses of porter</li> <li>Using conditional tense</li> </ul>	<p>Comparisons with schools in Spanish speaking countries</p> <p>Religion in Spain / Easter traditions</p>
<b>ASSESSMENT: Ark Assessment + Listening Speaking</b>			
<b>SUMMER TERM MY FREE TIME ABOUT TOWN</b>	<ul style="list-style-type: none"> <li>Sports you do</li> <li>Weekend activities</li> <li>Places in town</li> </ul>	<ul style="list-style-type: none"> <li>Present tense verbs, regular and irregular</li> <li>Adverbs of frequency and opinions/reasons/connectives with free time</li> <li>Use complex phrases</li> <li>Comparatives</li> </ul>	<p>Comparisons with Spanish speaking countries</p> <p>Set up of Spanish towns</p>
	<b>Assessment: Writing</b>		
	<ul style="list-style-type: none"> <li>Shops in town</li> <li>Directions</li> <li>Cultural study of a town/city in Hispanic countries</li> </ul>	<ul style="list-style-type: none"> <li>Near future tense</li> <li>Revision of key skills / exam technique</li> </ul>	<p>Visit to South Kensington</p> <p>Cultural study</p>
<b>ASSESSMENT: Ark Assessment + Writing Listening Reading</b>			

# MUSIC/DRAMA

## Music – Year 7 & 8

	Year 7	Year 7 Class Peripatetic	Year 8
	Topics and Skills	Topics and Skills	Topics and Skills
Autumn term 1	<p><b>Bridging Unit</b> An introduction to the elements of music through performing, composing and listening (Assessment: listening and performances contribute towards baseline grade)</p>	<p><b>Taster Lessons</b> (Trumpet, trombone, guitar, voice, sax, clarinet, flute)  Pupils have ‘taster’ lessons on each instrumental pathway before choosing which to commit to for the year</p>	<p><b>Strum ‘n’ Bass</b> Learning the basics of guitar and bass to feed into other practical units (Assessment: guitar performance)</p>
Autumn term 2	<p><b>Nativity Notation</b> Developing pupils’ theory and keyboard skills through festive melodies (Assessment: keyboard performance)</p>	<p><b>Beginner Stages</b> Pupils learn the basics (putting instrument together, names of strings/notes, basic fingerings, embouchure, breathing, how to warm-up/practice etc.)  (Performance to all groups at end of term goes towards assessment)</p>	<p><b>Reggae</b> Exploring the development of Reggae music through listening and group performance (Assessment: band performance)</p>
Spring term 1	<p><b>Samba</b> A class performance project developing rhythm and ensemble skills with Samba percussion (Assessment: whole class performance)</p>	<p><b>Prepare for Bolingbroke Grade</b> A chance to either stretch those with promise, or consolidate with weaker musicians. Pupils are now taking on complete tunes rather than short exercises</p>	<p><b>Stories &amp; Cartoons</b> Exploring how music can represent stories, poems and pictures (Assessment: performances and composition)</p>
Spring term 2	<p><b>African Drumming</b> Exploring the drumming traditions of west Africa through performance and composition project (Assessment: performance and group composition)</p>	<p><b>Bolingbroke Grade &amp; Performance Preparation</b> Pupils take their first ‘grade’ exam, performing a piece and a technical exercise  Start preparation for Year 7 concert during Summer 1</p>	<p><b>Remixed</b> Pupils learn how to re-create a track using macs (Assessment: Garageband track)</p>
Summer term 1	<p><b>Hip Hop</b> Create a hiphop track using the macs and study the context of rap music (Assessment: composition/performance of Garageband track and rap)</p>	<p><b>Concert preparation &amp; Bolingbroke Grade Exam Prep</b> All pupils will perform in the Year 7 concert Pupils are now developing technique that will equip them for their final grade exam to be taken in the next half-term</p>	<p><b>Keyboard Skills</b> Pupils learn to perform different pop songs (Assessment: keyboard performance)</p>
Summer term 2	<p><b>Indian Music</b> Pupils explore Indian rhythms, scales and song (Assessment: indian keyboard/drum/singing performance)</p>	<p><b>Bolingbroke Grade (&amp; Summer Concert Preparation)</b> Pupils prepare for their ‘Bolingbroke grade’ exam, where they perform a piece and an exercise to the group  Selected pupils will also prepare for combined group performances as part of the summer concert at the end of term</p>	<p><b>Cover Versions</b> Pupils form bands and learn a song (Assessment: group performance)</p>

## Drama – Year 8

<b>Year 8: Topics and Skills</b>	
Autumn term 1	<p><b><u>Introduction to Drama</u></b>            Students will be introduced to the subject of Drama through exploring the mystery of ‘Bolingbroke Heights.’ They will develop skill in still images, performing short scenes, creation of character and narration.            Assessment = Practical group performance. Marks given as a percentage.</p>
Autumn term 2	<p><b><u>Pantomime</u></b>            Students will be exploring the key elements of Pantomime. They will be exploring the differences between traditional theatre and Pantomime. We will be exploring fairy tales, audience participation and the creation of stock characters.            Assessment = Group performance centered around a chosen fairy tale and a literacy task focusing on modernising classic children’s stories.</p>
Spring term 1	<p><b><u>Mime and Masks</u></b>            Students will be exploring the use of body as a tool in the Drama classroom. Students will be encouraged to express themselves through movement and facial expressions before experimenting with masks, where both voice and facial expressions are taken away.            Assessment = Group performance around a given scenario. Marks given as a percentage.</p>
Spring term 2	<p><b><u>On Air</u></b>            Using TV commercials as a way in, students will consider the types of drama we see on TV – this will home more towards naturalism and culminate in scripted sitcom work; considering what skills dictate, what they can infer, and how we can interpret them in performance.            Assessment = Group sitcom performances. Marks will be given as a percentage. Students will also evaluate their work from video evidence.</p>
Summer term 1	<p><b><u>Responding to Stimuli</u></b>            Students will explore a range of stimuli as an approach to forming dramatic work. The lessons will centre upon objects, newspaper articles and music offering wide scope for practical performances.            Assessment = Group or pair performance on a given stimulus.</p>
Summer term 2	<p><b><u>Devised project</u></b>            Students will bring together the range of skills they have gained this year to devise performances in groups. They will devise or adapt a script, plan lighting, sound and costume and take ownership of their final performances. The perfect opportunity to showcase how much they have learned this year!  <b>Assessment</b> = Assessed performance at end of unit, taking into account creating and evaluating skills demonstrated throughout the half-term.</p>

# PHYSICAL EDUCATION

## Year 7 & 8

Unit of Work	Year 7 Pupils work through rotations of sports across first 4 half terms (rotation in different order per teaching group)	Year 8 Pupils work through rotations of sports across first 4 half terms (rotation in different order per teaching group)
<p><b>1</b> <b>Autumn Term</b> <b>1<sup>st</sup> half term</b></p>	<p><b><u>Baseline Assessment</u></b> -Pupils will demonstrate skills in isolation and through conditioned games in a range of striking &amp; fielding, invasion games, and gymnastic movements. Fundamental movements skills, physical capacities understanding and decision making skills will be assessed</p> <p>-A range of physical capacity tests will take place to assess a pupil's co-ordination, agility, flexibility, speed and balance. These tests will be performed twice a year to identify where and how progress is being made</p>	<p><b><u>Baseline fitness testing</u></b> --A range of physical capacity tests will take place to assess a pupil's co-ordination, agility, flexibility, speed and balance. These tests will be performed twice a year to identify where and how progress is being made.</p> <p>-Pupils will learn to how to compare their results against normative data as well as analyse progress against their year 7 results.</p>
<p><b>2</b> <b>Autumn Term</b> <b>2<sup>nd</sup> half term</b></p>	<p><b><u>Football</u></b> -Understand and attempt three methods of control, passing and shooting with a degree of success -Use sport specific tactics to outwit opponents -Take throw in's with understanding of key rules and tactic - Attempt to dribble with both feet, at a range of speeds, understanding appropriate teaching points</p>	<p><b><u>Netball</u></b> -To know and understand the introductory rules for netball -To identify the 7 key positions in Netball, understanding their movement restrictions and their key playing areas -To understand the concept of 'Centre pass' -To be aware of rules related to pivoting, contact and restarting play</p>
<p><b>3</b> <b>Spring Term</b> <b>1<sup>st</sup> half term</b></p>	<p><b><u>Rugby</u></b> -Understand the appropriate grip and way of holding the ball to pass and move -Tactically throw and catch the ball with a degree of success -Know and understand the safe method of 'Tagging' -Know the concept of 'Offside' -Understand the scoring systems for tag rugby</p>	<p><b><u>Football</u></b> -To use instep, laces and outside of the boot to control, pass and shoot both tactically and with a degree of success -To shoot from multiple angles and distances to create the highest probability of success -To head the ball in numerous contexts, using appropriate force -To use throw in's to tactically outwit opponents in scenario based and game situations -Dribble with both feet, at a range of speeds, understanding appropriate teaching points</p>
<p><b>4</b> <b>Spring term</b> <b>2<sup>nd</sup> half term</b></p>	<p><b><u>Gymnastics</u></b> -To recall understand the health and safety aspects of using the equipment -To link individual, paired and group balances with movements, displaying control and key concepts -To display canon and synchronization in individual, paired and group contexts, with flexion and extension -To complete a range of roll and flight movement work -To use counter tension and counter balance with control</p> <p><b><u>Health Related fitness</u></b> -To know and understand their own level of fitness, interpreting it related to sport -To conduct a range of fitness tests -To identify a basic range of Health Related Fitness components</p>	<p><b><u>Rugby</u></b> - To know and understand the H&amp;S requirements of touch tagging/ tackling -To know the concept of 'Off loading' and 'recycling' -To use basic rules to assist in officiating and umpiring -To attempt to tactically outwit opponents using attacking and defensive formations Small Sized Games to explore skills</p> <p><b><u>Dance</u></b> -To know the 4 components of Laban's principles of movement -To interpret musical pieces to create and implement motif -To use space, dynamics, relationship and space components within recurring motifs -To use synchronization and canon effectively</p>

	<p>-To understand basic use of FITT and SPORT principles</p> <p><b><u>Basketball</u></b></p> <ul style="list-style-type: none"> <li>-To know 3 basic methods of passing, and their uses</li> <li>-To understand the teaching points for dribbling</li> <li>-To know and understand the rules for dribbling</li> <li>-To shoot with a degree of control and accuracy</li> <li>-To catch with a degree of success using key teaching points</li> <li>-To use tactics appropriate for game based situations to outwit opponents</li> </ul> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>-To know the 4 components of Laban's principles of movement</li> <li>-To interpret musical pieces to create and implement motif</li> <li>-To use space, dynamics, relationship and space components within recurring motifs</li> <li>-To use synchronization and canon effectively</li> <li>-To use key dance specific words to comment on their own and others' performance</li> </ul> <p><b><u>Theory</u></b></p> <p>Pupils will know and develop the theoretical knowledge around the body systems, nutrition, injuries in sport, sports psychology, and the importance of warm-ups and cool down, media in sport and the socio-cultural impact.</p> <p>Pupils will learn to apply theoretical knowledge and understanding to their practical performances</p>	<ul style="list-style-type: none"> <li>-To use key dance specific words to comment on their own and others' performance</li> </ul> <p><b><u>Basketball</u></b></p> <ul style="list-style-type: none"> <li>-To know and understand the 3 key passes and use them under pressure from a defender</li> <li>-To identify the key positions in Basketball, understanding the requirements for each</li> <li>-To understand the concept of a set shot and lay up</li> <li>-To attempt both shot types at differing speeds/ distances</li> <li>-To be aware of rules related to travelling/ Double Dribble, contact and restarting play</li> </ul> <p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>-To recall understand the health and safety aspects of using the equipment</li> <li>-To link individual, paired and group balances with movements, displaying control and key concepts</li> <li>-To display canon and synchronization in individual, paired and group contexts, with flexion and extension</li> <li>-To complete a range of roll and flight movement work</li> <li>-To use counter tension and counter balance with control</li> <li>- Introduction into trapolining and the basic moves</li> </ul>
<p><b>5 Summer term 1st half term</b></p>	<p><b><u>Athletics</u></b></p> <p>To know and understand the Basic Throwing techniques: Pull/Sling/Push</p> <p>To attempt a range of Basic Jumping: Vertical Horizontal</p> <p>To understand the concepts of 'Running for Speed' and 'Running for Distance'</p> <p>2 hour lessons for development of techniques</p> <p>1 hour lessons for measurement of distance/ class based competitions</p> <p><b><u>Rounders</u></b></p> <ul style="list-style-type: none"> <li>-To know and understand the rules and etiquette in rounders</li> <li>-To understand the teaching points related to bowling</li> <li>-To know and understand the teaching points related to batting</li> <li>-To know and understand the health and safety points related to rounders</li> </ul>	<p><b><u>Athletics</u></b></p> <p>Lessons including the following:</p> <ul style="list-style-type: none"> <li>-Basic Javelin (grip, flight angle, legal throw, H&amp;S, arm position)</li> <li>-Basic Shot Putt (Chin, knee, toe, H&amp;S, lead arm)</li> <li>-Basic High Jump (run up, take off leg, scissors, arm and leg use, approach speed)</li> <li>-Basic Long Jump (3 phases, take off, flight, landing: run up, take off leg, use of arms and legs, back arched)</li> <li>100m (block start, drive phase, use of arms, use of legs, pacing, dip finish)</li> <li>90m Hurdles (block start, hurdling technique- lead leg, stride pattern, drive phase, use of arms, use of legs, pacing, dip finish)</li> <li>800m</li> <li>1500m</li> </ul> <p><b><u>Softball</u></b></p> <ul style="list-style-type: none"> <li>-To understand the tactical triangle of bowler, backstop and first base</li> <li>-To throw using over/under arm techniques, across varying distances</li> <li>Pitching: to know and understand the rules regarding pitching (underarm using variations in flight, speed)</li> <li>Batting: to understand rules and health and safety for batting in Softball</li> <li>Basic ground Fielding: long barrier/ two/one handed pick up</li> </ul>

<p><b>6 Summer term 2nd half term</b></p>	<p><b><u>Softball</u></b>          Throwing: over/under arm throwing          Bowling: Softball under arm/ cricket bowling from base          Batting: Softball forehands/ Cricket basic front foot attacking and defense shots.          Basic ground Fielding: long barrier/ two/one handed pick up</p> <p><b><u>Cricket</u></b>          -To know and understand the correct grip for holding the bat, batting stance, and layout of the strip          -To understand the key teaching points for an introductory bowling action          -To understand the concept of off and leg side          -To throw and catch using over and under arm methods</p>	<p><b><u>Cricket</u></b>          -To understand the key teaching points for use of Seam Bowling          -To attempt a Basic Leg/Off Spin delivery          -To understand the tactical and skill related points of throwing in from the boundary          To perform a range of introductory shots, such as Off Drive, On Drive, Cut, Sweep          To understand the concept of Setting Fields          Scenario Games</p> <p><b><u>Rounders</u></b>          -To make use of the tactical triangle of bowler, backstop and first base          -To attempt angled shots to outwit opponents          To know and understand the rules and etiquette in rounders          -To bowl using variations in flight, speed and spin          -To know and understand the teaching points related to batting          -To know and understand the health and safety points related to rounders</p>
<p><b><u>Homework Booklet tasks across year</u></b></p>	<p>-Understand the etiquette and expectations of PE at Bolingbroke          -Know and understand the necessity and requirements of a Warm up          -Understand and use first term list of subject specific vocabulary          -Complete a range of OSHL tasks related to Physical Education          Muscles          Bones</p>	