



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reporting Y7		CfCs		BfL & LAL			BfL & LAL					BfL & LAL
English	The Village Group work / S&L to create own villages which leads to a range of fiction and non-fiction writing eg. formal letter to local MP / description in the style of Dylan Thomas. Group persuasive presentations to the class.		Boy 87' Study of a class novel about a boy's journey as a refugee from un-named African country. Students complete a range of writing tasks based on the text such as diary extracts and an article. They track the plot and character development across the novel and answer an evaluation style question. They focus on language use and explore how the whole text is structured.		World Voices Key terminology for poetry is revised and students explore a range of poetry from different cultures / locations. They explore form, structure and language and students write their own poetry responses.		Introduction to Shakespeare 'A Midsummer Night's Dream' Students explore the Shakespeare's life, works and the Elizabethan theatre. Students perform a section of the play. They work on exploding short quotations from the text, evaluate an extract, write descriptions and non-fiction based on the play.					
Maths	1: Analysing and displaying data: Averages, displaying data, Grouping data, comparing data, line graphs and bar charts	2: Number skills: Mental Maths, addition and subtraction, Multiplication, division, Money, time, Negative numbers, Factors, multiples and primes, Square numbers.	3: Expressions, functions and formulae: Functions, Simplifying expressions, Writing expressions, substitution into formulae, writing formulae.	4: Decimals and measures: Decimals and rounding, length, mass and capacity, scales and measures, working with decimals, Perimeter, Area, more units of measure.	5: Fractions and percentages: Comparing fractions, Simplifying fractions, working with fractions, Fractions and decimals, understanding percentages, percentages of amounts.	6: Probability: language of probability, Calculating probability, More probability calculations, Experimental probability, Expected outcomes.	7: Ratio and Proportion: Direct proportion, Writing ratios, Using ratios, Ratios, proportion and fractions, Proportions and percentages.	8: Lines and angles: Measuring and drawing angles, Lines, angles and triangles, Drawing triangles accurately, Calculating angles, Angles in a triangle, Quadrilaterals.	9: Sequences and graphs: Sequences, Pattern sequences, Coordinates and midpoints, Extending sequences, Straight-line graphs, Position-to-term rules.	KS3 EOY Revision and Exams	10: Transformations: Congruency and enlargements, Symmetry, Reflection, Rotation, Transformations and combined transformations.	Curriculum Enrichment Week
Science	C1.1 Particles, B1.1 Cells, P1.1 Forces: Students begin their science journey with an introduction to safety where they learn the importance of working carefully, considering hazard symbols and how to use laboratory equipment safely. They begin some chemistry by using a particle model to help explain things such as the state of matter and changing state. They study cells in a biology topic that leads onto specialised cells and how they are adapted to do their jobs. In physics they study forces and how they affect things, how we can measure forces and how they can be balanced or unbalanced. Throughout the term they will have opportunities to develop their skills including working scientifically, literacy and numeracy. ASSESSMENTS: C1.1/B1.1/P1.1 TESTS and feedback			C1.2 Elements, C2.2 Separation techniques, B1.2 Body systems, P1.2 Sound Students move on from particles to learn about elements, atoms and compounds in chemistry. They learn about mixtures and develop their practical skills learning how to separate them using a range of separation techniques. In a biology topic about the structure and function of body systems they learn about the breathing system, the skeleton and how we move. In the topic on sound they learn how sound is made, how it travels and how it can be detected. They learn about loudness and pitch as well as how the ear works. Throughout the term they will have opportunities to develop their skills including working scientifically, literacy and numeracy. ASSESSMENTS : C1.2/C2.2/B1.2 /P1.2 TESTS and feedback			C1.3 Reactions, B1.3 Reproduction, P1.3 Light and P1.4 Space. Students learn about chemical reactions and how to represent these with word equations. They study reactions that include burning fuels, thermal decomposition and exothermic or endothermic reactions. They study reproduction to include plants as well as animals. This includes changes that happen in adolescence and the menstrual cycle. In the light topic they investigate reflection and refraction, and they find out how the eye works. In the topic on Space students learn about the Solar System as well as what causes day and night and the seasons on Earth. They learn about the phases of the moon and how they are caused. Students are given the opportunity to consolidate their working scientifically skills at the end with a unit covering how scientists ask questions and plan investigations, how they record their data, analyse and evaluate it ASSESSMENTS : C1.3/B1.3 /P1.3/P1.4 TESTS and feedback					
Computing	Basic IT Literacy - use of Moodle, O365, Word and PowerPoint. Digital citizenship including online security, best practise when communicating with others.	Digital Citizenship Assessment	Data Representation: Boolean logic (AND\OR\NOT). Binary numbering system and its use in Computing. Conversion between binary and decimal. Use of numbers to represent characters in computing	Data Representation Assessment and DIT	Programming: Algorithms: basics of decomposition (breaking problems down). Identifying sequences in instructions and potentially programmable parts. Use of flowcharts to represent inputs, outputs, decisions and sub-routines	Algorithm Assessment and DIT in preparation for programming	Computer systems: identify different forms of hardware and categories and input, output, storage and process.	Computer Systems Assessment	Programming: identify key programming terminology. Using input, output variables and iteration in code. Identify common mistakes in basic code.	Programming Assessment	End of Year Project: Microbat. Using the microbit (an embedded system designed for education) to consolidate the learning on computer systems, programming, algorithms and data representation. Students create programs using either flowchart-style coding interface or python scripted language.	

<p>Geography</p>	<p>Geography Introduction Students complete a series of 3 lessons focusing on introduction to geography, different types of geography and key concepts e.g. social / environmental/ economic areas.</p>	<p>Middle East - Unit of Study We then study this region with a starting point of location / geographical skills using atlas skills. Economic differences are compared when looking at GDPs and HDIs of different countries within this region. Students then focus on UAE for a country case study looking at population push and pull factors for the country. Key concepts of social, environmental and economic aspects of the country are investigated followed by a written task where students produce an extended writing task on whether students would live in the UAE. Students study the oil industry, Syria a nation of conflict and the Qatar World Cup 2022 evaluating if it is a sustainable choice for holding a sporting event. Assessment: knowledge, understanding and skills tested with Middle East assessment.</p>	<p>Russia: Students study the country, using geographical skills to identify key physical and human features of the country. Students then study the population density of the country and identify reasons for the population distribution. Environmental geography is studied with the most polluted city in the world studied and students outline the causes. Assessment through exploitation of the Arctic is evaluated where students discuss the development of the Arctic region.</p>	<p>Geographical Hazards: Students initially focus on tectonic hazards. The learning begins with causes of these hazards with the plate tectonic theory studied and different plate margins and hazards at these margins. The students also identify locations of these hazards and the patterns that occur using geographical skills. Students then study volcanoes for a series of lessons, focusing on an eruption - an example with causes, effects and responses to this eruption. E.G - Iceland Eyja or Mount St Helens. Assessment: Students explain why people live near volcanoes and the risks they face. Volcanoes are studied in detail due to using earthquakes at GCSE. After volcanoes, earthquakes are studied with Haiti case study (different to GCSE) focusing at skills of social, environmental and economic impacts of this hazard. Tsunamis are then studied using example either Indonesian Ocean example or Japanese Tsunami with Fukushima.</p>	<p>Development- Students study the features of measuring development through identifying development indicators, students identify the HDI and how it can be used to measure countries level of development. The development gap is discussed and the trade game to simulate the challenges that some populations experience. Solutions to reducing the development gap are investigated through fair trade and sustainable development schemes. Assessment: evaluating the development gap method - with skills and sense of place tested.</p>	<p>Africa: The students study the continent from the different biomes, reasons for the climatic variations from Tropical Rainforests to deserts. Adaptations for plants and animals are investigated as well as specific countries. Levels of development are compared using development skills from Summer 1 study unit. Uganda is studied as a case study as the school supports the country in different ways linked with our KS4 visit. Assessment : features of biomes across Africa, adaptations - knowledge based task.</p>
<p>History</p>	<p>Students complete a series of lessons on historical skills such as chronology and using evidence.</p>	<p>We begin to study The Saxon period through the topic of crime and punishment as our pre 1066 study. This then moves on to a scheme of learning on the causes of the Norman Conquest and the Battle of Hastings. Following this, the topic moves on to how William secured control of the country through the 'Harrying of the North' the Domesday book, feudal system and his use of castles. The student have a written assessment on the Battle of Hastings - 'Why did William win' which is a GCSE style question. Autumn Term Assessment</p>	<p>Students continue to study Medieval History by analysing the power struggles that took place in the Middle Ages between the monarchy and the church and the monarchy and their people. Students will study the role of the church, Thomas Becket and Henry II, King John and the Peasants Revolt. Spring Term Assessment</p>	<p>In the Summer term Year 7 study Tudor England. This includes: Henry VII, Henry VIII and the English reformation and its impact. An analysis of Henry VIII and whether he was a good king. Following on from this we study the other Tudor Monarchs and analyse who was the best. Summer Term Assessment</p>		
<p>French</p>	<p>Quadmester 1 Essential question: Quelles sont les bases?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Saying your name • Learning numbers • Talking about siblings and age • Describing a classroom • Talking about likes and dislikes • Describing yourself and others • Saying what you do <p>Skills: Speaking Give a 1-minute presentation on yourself answering basic personal information questions.</p>	<p>Quadmester 2 Essential question: C'est comment un collège français?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Talking about colours • Telling the time • Talking about school subjects • Talking about what you wear to school • Talking about your school day • Learning about a typical French school • Describing your school <p>Skills: Reading End of module reading assessment</p>	<p>Quadmester 3 Essential question: Tu es sportif/ve?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Talking about weather + seasons • Talking about which sports you play • Talking about activities that you do • Talking about sports in French speaking countries • Talking about what you like doing • Interviewing a celebrity <p>Skills: Writing Write an article for a French magazine about sports.</p>	<p>Quadmester 4 Essential question: Où habites-tu?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Talking about animals • Describing your family • Describing where you live • Talking about breakfast • Learning about Bastille Day/ French Revolution <p>Skills: Listening End of module listening assessment</p>		
<p>By the end of Year 7, students in this subject will.... Greet and introduce themselves, Count up to 100, Spell in the Target Language, Use the verbs AVOIR and ETRE Understand and use ER verbs in the present tense, Use all subjects pronouns with a variety of verbs, Use adjectives, Create negative sentences, Express and justify opinions, Use the irregular verbs FAIRE and ALLER</p>						

Spanish	<p>Quadmester 1 Essential question: ¿Cómo eres?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Introducing yourself • Talking about your personality • Talking about age, brothers and sisters • Saying when your birthday is • Talking about your pets <p>Skills: Speaking Give a 1-minute presentation on yourself answering basic personal information questions</p>	<p>Quadmester 2 Essential question: ¿Qué te gusta hacer?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Saying what you like to do • Saying what you do in your spare time • Talking about the weather • Saying what sports you do <p>Skills: Reading End of module reading assessment</p>	<p>Quadmester 3 Essential question: ¿Qué estudias?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Saying what subjects you study • Giving opinions about school subjects • Describing your school • Talking about break time <p>Skills: Writing Write a magazine article for a Spanish magazine about a day in your school life.</p>	<p>Quadmester 4 Essential question: ¿Cuántas personas hay en tu familia?</p> <p>Core Subject Knowledge:</p> <ul style="list-style-type: none"> • Describing your family • Describing your hair and eye colour • Saying what other people look like • Describing where you live <p>Skills: Listening End of module listening assessment</p>	
	<p>By the end of Year 7, students in this subject will.... Greet and introduce themselves. Count up to 100. Spell in the Target Language. Use the verbs TENER, SER, ESTAR, HACER and JUGAR. Understand and use AR, ER and IR verbs in the present tense. Make adjectives agree with nouns. Use all subjects pronouns with a variety of verbs. Use adjectives. Create negative sentences. Express and justify opinions</p>				
Art	<p>Assessment tasks AO1 -Contextual links - Van Gogh, Henry Moore , Pat Steirs and Yayoi Kusuma AO2 -Media/Techniques - Markmaking-pencil and pen. Expressive markmaking - tools and ink. Tonal exercises. Colour theory and mixing. Painting skills. AO3 -Recording - Markmaking . AO4 -Outcome - Tasks in sketchbook</p>		<p>Abstract natural forms project AO1 - Contextual links - Matisse and AntoniGaudi, AO2 - Media/Techniques - Drawing techniques, negative space, cut outs, collage, painting, 3D skills. AO3 -Tonal drawings, negative space drawings. AO4 -Outcome - Abstract natural forms, mixed media outcome.</p>		<p>Day of the Dead project AO1 - Contextual links - Day of the Dead AO2 - Media, techniques - Drawing techniques, monoprinting, rubbings, collage, 3D skills AO3 - Recording-Drawings of bones, skeletons. AO4 - Outcome 2D relief piece based on sugar skulls and Day of the Dead or 3D piece</p>
	Design Technology	<p>Health and safety instruction Jewellery project - this is the only project in KS3 that covers all aspects of a "design and make task". Students will cover the following skills to a basic level; brief analysis and research, design ideas (learning how to draw in 3d, render, annotate), development, planning, manufacture (one off and batches) and evaluation. Machines: Scroll saw. Material focus: 3mm MDF, Pewter. Process: casting. Maths link: percentages, calculating manufacturing costs and adding profits. Extended writing: evaluation.</p>	<p>Graphics module: 4x groups rotate through 113 to complete the CAD part module, learning CorelDraw (used to drive the machines later in Y9 and KS4). Introduction to Isometric drawing, surface and tonal rendering. Movement: Art Neoveou. Trinket box project: making task with focus on planning in folderwork. Machines: Linisher and pillar drill. Material focus: Plywood, PVA foamboard. Processes: changing saw blades</p>	<p>Doorhanger Project: skills covered, User design, designing, practical skills consolidating skills and developing competence and independence on machines and CAD used during the last two terms. Application of finishes. Material: 6mm MDF, HIPS. CAD/CAM: Vinyl cutter</p>	
DT Food and Textiles	<p>DT FOOD: Students will cover this content over two thirds of the year. Identify the terms - 'nutrients', 'function' and 'sources'. Identify the sections of the Eatwell Guide and sources, in particular fruit and vegetables and milk, exploring the comparison of milk with other drinks. Identify basic hygiene rules and apply this to practical work. Explain how to use cookers efficiently and relate this to saving energy and reducing the carbon footprint. Demonstrate correct weighing and measuring skills and calculate measurements in practical situations. Explain the importance of the Red Tractor Logo relating it to the environment and the local economy. Recognise the importance of using seasonal ingredients in terms of food miles and the carbon footprint. Identify Cornish foods and ingredients.</p> <p>TERM 1 ASSESSMENT: BASELINE TEST, EATWELL GUIDE, ENERGY EFFICIENCY, CROQUE MONSIEUR PRACTICAL TERM 2 ASSESSMENT: RED TRACTOR LOGO AND RELATION TO CARBON FOOTPRINT/QUALITY OF PRODUCE, SEASONALITY, FAJITA PRACTICAL</p> <p>Practical skills: Weighing and measuring, use of grill, cutting techniques, peeling, frying, simmering and boiling, blending, cracking an egg, dividing, use of oven, baking, preparation of meat, assembling, grating, draining, rubbing in, use of a scone dough, cutting out shapes, glazing, kneading, rolling out, shaping.</p>			<p>DT TEXTILES: Students will cover this content over one third of the year. Product analysis. Looking at other products for design inspiration, design specification & ideas, machine & skills test. Practical: Cutting shapes neatly, hand and machine skills, zip insertion. Numeracy: Scaling template shapes. Sustainability: Pattern layout to utilise materials for less waste. Planning For making: each lesson-consider new stage for independent learning. Evaluation: Self assessm+AB9ent and peer assessment.</p>	

Drama	Evacuees - An introduction to drama Students will learn the basic drama skills and techniques used to build performances. They will use the theme of Evacuees in order to explore the skills we use to put yourself in someone else's shoes and show emotion. Students will end this scheme of work by creating their own devised performances based around an evacuee stimulus.		Melodrama Students will explore stock characters and stereotypes including how to use their drama skills to portray villains and heroes. Students will then read and perform an extract from 'The Murder in the red barn' - a Victorian Melodrama		Status - The Cornish Ordinalia Students will explore the techniques used to portray status in drama over a wide range of scenarios. Students will then use this knowledge in order to explore and versions of The Cornish Ordinalia adapted by The Hall for Cornwall. The Cornish Ordinalia is the first play to ever be performed in the UK and is an important part of Cornish history. In doing this, students will also explore staging configurations including promenade, in the round and traverse. In their assessment, students will use their knowledge of status to perform The Cornish Ordinalia in a staging configuration of their choice.		Alien news report Students will explore a career area in the performing arts - news reporting. Not only will students be able to explore the roles in front of a camera, but students will also get the opportunity to film and edit their alien news reports.		
Music For more information see Music Curriculum Overview	Introduction to Music	Micky-Mousing	Gamelan	Christmas Cathedral Concert Preparation	Folk Music Introduction to Guitar	Introduction to Keyboard	First Access Brass Instruments of the Orchestra		
PD	<ul style="list-style-type: none"> An Introduction to Personal Development Getting to know each other and our school Unit 1: Healthy living and responsible health choices; to include physical and mental health and the importance of sleep and exercise. 		<ul style="list-style-type: none"> Unit 2 : Puberty, emotional health and wellbeing Consolidation 		Focus on Anti-Bullying Week What is body shaming? How do we protect our self-esteem? Self esteem , the importance of a healthy diet and the risks involved with caffeine and energy drinks.		The dangers of illegal drugs and the risks of smoking and vaping, the risks involved with social media and FGM.		<ul style="list-style-type: none"> Safety during the summer holidays The importance of sunscreen and other methods to prevent skin cancer Beach safety *Friendship what makes a good friend, what happens when things go wrong?

PE	<p>In Invasion Games students will develop a range of basic skills, techniques and tactics appropriate to a range of Invasion Games, mainly focussed upon attacking principles, using these in competitive and pressurised situations. During this unit students will also work upon developing a number of personal qualities, such as cooperation, respect and self-management.</p> <p>In Fitness units students will learn how to exercise safely and effectively. Students will develop an understanding of how exercise effects the body and the importance of leading a healthy active lifestyle. During this unit students will also work upon developing a number of personal qualities, such as Independence, Resilience and Self-Management.</p> <p>In Aesthetic activities students will develop and link a range of performance skills and movements showing precision, fluency and body management. In addition students will be able to appreciate what makes a quality performance and offer feedback to other performers. During this unit students will be encouraged to develop a number of personal qualities, such as, cooperation, confidence and resilience.</p> <p>During the Autumn and Spring terms we run a carousel from these 5 activity areas.</p> <p>Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback</p>	<p>In Multi-Skills activities students will work to improve their basic coordination skills, i.e. moving and using more than one body part at the same time. They will do this by completing a wide range of catching, passing and hitting, beginning to use these in competitive and pressurised situations. During this unit students will be encouraged to develop a number of personal qualities, such as, confidence, communication, cooperation, resilience and self-management.</p> <p>In Outdoor and Adventurous activities students will be required to work as part of a team in challenging and ever changing situations. In addition they will begin to experience basic orienteering challenges. During this unit students will be encouraged to develop a number of personal qualities, such as, cooperation, teamwork, leadership and self-management.</p> <p>During the Autumn and Spring terms we run a carousel from these 5 activity areas.</p> <p>Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback</p>	<p>In Athletic Activities students will begin to develop the physical and technical skills in a range of athletic events. They will gain a knowledge of where their Athletics strengths lie and begin to specialise in their favourite and most successful events. In addition students know how to perform safely in both track and field events, showing an appreciation of potential risks and dangers. During this unit students will be encouraged to develop a number of personal qualities, such as resilience, respect and humility.</p> <p>In Net Games students will learn a range of basic ground strokes, such as Forehand, Backhand and begin to understand how to start a competitive rally, performing these strokes both cooperatively and competitively. More effective players will be able to use and adapt these strokes and tactics to outwit an opponent. During this unit students will be encouraged to develop a number of personal qualities, such as Resilience, Self-Management, Integrity and Honesty.</p> <p>In Striking and Fielding Games students will develop the basic skills related to Batting, Bowling and Fielding, using these accurately in response to the performance of an opponent. They will also begin to understand the tactical requirements of the activity in order to outwit an opponent. During this unit students will be encouraged to develop a number of personal qualities, such as Cooperation, Respect and Self-Management.</p> <p>During the Summer term we run a carousel from these 3 activity areas.</p> <p>Assessment and DIT: At the end of each unit students will complete an assessment and receive feedback</p>	
RE	<p>An Introduction to RE Different ways of seeing · Empathy skills - What+J5+B5:AO7</p>	<p>A focus on ethics, what is a moral issue? What is capital punishment and what are the religious and non-religious arguments both for and against?</p>	<p>What is so radical about Jesus? Why do Christians believe Jesus was God on Earth?</p> <ul style="list-style-type: none"> · The Parables of Jesus · What happened in Holy week? · Holy week then and now · The miracle Maker · Easter <p>Assessment: The First Easter</p>	<p>Is happiness the purpose of Life? The Buddha</p> <ul style="list-style-type: none"> · Prince Siddhartha Gautama · The Four sights · What is Karma? · What is Nirvana and how can it be achieved? · Mindfulness and stilling. · The teachings of the Buddha <p>Assessment: The four sights</p> <p>Natre spirited arts competition</p>