



WHAT IS MY CHILD LEARNING?

CURRICULUM OVERVIEWS

YEAR 8

AUTUMN TERM



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Art

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Human Proportion & Motion	Students will gain an understanding of Seurat's work and Pointillism, learning how to create art in this style. They will develop skills in drawing from observation and scaling up their work. Students will also learn how to use mixed media to develop final pieces and will be able to explain the connections between their work and the artist's techniques and style.	Excellence will be demonstrated through clear explanations and demonstrations of practical activities and techniques. Students will show a strong understanding of the task through effective questioning and answers, reflecting on prior knowledge. They will engage in levelling activities, peer and self-assessment, and provide verbal feedback to review their work. Excellence will also be seen in their participation in a variety of tasks, including individual, partner, and group work, showing creativity, collaboration, and critical thinking throughout the process.	Students will be assessed on their final piece and sketchbook development.

Citizenship

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
What is crime and the law?	Students will gain knowledge of crime, law and the UK justice system, including the roles of the police, courts and youth justice services. They will develop their understanding of why laws exist, the difference between civil and criminal law, how laws are made, and how young people are treated within the criminal justice system. Students will also build important skills in critical thinking, discussion, evaluation and decision-making, enabling them to consider different viewpoints, analyse real-life issues and understand how citizens can influence change in a democratic society.	Excellence will be demonstrated when students can confidently explain key concepts relating to crime, law and justice, using appropriate subject vocabulary accurately. Students will be able to analyse different viewpoints, apply their knowledge to real-life scenarios, and make well-reasoned judgements about issues such as crime, fairness and legal responsibility. They will also be able to explain how laws are made, evaluate the role of the police and justice system, and show a clear understanding of how citizens can influence change in a democratic society.	Students progress will be assessed throughout the unit through class discussions, questioning, written activities, extended responses and knowledge-based tasks. They will demonstrate their understanding by applying their knowledge to real-life scenarios, explaining key concepts and using subject-specific vocabulary accurately. At the end of the unit, students will complete a formal assessment featuring multiple-choice, short-answer and extended-response questions covering crime, law, the police, democracy and the youth justice system.

Computing

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Computing systems	Learn that general-purpose computing system is a device for executing programs. A program is a sequence of instructions that specify operations that are to be performed on data. Explain the difference between a general-purpose computing system and a purpose-built device. Describe the function of the hardware components used in computing systems. Describe how the hardware components used in computing systems work together in order to execute programs. Recall that all computing systems, regardless of form, have a similar structure (architecture. Analyse how the hardware components used in computing systems work together in order to execute programs. Define what an operating system is, and recall its role in controlling program execution. Describe the NOT, AND, and OR logical operators, and how they are used to form logical expressions. Use logic gates to construct logic circuits, and associate these with logical operators and expressions. Describe how hardware is built out of increasingly complex logic circuits . Recall that, since hardware is built out of logic circuits, data and instructions alike need to be represented using binary digits . Provide broad definitions of artificial intelligence and machine learning. Identify examples of artificial intelligence and machine learning in the real world. Describe the steps involved in training machines to perform tasks (gathering data, training, testing). Describe how machine learning differs from traditional programming. Associate the use of artificial intelligence with moral dilemmas. Explain the implications of sharing program code.	I will understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. I will evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. I will be able to understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming. understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.	I will take a multiple choice test at the end of the unit that will cover topics such as classifying hardware and software, including inputs and outputs. Logic gates and Truth tables.

Developing for the web	We will be able to describe what HTML is and use HTML to structure static web pages. Modify HTML tags using inline styling to improve the appearance of web pages and display images within a web page. we will then be able to apply HTML tags to construct a web page structure from a provided design. Create hyperlinks to allow users to navigate between multiple web pages. Implement navigation to complete a functioning website.	I will be able to produce a professional functioning web page with hyperlinks with correct formatting and multiple pages and appropriate images that enhance the look of the page.	My webpage will be judged against a given set of criteria that will list the features needed.
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Design Technology

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Night light unit	Students will learn and gain a practical knowledge of electronics and manufacture their own circuits. Students will study schematic and pictorial diagrams and be able to identify tools, equipment and components relevant to the electronics part of the unit. Students will analyse existing products and start to analyse a design brief, where they will identify a client and write their own design specifications. Students will develop their CAD skills to be able to use technologies to design and manufacture part of their nightlight. Students will prototype their designs to evaluate and modify them before realising and manufacturing their final design.	Students will use a guided iterative process to design creatively for their client. They will evaluate and develop their designs with an open-mind. Students will show resilience from set-backs and work hard to work through them. Students will have a sound knowledge of materials and manufacturing techniques and demonstrate confidence, independence and accuracy when working with them.	Students work both practically and portfolio based will be assessed against an assessment criteria based on core design technology skills; designing, making, evaluating and technical subject knowledge.

Drama

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Mime	Using and developing mime performance skills as individuals and in small groups. Students will study the work of Frantic Assembly and how they use physicality in their plays. Students will also show how they are able to use research effectively to plan a performance piece. Students will develop their mime skills and use them to present an accurate story of an historical event. Mime skills will include facial expression, body language, gesture and use of space. Performance skills for this unit will include analysis, devising and characterisation.	Confident and creative students who will input ideas and collaborate effectively with others to produce thoughtful and perceptive performances which show an understanding of the history and form of Mime.	Students' creative intentions and performance skills will be assessed in the final practical performance.
Woman In Black	Students will be introduced to the play text Woman In Black and will consider how they use vocal and physical skills to create the thriller genre of the text. Students will analyse the authors intentions and present a character in performance. Performance skills will include use of pace, pause, gesture and movement.	Confident students who understand how theatre is created and performed for an audience. Performances of scenes will show effective and creative theatrical processes that consider both performer and audience.	Students' creative intentions and performance skills will be assessed in the final practical performance.

English

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Crime and Punishment	Students will study a range of material based on the topic of crime and punishment. These will include both fiction and non fiction. They will explore how one topic can be approached differently by various writers and understand how opinion and bias can impact how a subject is written about.	Students will be able to make connections across the non fiction and fiction texts that they study making key historical and social contextual points. In their writing they will exhibit a clear and sophisticated grasp of key linguistic and structural techniques studied.	Summative Assessment Production of a newspaper front page reporting on the crime withing 'Lamb to the Slaughter.' This writing assessment will be produced under timed conditions and planning time will allocated and essays will be assessed by the class teacher. Formative assessment will be embedded within each lesson.
Introduction to the Gothic Genre	Students will gain an understanding of the key gothic conventions through studying extracts from a variety of seminal gothic texts. They will build on and develop their language analysis skills and be able to recognise the techniques needed to successfully build tension within narratives.	Students will be able to analyse both the structure and the implicit meaning behind the language of the texts given to them using sophisticated terminology and synthesising this with their understanding of the key gothic conventions and the context behind it.	Summative Assessment An analysis of the presentation of character or setting in one of the texts studied. This reading assessment will be produced under timed conditions and planning time will allocated and essays will be assessed by the class teacher. Formative assessment will be embedded within each lesson.

Food

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Food and our Environment	Students will develop their understanding of how environmental factors influence food choice and food security, including seasonality, local food production, and ways to reduce environmental impact. They will apply this knowledge by selecting cost-effective staple ingredients and using seasonal produce where possible, while revisiting the Eatwell Guide to reinforce understanding of key nutrients and their functions. They will further develop their technical cooking skills with increasing independence, including using the rubbing-in method, preparing a starch-thickened soup, cooking pasta to al dente, and refining knife skills and safe hob use. Through a range of practical lessons, students will grow in confidence producing both savoury and sweet dishes, adapting recipes to suit personal or family preferences. They will also continue to develop as reflective learners, evaluating their products and identifying ways to improve sensory qualities and nutritional value. Practical Products and Skills Developed: Fruit Crumble - applying the rubbing-in method and using seasonal fruit Eatwell Pasta Salad - planning a balanced meal and cooking pasta al dente Leek and Potato Soup - preparing vegetables and thickening using starch	Excellence will be demonstrated through a secure and increasing understanding of healthy eating and the ability to make informed food choices. Students will produce skilled, well-presented meals suitable for family dinners that can be recreated safely at home. They will show a strong understanding of ingredients and their functions within recipes, alongside consistently safe and hygienic working practices. Students will reflect thoughtfully on their own learning, identifying strengths, areas for development, and clear next steps. They will demonstrate sound knowledge of food provenance, an understanding of why foods vary by season and location, and the nutrients provided by different foods and their roles in the body. Learners will be able to confidently discuss and evaluate their progress, showing ambition to further improve both knowledge and practical skills.	Students will be assessed through a combination of in-class questioning, practical outcomes, homework tasks, and quizzes to check understanding and monitor progress. Practical lessons will assess students' technical cooking skills, as well as their ability to work safely, hygienically, and independently in the kitchen. Assessed Practical: Leek and Potato Soup

Geography

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Living in the desert	Students will be introduced to the key features of deserts, the main characteristics of desert landscapes and how they are formed. Students will understand the reasons for adaptations. Students will identify how and why deserts might change in the future, consider how humans utilise and manage the landscape and the resources found within them.	Students can demonstrate a comprehensive understanding of the defining characteristics of deserts. They can explain the factors that contribute to the formation of desert landscapes. Students can clearly articulate the reasons behind adaptations in desert organisms. They can provide detailed examples of specific adaptations and explain how these adaptations help organisms survive in the harsh desert environment. Students have an in-depth understanding behind the causes of desertification, the areas at risk and the impacts on people and the environment.	Formative assessment: Teachers use different strategies during discussion and tasks to assess students' understanding of the subject. Students will be completing a combination of knowledge tests and extended writing tasks which will assess their knowledge and understanding of landscapes formation and adaptations.
How does ice change the world?	Students will gain an understanding of the location of the world's glaciers past and present. Students will investigate the different landforms that glaciers create such as pyramidal peaks, aretes and corries along with how v-shaped valleys are formed by rivers, and can be reshaped by glaciers to form u-shaped valleys. Students will gain understanding of what is causing the world's glaciers to melt, what is left behind and whether we should be trying to protect them.	Students have a secure understanding of the location of glaciers and how this has changed over time due to our changing climate along with how this could impact the location of glaciers in the future. Students have a secure knowledge of the landforms created by glaciers and the role erosion and weathering has in their formation. Students will be able to investigate and form an opinion on whether we should be trying to stop the retreat of glaciers.	Formative assessment: Teacher uses different strategies during discussion and tasks to assess students understanding of the subject. Students will be completing a combination of knowledge tests and extended writing tasks.

History

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
The Stuarts: Why did Charles have to die? Why is Cromwell a controversial figure?	Students will develop an understanding of the political and religious context of seventeenth-century England, including the conflict between Parliament and the monarchy and the impact of the English Civil War. They will gain knowledge of key events and figures, including the reign and execution of Charles I and the establishment of the Commonwealth under Oliver Cromwell. Students will also develop the ability to analyse the impact of political and religious beliefs on the lives of ordinary people, including the effects of the Civil War on the economy, society, and culture of England. In addition, they will explore the controversy surrounding Oliver Cromwell and evaluate his role in English history.	Students will be able to explain why an English king had to die and the controversy surrounding Oliver Cromwell. Students will develop a deep and nuanced understanding of this complex and tumultuous period of English history, while also developing skills such as causation. Students will be able to critically evaluate the different interpretations and perspectives of the events and figures studied in this period.	Teachers will use formative assessment in lessons to assess students' knowledge and understanding. Students will also produce a summary of their learning in response to the main enquiry questions.
The study of the Tudors/Why did Henry Break from Rome?	Students will gain knowledge of the lives of Black Africans in Tudor England and investigate how they were treated during this period. They will study the key events of the Tudor monarchs and examine how the Tudors gained power during the Wars of the Roses. Students will explore how Henry VIII broke with Rome, analysing the range of political, religious, and personal reasons behind this decision. They will also investigate in detail the causes and consequences of the Reformation. In addition, students will develop an understanding of key concepts such as the power of the Church and its relationship with the monarchy.	Students will develop secure knowledge and understanding of how the Tudor dynasty began. They will be able to explain why the Reformation happened and identify the key differences between the Catholic and Protestant Churches. Students will also explain how Henry VIII used the Reformation to become Head of the Church and how this impacted English society, including the establishment of the Church of England. In addition, students will develop a critical understanding of the treatment of Black Africans during the Tudor period.	Teachers will be using formative assessment in lessons to assess students' knowledge and understanding. Students will also produce a summary of their learning in response to the main enquiry questions.

Maths

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Number Theory and Sequences Functions, Coordinates and Graphs Fractions, Decimals, Percentages Introduction to Probability Transformations	Use the concepts and vocabulary of highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property. Use integer powers and associated real roots. Appreciate the infinite nature of the sets of integers, real and rational numbers. Generate terms of a sequence from either a term-to-term or a position-to-term rule. Recognise arithmetic sequences and find the nth term. Recognise geometric sequences and appreciate other sequences that arise. Recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane. Interpret mathematical relationships both algebraically and graphically. Reduce a given linear equation in two variables to the standard form $y = mx + c$; calculate and interpret gradients and intercepts of graphs of such linear equations numerically, graphically and algebraically.	Conceptual understanding and fluency in the fundamentals of number theory. Reasoning and generalisation to solve mathematical problems involving sequences. Conceptual understanding and fluency in the fundamentals of graphing linear and non-linear equations. Convert appropriately between fractions, decimals, percentages and ratios to compare quantities and solve problems. Conceptual understanding and fluency in the fundamentals of the four transformations. Students will systematically identify all possible outcomes for more than two events using appropriate diagrams. They will find theoretical probabilities from sets of outcomes organised in a systematic way from a range of appropriate representations. They will calculate and use theoretical probabilities for single events and justify their answers.	These units will be assessed using formative assessment in class. The end of term assessment will be marked by the teacher and recorded centrally for monitoring progress. Feedback sheets will be provided for students to act on their feedback in order to improve as well as complete a self-reflection on their own understanding of the topics studied so far this year.

	Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction. Relate the language of ratios and the arithmetic of fractions. Convert between fractions, decimals, percentages and ratios. Identify properties of, and describe the results of, translations, rotations and reflections applied to given figures. Identify and construct congruent triangles, and construct similar shapes by enlargement, with and without coordinate grids. Understand that some outcomes are equally likely, and that the likelihood of events happening can be ordered on a scale from impossible to certain. Understand that probability is a measure of the likelihood of an event happening and that it can be assigned a numerical value. Understand that the probabilities of all possible outcomes sum to one. Systematically find all the possible outcomes for two events using a range of appropriate diagrams. Find theoretical probabilities from sets of outcomes organised in a systematic way from a range of appropriate representations.		
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Music

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Keyboard Skills 2: Ode To Joy	Students will strengthen their piano skills through learning Fur Elise. Students will begin learning the note positions on the stave and work on their two-handed piano technique.	Students will confidently perform Fur Elise, with the melody part in the right hand and accompanying part in the left hand. The performance is fluent and expressive. Students will perform Fur Elise to the class for assessment.	Students theory and Listening and Appraising work is assessed each lesson in their booklets. End of term performance assessment.
Ukulele Skills 2	Students will understand the instrument by naming parts of the Ukulele, they will learn to read chords from TAB and finding correct positions on the Ukulele. Students will develop rhythm skills and learn to change chords fluently in order to perform songs with primary chords.	Students will confidently be able to change between chords whilst maintaining a strumming rhythm. They can give feedback to others on improving their ukulele technique. Students begin to access barre chords and explore a variety of rhythmic patterns.	End of unit performance assessment. Theory and listening and appraising work assessed formatively through booklets.

PE

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Netball	Move - I will refine my gross and fine motor skills to perform a wider range of skills with greater accuracy, consistency and control in both isolated practices and game situations. Specifically, I will dedicate time to develop my passing, footwork, defending and ability to apply skills under pressure. Solve - I will deepen my understanding of the rules, tactics and strategies of the sport, enabling me to make effective decisions that improve my performance and contribute to team success. Specifically, I will dedicate time to applying rules consistently, understanding positional roles and selecting appropriate strategies during competitive situations. Connect - I will strengthen my ability to communicate, collaborate and lead within a team, recognising the importance of adapting to different roles and supporting others to achieve a shared goal. Specifically, I will dedicate time to develop my leadership skills, provide feedback to others and take greater responsibility within practices and games. Feel - I will develop greater self-awareness and resilience by understanding how my emotions, mindset and effort influence my performance and progress. Specifically, I will dedicate time to reflect on my strengths and areas for	In every class, every student will develop a positive and meaningful relationship with movement. This will be evident through the practice of isolated skills and participation in group games. Throughout the lesson, emphasis will be placed on moving, connecting, solving, and feeling; to foster a commitment to maintaining a healthy and active lifestyle.	Assessment of each concept will occur within lessons and throughout the unit using formative and summative assessment methods. Students will be assessed on their passing, receiving, footwork, movement and positional play, as well as their ability to apply these skills effectively within game situations. Students will also be assessed on tactical decision-making, teamwork, application of rules and resilience during competitive gameplay.

	improvement, set personal goals and demonstrate confidence, perseverance and a positive attitude towards physical activity.		
Badminton	Move - I will refine my gross and fine motor skills to perform a wider range of badminton techniques with greater accuracy, consistency and control in both isolated practices and competitive game situations. Specifically, I will dedicate time to develop my racket control, footwork, serving, shot selection and ability to perform skills under pressure. Solve - I will deepen my understanding of badminton rules, tactics and strategies, enabling me to make effective decisions that improve my performance and success during games. Specifically, I will dedicate time to applying rules consistently, understanding court positioning, selecting appropriate shots and developing strategies to outplay opponents. Connect - I will strengthen my ability to communicate, collaborate and support others during practices and competitive situations, recognising the importance of positive interactions and adapting to different roles. Specifically, I will dedicate time to provide constructive feedback, work effectively with different partners and demonstrate respect and sportsmanship. Feel - I will develop greater self-awareness and resilience by understanding how my mindset, emotions and effort influence my badminton performance and progress. Specifically, I will dedicate time to reflect on my strengths and	In every class, every student will develop a positive and meaningful relationship with movement. This will be evident through students practising and refining Badminton skills before applying them within rallies and competitive games. Throughout the unit, emphasis will be placed on movement, control, tactical thinking, respect for others and developing the confidence and resilience to perform independently.	Assessment of each concept will occur within lessons and throughout the unit using formative and summative assessment methods. Students will be assessed on their technique, control and consistency when serving and performing different shots, as well as their ability to maintain rallies and make effective tactical decisions. Students will also be assessed on their application of rules, scoring, resilience and ability to outwit an opponent during competitive gameplay.

	areas for improvement, set personal goals and demonstrate confidence, perseverance and a positive attitude towards learning and competition.		
Football	Move - Students will refine gross and fine motor skills to perform a wider range of football techniques with greater accuracy, consistency and control. Students will develop coordination, balance, agility and speed when passing, receiving, dribbling and moving on and off the ball. Solve - Students will deepen their understanding of football rules, tactics and strategies, enabling them to make effective decisions that improve performance. Students will develop their ability to create and exploit space, select when to pass or dribble, and use attacking and defensive strategies to outwit opponents. Connect - Students will strengthen their ability to communicate, collaborate and support others during practices and competitive situations. Students will develop teamwork when attacking and defending, recognising the importance of positioning, communication and respect towards teammates, opponents and officials. Feel - Students will develop greater self-awareness and resilience by understanding how emotions, confidence and effort influence performance and progress. Students will reflect on their strengths and areas for improvement, respond positively to mistakes and demonstrate confidence and perseverance during competitive situations.	In every class, every student will develop a positive and meaningful relationship with movement. This will be evident through students practising and refining football skills before applying them within conditioned and competitive games. Throughout the unit, emphasis will be placed on movement, ball control, tactical thinking, teamwork and developing the confidence and resilience to perform effectively.	Assessment of each concept will occur within lessons and throughout the unit using formative and summative assessment methods. Students will be assessed on their passing, receiving, dribbling, attacking and defending, as well as their ability to apply these skills effectively within game situations. Students will also be assessed on their tactical decision-making, teamwork, application of rules, resilience and ability to outwit opponents during competitive gameplay.

Handball	Move - Students will refine gross and fine motor skills to perform a wider range of Handball techniques with greater accuracy, consistency and control. Students will develop coordination, balance, agility and speed when passing, receiving, dribbling, shooting and moving on and off the ball. Solve - Students will deepen their understanding of Handball rules, tactics and strategies, enabling them to make effective decisions during gameplay. Students will develop their ability to create and exploit space, decide when to pass, dribble or shoot, and use attacking and defensive strategies to outwit opponents. Connect - Students will strengthen their ability to communicate, collaborate and support others during practices and competitive situations. Students will develop teamwork when attacking and defending, recognising the importance of positioning, communication and respect towards teammates, opponents and officials. Feel - Students will develop greater self-awareness and resilience by understanding how emotions, confidence and effort influence performance. Students will reflect on their strengths and areas for improvement, respond positively to mistakes and demonstrate confidence and perseverance during competitive situations.	In every class, every student will develop a positive and meaningful relationship with movement. This will be evident through students practising and refining Handball skills before applying them within conditioned and competitive games. Throughout the unit, emphasis will be placed on movement, ball control, tactical thinking, teamwork and developing the confidence and resilience to perform effectively.	Assessment of each concept will occur within lessons and throughout the unit using formative and summative assessment methods. Students will be assessed on their passing, receiving, dribbling, shooting and defending, as well as their ability to apply these skills effectively within game situations. Students will also be assessed on tactical decision-making, teamwork, application of rules, resilience and their ability to outwit opponents during competitive gameplay.
Trampolining	Move - I will refine my gross and fine motor skills to perform a wider range of trampolining skills with greater control, accuracy and consistency. Specifically, I will dedicate time to	Pupils will be fully engaged in lessons through use of small sided games and conditioned games; this will mean maximum activity time therefore;	Formative and summative assessments will be used for both practical and theoretical knowledge and understanding. Closed activities will be created for pupils

	develop my body tension, balance, shapes, rotations, landings and ability to link skills together within a sequence. Solve - I will deepen my understanding of trampolining techniques, safety principles and performance requirements, enabling me to make effective decisions that improve the quality of my routines. Specifically, I will dedicate time to selecting appropriate skills, understanding progressions, evaluating technique and making adjustments to improve my performance. Connect - I will strengthen my ability to communicate, collaborate and support others during lessons, recognising the importance of trust, feedback and working safely with others. Specifically, I will dedicate time to provide constructive feedback, support peer assessments and take responsibility for creating a positive and safe learning environment. Feel - I will develop greater self-awareness, resilience and confidence by understanding how my mindset, emotions and effort influence my performance. Specifically, I will dedicate time to reflect on my routines, identify areas for improvement, set personal goals and demonstrate perseverance when learning new and challenging skills.	students can familiarise themselves how the sport is conducted. A variety of activities (closed and open) will be used to give pupils a chance to practise a skill and to then perform it in a competitive environment. Use of mini plenaries will allow pupils to discuss their performance and self-evaluate to enable progress.	to demonstrate skills and a competitive situation will be created. Questioning will give students a chance to explain their performance demonstrating understanding of the sport.
Table Tennis	Move - I will refine my gross and fine motor skills to perform a wider range of table tennis techniques with greater accuracy, consistency and control in both isolated practices and competitive game situations. Specifically, I will	In every class, every student will develop a positive and meaningful relationship with movement. This will be evident through students practising and refining individual Trampolining	Assessment of each concept will occur within lessons and throughout the unit using formative and summative assessment methods. Students will be assessed on their technique, control and

	dedicate time to develop my bat control, serving, returning, footwork and ability to maintain rallies under pressure. Solve - I will deepen my understanding of table tennis rules, tactics and strategies, enabling me to make effective decisions that improve my performance during games. Specifically, I will dedicate time to applying rules consistently, understanding positioning, varying shot selection and using spin, speed and placement to challenge opponents. Connect - I will strengthen my ability to communicate, collaborate and support others during practices and competitive situations, recognising the importance of positive interactions and adapting to different roles. Specifically, I will dedicate time to work effectively with different partners, provide constructive feedback and demonstrate respect and sportsmanship. Feel - I will develop greater self-awareness and resilience by understanding how my mindset, emotions and effort influence my table tennis performance and progress. Specifically, I will dedicate time to reflect on my strengths and areas for improvement, set personal goals and demonstrate confidence, perseverance and a positive attitude towards learning and competition.	skills before linking them into controlled routines. Throughout the unit, emphasis will be placed on safety, body control, supporting others, responding to feedback and developing confidence and resilience.	consistency when performing shapes, turns and landings, as well as their ability to link skills into a complete routine. Students will also be assessed on safe practice, resilience and their ability to use peer and teacher feedback to improve performance.
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RS

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Unit 1: Belief and Reason; Is belief in God reasonable?	Students investigate whether belief in God is reasonable by exploring psychological, philosophical and theological explanations for religion. They examine why humans may have developed religious beliefs, study Muslim beliefs about revelation and the Quran, explore Pascal's idea of the God-shaped hole, and consider atheist and humanist challenges to belief. Through discussions, debates and evaluations, students develop the skills to explain different viewpoints, analyse evidence, compare arguments, evaluate how convincing a belief is, and justify their own conclusions using reasoned arguments and examples.	Excellence in this topic means being able to explain different reasons why people believe or do not believe in God, compare different viewpoints, and use evidence to justify your own well-reasoned conclusions.	Students will be assessed using via knowledge quizzes, longer written assignments and homework tasks.

RSHE

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Understanding Myself	Students will develop emotional literacy, self-awareness, and resilience while exploring how self-esteem, identity, respect, and healthy relationships contribute to overall wellbeing. Students will also examine physical and mental health, including healthy eating, body image, and the links between substance use and mental health, enabling them to make informed and respectful choices about their wellbeing.	Students will express well thought out responses to the issues they are presented with. They will show an appreciation for diversity and explain strategies for challenging bullying with confidence. Students will be respectful of the differences of others and show a good moral compass during this work.	The teacher will assess the students through their contribution to class discussions alongside class and homework reflections on the subject matters they have been exposed to.

Science

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Neutralisation	We will learn how neutralisation reactions occur and about the reactions of acids with substances such as metals. We will develop our experimental skills, how we analyse and evaluate and develop how we use scientific measurements.	Excellent work will use the correct terminology in a range of contexts and processes.	Teachers will use formative assessment to routinely assess students knowledge and understanding. Regular knowledge retrieval tests check that students are remembering the key knowledge. A formative test checks what students have learned.
Wasted energy	I will learn about how energy can be useful or wasted. We will develop our experimental skills, how we analyse and evaluate and our use of scientific measurement.	Excellent work will use the correct terminology in a range of contexts and processes.	Teachers will use formative assessment to routinely assess students knowledge and understanding. Regular knowledge retrieval tests check that students are remembering the key knowledge. A formative test checks what students have learned.
Specialised cells	We will learn about specific examples of specialised cells and their functions. We will learn how to make links between structure and function.	Excellent work will use the correct terminology in a range of contexts and processes.	Teachers will use formative assessment to routinely assess students knowledge and understanding. Regular knowledge retrieval tests check that students are remembering the key knowledge. A formative test checks what students have learned.
Electromagnets	In this topic, we will learn the link between current and magnetism. We will develop our experimental skills, how we analyse and evaluate and our use of scientific measurement.	Excellent work will use the correct terminology in a range of contexts and processes.	Teachers will use formative assessment to routinely assess students knowledge and understanding. Regular knowledge retrieval tests check that students are remembering the key knowledge. A formative test checks what students have learned.
Nutrition and digestion	We will explore specific systems such as the digestive system and the impact damage to these systems has on our health. Our specialist vocabulary will develop, allowing us to develop how to write about biology. We will widen our reading to further my experience and understanding of biology.	Excellent work will use the correct terminology in a range of contexts and processes.	Teachers will use formative assessment to routinely assess students knowledge and understanding. Regular knowledge retrieval tests check that students are remembering the key knowledge. A formative test checks what students have learned.

Spanish

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Food and opinions	Students will continue to embed the language skills which they have learnt and be able to apply them in a communicative purpose. We are building on confidence and spontaneity in order that we promote an enthusiasm for learning languages. Students will be able to manipulate language in order to produce work without scaffolding.	Students will actively take part in Spanish lessons both at home and in lessons. They will dedicate time at home to revising the key structures and vocabulary learnt in school. Students should be able to use a range of time phrases and connectives in their work to give fully developed sentences both orally and in written work. Students will always be looking at ways in which to extend and will be trying to work beyond the sentence builders. They will have accurate pronunciation and a desire to improve. They will not need scaffolding support and they will be able to speak confidently in Spanish. They will always try their best and take pride in their work.	Students will be assessed informally through class work and through translations into Spanish as well as a listening comprehension activity.
Musical genres	Students will work on adjective agreement and giving more sophisticated reasons for their opinions. They will develop cultural knowledge as they will listen to different genres of music.	Students will be able to confidently give their opinions on the different genres in Spanish with justified opinions. They will produce work which is accurate and gives justified answers with correct adjective agreement.	Reading, listening and writing assessment.

Tutor

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Respect	Students will develop a clear understanding of the definitions of respect, equality, and fairness. Through a variety of engaging methods such as discussions, role play, case studies, and personal reflection, they will strengthen their empathy, critical thinking, and communication skills. Learners will explore how respect extends beyond simple tolerance to active appreciation and inclusion of others. They will also gain insight into the difference between equality and equity, recognising that true fairness often requires providing additional support to those with greater need. Finally, students will examine how bias and stereotypes can contribute to disrespectful behaviour and learn strategies to challenge these attitudes constructively.	Students will be able to articulate the difference between fairness and equality clearly, using real life examples. They will be able to show maturity in discussions, respecting different viewpoints and giving thoughtful responses. Students will be able to apply the concept of respect in their behaviour, showing empathy to others inside and outside of lessons. Furthermore, students will demonstrate growth in self-awareness and communication.	Formative assessments through group discussions, reflective journals, role plays and quizzes. Self and peer assessment focussed on participation, empathy and understanding. Teacher observation and feedback during tasks.
Teamwork	Students will gain knowledge of what teamwork is, why roles within a group matter, the importance of responsibility, and strategies for managing disagreements. Students will use previous knowledge about respect and fairness and will deepen their understanding of how group dynamics work, why fair contribution and respect are essential, and how effective collaboration supports success. Alongside this, they will build practical skills such as taking turns, active listening, fulfilling group roles, resolving conflicts constructively, problem-solving, and sharing responsibility, enabling them to become confident and effective team members.	Students will confidently contribute in groups, listen carefully to others, respect turn-taking, and take responsibility for their own role. They will be able to resolve disagreements constructively and ensure that all voices in the team are heard. Excellent teamwork will be demonstrated through consistent collaboration, fair contribution, and maturity in communication.	Formative Assessment through Teacher observation during activities, peer and self-assessment checklists, and class discussions.