WHAT IS MY CHILD LEARNING?

CURRICULUM OVERVIEWS
YEAR 9
AUTUMN TERM

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SOUTH EAST ESSEX ACADEMY TRUST

Contents

Art

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Distortion	Students will gain knowledge of Leonardo da Vinci's impact on 16th-century Italian Renaissance art, as well as his contributions as a scientist, engineer, and inventor. They will understand why he is considered a true "Renaissance man," applying the scientific method to art, anatomy, and innovation. This study will highlight the deep connections between art, science, and creativity during the Renaissance. Students will also develop skills in analysis, critical thinking, and creativity. By exploring Leonardo's work and Renaissance principles, they will learn to interpret art in historical context and apply interdisciplinary thinking in their own projects.	Excellence will be demonstrated through confident explanation and skilled execution of practical activities and techniques. Students will actively engage in question-and-answer sessions to show their understanding and build on prior knowledge. High-quality learning will be supported by differentiated tasks, peer and self-assessment, and regular verbal reviews of progress. A variety of individual, partner, and group activities will showcase collaboration, independence, and a reflective approach to improving and refining work.	Students will be assessed on their composition skills and use of perspective, focusing on depth, scale, and spatial arrangement. Assessment will include observation, peer and self-assessment, and verbal feedback to support progress.

Citizenship

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Are people treated equally in the UK?	Students will develop knowledge of key concepts including equality, discrimination, prejudice, inequality and equal opportunities. They will gain an understanding of the Equality Act 2010, the causes and effects of discrimination, and the progress that has been made towards greater equality in the UK. They will also develop important citizenship skills such as analysing evidence, evaluating different viewpoints, interpreting case studies, constructing reasoned arguments and applying their learning to real-life social issues.	Excellence will be demonstrated through a secure understanding of key concepts and accurate use of subject-specific vocabulary. Students will be able to explain different forms of discrimination, analyse their impact on individuals and society, evaluate the role of laws in promoting equality, and support their views with relevant examples. They will show thoughtful and balanced judgement when discussing complex issues and demonstrate an ability to propose informed solutions for creating a fairer society.	Students will be assessed in a range of ways across the unit. Teachers will use questioning and class discussions to check understanding in lessons, alongside written tasks such as paragraphs and letters that allow students to apply their knowledge. There will also be opportunities for self and peer assessment to help students reflect on their progress. At the end of the unit, students will complete a knowledge test which includes multiple-choice questions, short written answers, and an extended writing task focused on explaining active citizenship and key concepts.

Computing

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Cyber Security	Explain the difference between data and information. Critique online services in relation to data privacy. Identify what happens to data entered online. Explain the need for the Data Protection Act. Recognise how human errors pose security risks to data. Implement strategies to minimise the risk of data being compromised through human error. Define hacking in the context of cyber security. Explain how a DDoS attack can impact users of online services. Identify strategies to reduce the chance of a brute force attack being successful. Explain the need for the Computer Misuse Act. List the common malware threats. Examine how different types of malware causes problems for computer systems. Question how malicious bots can have an impact on societal issues. Compare security threats against probability and the potential impact to organisations. Explain how networks can be protected from common security threats. Identify the most effective methods to prevent cyberattacks.	Learners will be able to explain how contributors to social media may be social bots. They will explain what malware is and give some examples of how it operates and what its impact could be on a device or user (e.g. viruses, trojans, ransomware). They can explain how to manage security software and understand why regular updates are important. Learners can explain how and assess when more secure use may require advanced password management.	This unit will be assessed through an end of unit multiple choice exam which will cover the following topics. The Computer Misuse Act and the Data Protection Act, social engineering, Ethical hackers, DDoS attacks and types of malware.

Data science	In this unit, learners will be introduced to data science, and by the end of the unit they will be empowered by knowing how to use data to investigate problems and make changes to the world around them. Learners will be exposed to both global and local data sets and gain an understanding of how visualising data can help with the process of identifying patterns and trends. Towards the end of the unit, the learners will go through the steps of the investigative cycle to try to solve a problem in the school using data.	Pupils will define data science. Explain how visualising data can help identify patterns and trends in order to help us gain insights. Use an appropriate software tool to visualise data sets and look for patterns or trends . Recognise examples of where large data sets are used in daily life . Select criteria and use data set to investigate predictions . Evaluate findings to support arguments for or against a prediction . Define the terms 'correlation' and 'outliers' in relation to data trends . Identify the steps of the investigative cycle . Solve a problem by implementing steps of the investigative cycle on a data set . Use findings to support a recommendation . Identify the steps of the investigative cycle . Identify the data needed to answer a question defined by the learner . Create a data capture form . Describe the need for data cleansing . Apply data cleansing techniques to a data set . Visualise a data set . Visualise a data set . Analyse visualisations to identify patterns, trends, and outliers . Draw conclusions and report finding.	Summative assessment will be an end of unit test.The will be opportunities for assessments within each lesson and formal assessment at the end.

Drama

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Blood Brothers	Students will continue to develop their performance skills; Vocal and Physical, Character and Communication, Artistic Intentions. Students will perform sections from a complete and substantial play text that requires them to question playwright intentions and how to communicate meaning through someone elses words.	Students produce assured and secure performances with confident and committed characterisation. They show a comprehensive and coherent understanding of the chosen text.	Students will be assessed by the teacher against the GCSE Component Two Criteria of Vocal and Physical Skills, Character and Communication and artistic intentions. Students perform their pieces to the class teacher for assessment.

English

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
The Greatest Show - language study	Students will revisit key linguistic skills as they study a selection of fiction and non fiction texts centred on the topic of circuses. They will be encouraged to analyse a variety of texts with a specific focus on how a writer uses language to influence their readers. Students will be encouraged to draw on the variety of writing styles that they have studied and use them in their own writing - both fiction and non-fiction.	Students will be able to fully understand the complex relationship between the writer and their audience drawing on specific ideas of audience, purpose and form. They will be able to replicate particular styles and techniques - metaphors, similes, hyperboles and personification - successfully in their own writing.	Summative Assessment Production of a persuasive speech on the topic of violence and video games or vegetarianism. 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.
Modern Dystopian Fiction	Students will study a range of modern dystopian fiction. They will know the tropes of the genre and imparticular focus on political dystopia, ecological dystopia, scientific dystopia and post â€“ apocalyptic dystopia. Students will be encouraged to develop their comparison skills and recognise how different writers present their views on the future , making links to our own modern day society.	Students will recognise the implicit themes and messages within the texts that they are exposed to. They will be able to confidently link their own views and opinions to a judicious range of evidence from the texts.	Summative Assessment A language analysis of one or more of the dystopian texts studied. 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.

Food

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Life beyond school project cooking for young people	Students will develop safe and hygienic practices regarding personal and kitchen environment hygiene. They will also consider risk and how to minimise it for life at home and in their work place. Students will develop and enhance their practical preparation skills demonstrating effective and safe cooking skills by planning, preparing and cooking a variety of food commodities. They will also explore different cooking techniques and equipment to produce dough based products. We will review our dishes analysing their strengths and weaknesses considering ideas to develop our work and skills. We will develop and enhance our knowledge of the macro nutrients to assist our recipe choices considering expense and justifying our choices. Practical Products and Skills Developed: Finnish fruit plait Grilled Pizzas Pittas Festive Biscuits	A sound knowledge and understanding of safe and hygienic practices and how it looks regarding personal practise and the kitchen environment around. Skilled, independent production of skilled products made to a quality finish. Creative touches made to customise dishes and show flair. Detailed knowledge of commodities studied. Reflection and evaluation of own practice in terms of strengths and areas for development. Students will be able to discuss their strengths and weaknesses and their next steps to improve their knowledge and practise.	This term students will also be assessed on their own recipe plan in which they will adapt a recipe for making. Students will be assessed on their making skills and knowledge of ingredients in a practical assessment Students will take a written paper featuring examination questions to test their knowledge, understanding and application.

Geography

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
What is development?	In this unit students will tackle the concept of development and how it can be interpreted, measured and compared at a global scale. They will gain knowledge about how we come to see the world and the complexities of development as a constantly changing concept. The broader notion of quality of life is used throughout the unit so that the understanding of development is not focused on economic terms. Students are given a range of theoretical perspectives recognising multiple definitions of development. A range of factors will be used to explain inequalities operating at a range of scales.	Students will progress their understanding and knowledge of global, regional and local scale to see how inequality exists in the world. Students can understand the concept of development and appreciate different definitions of development. They can understand that development occurs at different rates and times in different countries and identify reasons for poverty. They further develop understanding of the concept of sustainability, investigating sustainable development goals.	Teacher uses different strategies during discussion and tasks to assess students' understanding of the subject. Students will be completing a knowledge test, assessing their knowledge and understanding of the topic. They will also answer a series of enquiry questions and apply their knowledge and skills learnt throughout the unit.
Should Brazil exploit the rainforest?	Students will be introduced to the case study of Brazil. Students will study the location, climate and unique animal and plant adaptations that make the rainforest so unique. Students will consider the goods and services that the rainforest can provide to indigenous people and people around the world. Students will then conclude if Brazil should use the rainforest resources to further their economy or whether the environmental damage is too great and instead conservation should be concentrated on for eco-tourism.	Students demonstrate a sophisticated understanding of inequality at global, regional and local scales, making clear connections between places and the factors that create and sustain inequalities. They use evidence to compare different perspectives and evaluate the impacts of inequality on people and environments. Students explain the local, national and global importance of the Amazon Rainforest, considering its role in biodiversity, climate regulation, carbon storage, indigenous communities and economic development. They understand how changes within Brazil can have consequences across the world. Students critically evaluate the competing demands of economic development and environmental conservation in Brazil. They use geographical evidence to construct well-reasoned arguments, assess the advantages and disadvantages of deforestation and conservation, and justify their own viewpoint on how the rainforest should be managed to achieve a sustainable future.	Teacher uses different strategies during discussion and tasks to assess students' understanding of the subject. Students will be completing a knowledge test, assessing their knowledge and understanding of the topic. They will also answer a series of enquiry questions and apply their knowledge and skills learnt throughout the unit.

History

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
How did Russia become the world's first communist state?	Students will assess the changes introduced as a result of the Russian Revolution. They will study Russia before 1917, the events of the Revolution, and life in Russia after 1917. By the end of the unit, students will evaluate the extent to which the Revolution brought about change in Russian society. They will also develop their understanding of conflict and competing ideologies, such as communism. In addition, students will further develop key historical skills, including analysis and an understanding of causation.	Students will have the ability to construct a descriptive narrative about the events of the revolution and can form a developed judgement on the factors influencing key events and turning points. Students can explain the changes caused by the Russian Revolution and be able to assess how far the revolution brought about change in Russia and for people living at the time.	Teachers will use formative assessment during lessons to monitor and assess students' knowledge and understanding. Students will also complete an extended writing task in response to the main enquiry questions.
The First World War: Why did people go to war in 1914? What were the experiences of people during WW1?	Students will develop a secure understanding of the causes of the First World War. They will investigate different interpretations of trench warfare and consider how historians have portrayed soldiers' experiences. Students will gain knowledge of the so-called 'forgotten' armies, including the contributions of soldiers from across the British Empire, such as West Indian and Indian troops. This will build on prior ethical discussions about diversity within the Empire. Students will also study key events of the war, including major battles and turning points, such as the bloodiest battle and the reasons for the USA's entry into the conflict. Finally, they will explore how and why the war ended and examine how the terms of the peace settlement contributed to the outbreak of the Second World War two decades later.	Students will have the ability to construct a descriptive narrative about the causes and events of the war and can form a developed judgement on the factors influencing key events and turning points. Students can explain how the 'forgotten soldiers' such as Indian, Chinese labour corps or Algerian troops experienced the Western Front. Students can explain reasons why the USA joined the war and what impact they had on the events of the war. Students can explain the impact of the war on countries and especially how Germany was affected by the signing of the Treaty of Versailles.	Teachers will use formative assessment in lessons to assess students' knowledge and understanding. Students will complete a knowledge test and 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?
Fractions, Decimals & Percentages Area, Volume, 3D Standard Form Fractions, Decimals & Percentages (Calc) Form & Solve Equations Angles and Similarity & Congruence	Use standard units of mass, length, time, money and other measures, including with decimal quantities. Round numbers and measures to an appropriate degree of accuracy. Use approximation through rounding to estimate answers and calculate possible resulting errors expressed using inequality notation $a<x\leq b$. Solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics. Use a calculator and other technologies to calculate results accurately and then interpret them appropriately. Solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics. Form and solve algebraic equations to find the missing value. Identify interior and exterior angles in polygons. Recognise that similar shapes have sides in proportion to each other but angle sizes are preserved. Understand that for congruent shapes both side lengths and angle sizes are preserved. Understand and use the criteria by which triangles are congruent. Recognise rotational symmetry in shape. Students will learn how to convert between standard form and ordinary numbers. Students will understand why this is an important skill and its applications in science.	Apply fundamentals of fractions, decimals and percentages to solve problems in the context of the wider world. Student's will recall angle facts from previous units of study and use these, alongside their new learning to solve multi-step angle problems. Students will identify if shapes are similar or congruent and prove this by applying a scale factor or using the criteria for congruent shapes. Students will be able to convert between standard form and ordinary numbers for both large and small values. Students will be able to answer questions in context.	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.

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 3: Melodies & Chord Sequences	Students will strengthen their piano skills through learning Paradise by Coldplay. Students will broaden their music theory by understanding a range of note values, pitches, key and time signatures.	Students will confidently perform Paradise, with the melody part in the right hand and accompanying part in the left hand. The performance is fluent and expressive.Students perform 'Paradise' to the class for assessment.	Students theory and Listening and Appraising work is assessed each lesson in their books. End of term performance assessment.
Ukulele Skills 3/Guitar Skills	Students will develop the ability to play secondary chords as well as the primary chords, with an aim to be able to play chord inversions in more challenging musical pieces. Students will develop rhythmic complexity of pieces, moving smoothly from chord to chord whilst keeping to the rhythm.	Students will confidently change between chords whilst maintaining a strumming rhythm. Students give constructive feedback to others on improving their ukulele technique.	End of unit performance assessment. Theory and listening and appraising work assessed formatively through books.

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 passing, receiving, footwork, shooting and movement skills to perform with greater accuracy, consistency and control. I will use changes of speed and direction to create space, lose a defender and support teammates, while applying effective marking and defensive movement under pressure. Solve - I will deepen my understanding of netball rules, positions, tactics and strategies to make effective decisions during games. I will recognise when and where to pass, identify and exploit space, select appropriate attacking and defensive strategies, and adapt my play in response to opponents. Connect- I will communicate and collaborate effectively with my teammates to maintain possession, create scoring opportunities and defend as a unit. I will understand the responsibilities of different positions, support others on and off the ball, and demonstrate leadership and teamwork during practices and competitive games. Feel - I will develop greater confidence, resilience and self-awareness when performing in netball. I will respond positively to success and mistakes, use feedback to improve my performance and reflect on my strengths and areas for development. I will demonstrate effort, determination and a positive attitude during practices and competitive situations.	In every class, every student will develop a positive and meaningful relationship with movement through netball. Excellence will be demonstrated through confident and consistent execution of passing, receiving, footwork, shooting, attacking and defensive skills. Students will make effective decisions under pressure, demonstrate strong positional awareness and contribute positively to team performance through communication, movement and tactical understanding.	Assessment will take place throughout the netball unit using formative and summative methods. Students will be assessed on their passing, receiving, footwork, movement, shooting and defensive skills, with a focus on accuracy, control and consistency under pressure. They will also be assessed on positional awareness, tactical decision-making, communication, teamwork and their ability to apply the rules and strategies of netball effectively during conditioned and competitive games.

Football	Move - I will refine my passing, receiving, dribbling, shooting and movement skills to perform with greater accuracy, consistency and control. I will use changes of speed and direction, effective positioning and movement on and off the ball to create space, support teammates and respond effectively in attacking and defensive situations. Solve - I will deepen my understanding of football rules, positions, tactics and strategies to make effective decisions during games. I will recognise when to pass, dribble or shoot, identify and exploit space, and adapt my positioning and decision-making in response to teammates and opponents. Connect - I will communicate and collaborate effectively with my teammates to maintain possession, create scoring opportunities and defend as a team. I will understand different positional responsibilities, support teammates on and off the ball, and demonstrate leadership and teamwork during practices and competitive games. Feel - I will develop greater confidence, resilience and self-awareness when performing in football. I will respond positively to success and mistakes, use feedback to improve my performance and reflect on my strengths and areas for development. I will demonstrate effort, determination and a positive attitude during practices and competitive situations.	In every class, every student will develop a positive and meaningful relationship with movement through football. Excellence will be demonstrated through confident and consistent execution of passing, receiving, dribbling, shooting and defensive skills. Students will make effective decisions under pressure, demonstrate strong positional and spatial awareness, and contribute positively to team performance through communication, movement and tactical understanding.	Assessment will take place throughout the football unit using formative and summative methods. Students will be assessed on their passing, receiving, dribbling, shooting, defending and movement skills, with a focus on accuracy, control and consistency under pressure. They will also be assessed on positional awareness, tactical decision-making, communication, teamwork and their ability to apply the rules and strategies of football effectively during conditioned and competitive games.
Badminton	Move - I will refine my footwork, court movement and racket skills to perform with greater accuracy, consistency and control. I will move efficiently around the court, recover to an effective position after each shot and use a range of serves, clears, drops, drives and smashes under pressure.	In every class, every student will develop a positive and meaningful relationship with movement through badminton. Excellence will be demonstrated through confident and consistent execution	Assessment will take place throughout the badminton unit using formative and summative methods. Students will be assessed on their serving, clears, drops, drives, smashes, footwork and court movement, with a focus on accuracy,

	Solve - I will deepen my understanding of badminton rules, scoring, tactics and strategies to make effective decisions during rallies. I will select appropriate shots, vary the speed, power and placement of the shuttle, identify my opponent's strengths and weaknesses, and use space effectively to create opportunities to win points. Connect - I will communicate and collaborate effectively when playing doubles, developing an understanding of positioning, rotation and supporting my partner. I will demonstrate respect towards opponents and officials, use feedback to improve my performance and contribute positively during practices and competitive games. Feel - I will develop greater confidence, resilience and self-awareness when performing in badminton. I will remain focused during rallies, respond positively to success and mistakes, and reflect on my strengths and areas for development. I will demonstrate determination and adapt my approach when facing different opponents and challenges.	of a range of badminton shots, effective footwork and strong court positioning. Students will select and vary shots intelligently, exploit space and make effective tactical decisions under pressure in both singles and doubles situations.	control and consistency under pressure. They will also be assessed on shot selection, tactical awareness, positioning, application of rules and their ability to adapt their performance effectively during competitive singles and doubles games.
Trampolining	Move - I will refine my body shapes, jumps, twists, rotations and landing techniques to perform with greater height, control and consistency. I will maintain effective body tension, posture and balance while linking increasingly challenging skills together smoothly. Solve - I will deepen my understanding of trampolining technique, safety and routine construction. I will select and sequence appropriate skills, recognise technical errors and make adjustments to improve the quality, control and fluency of my performance.	In every class, every student will develop a positive and meaningful relationship with movement through trampolining. Excellence will be demonstrated through controlled and consistent execution of increasingly challenging skills, showing good height, body tension, balance and accurate landings. Students will link skills fluently into sequences, demonstrate strong spatial	Assessment will take place throughout the trampolining unit using formative and summative methods. Students will be assessed on their execution of jumps, shapes, rotations, landings and linked skills, with a focus on control, consistency, body tension, height and technique. They will also be assessed on their ability to construct and perform increasingly challenging routines, apply safe practices, analyse performance and use feedback to

	Connect - I will work effectively with others by observing performances, providing constructive feedback and supporting others during practices. I will use feedback from teachers and peers to refine my technique and take greater responsibility for maintaining a safe and positive learning environment. Feel - I will develop greater confidence, resilience and self-awareness when performing increasingly challenging trampolining skills. I will manage nerves and respond positively to mistakes, demonstrating perseverance when developing new skills and reflecting on my strengths and areas for improvement.	awareness and use feedback effectively to analyse and improve their performance while maintaining safe practice.	refine and improve their overall performance.
Handball	Move - I will refine my passing, receiving, dribbling, shooting and movement skills to perform with greater accuracy, consistency and control. I will use changes of speed and direction, effective footwork and movement on and off the ball to create space, support teammates and defend effectively. Solve - I will deepen my understanding of handball rules, positions, tactics and strategies to make effective decisions during games. I will recognise when to pass, dribble or shoot, identify and exploit space, and adapt my attacking and defensive play in response to opponents. Connect - I will communicate and collaborate effectively with my teammates to maintain possession, create scoring opportunities and defend as a team. I will support the ball carrier, move effectively off the ball and demonstrate leadership and teamwork during practices and competitive games.	In every class, every student will develop a positive and meaningful relationship with movement through handball. Excellence will be demonstrated through confident and consistent execution of passing, receiving, dribbling, shooting and defensive skills. Students will make effective decisions under pressure, demonstrate strong positional and spatial awareness, and contribute positively to team performance through communication, movement and tactical understanding.	Assessment will take place throughout the handball unit using formative and summative methods. Students will be assessed on their passing, receiving, dribbling, shooting, movement and defensive skills, with a focus on accuracy, control and consistency under pressure. They will also be assessed on tactical awareness, positioning, decision-making, communication, teamwork and their ability to apply the rules and strategies of handball effectively during conditioned and competitive games.

	Feel - I will develop greater confidence, resilience and self-awareness when performing in handball. I will remain composed under pressure, respond positively to success and mistakes, and use feedback to improve my performance. I will demonstrate determination and reflect on my strengths and areas for development.		
Table Tennis	Move - I will refine my serves, forehand and backhand shots, pushes and attacking strokes to perform with greater accuracy, consistency and control. I will use effective footwork and positioning to move efficiently and recover quickly, allowing me to respond effectively during rallies. Solve - I will deepen my understanding of table tennis rules, scoring, tactics and strategies to make effective decisions during games. I will vary the speed, placement, power and spin of my shots, identify my opponent's strengths and weaknesses, and adapt my shot selection to create opportunities to win points. Connect - I will communicate and collaborate effectively when participating in practices and doubles games. I will demonstrate respect towards opponents and officials, provide constructive feedback to others and use feedback to improve my own technique, tactics and overall performance. Feel - I will develop greater confidence, resilience and self-awareness when performing in table tennis. I will remain focused during extended rallies and competitive situations, respond positively to mistakes and reflect on my strengths and areas for development. I will demonstrate determination when facing different opponents and challenges.	In every class, every student will develop a positive and meaningful relationship with movement through table tennis. Excellence will be demonstrated through confident and consistent execution of a range of serves, forehand and backhand shots, with effective footwork and positioning. Students will vary placement, speed and spin intelligently, maintain controlled rallies and make effective tactical decisions under pressure.	Assessment will take place throughout the table tennis unit using formative and summative methods. Students will be assessed on their serving, forehand and backhand techniques, attacking and defensive shots, footwork and positioning, with a focus on accuracy, control and consistency under pressure. They will also be assessed on shot selection, tactical awareness, application of rules and their ability to adapt their performance effectively during competitive games.

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 Ethics; How Should we live?	Throughout this topic, students develop the skills to apply religious teachings from Christianity and Islam to real-life ethical issues. They learn to compare different moral approaches, such as Just War theory and pacifism, and explain how these can lead people to make different decisions. Students explore how beliefs, values and worldviews influence the choices people make, and consider the impact of culture, law and personal experience on moral decision-making. They also develop the ability to discuss ethical questions from different perspectives and construct reasoned arguments that are supported with evidence and examples. Through these skills, students become more confident in analysing complex moral issues and understanding why people may disagree about the right course of action.	Excellence in this topic is shown when students can clearly explain how Christian and Islamic teachings influence moral decisions. They can compare different views, such as Just War theory and pacifism, and explain why people may reach different conclusions about ethical issues. Students use evidence to support their ideas, consider more than one viewpoint, and give clear reasons for their opinions. Their work is thoughtful, accurate and demonstrates a strong understanding of how beliefs can shape the way people live.	Students will be tested using multiple choice knowledge quizzes, longer written assessments and homework assignments.

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 explore ways to manage emotions, build self-esteem, and take responsibility for their health and wellbeing. They will learn about healthy relationships, including respect, consent, trust, boundaries, and positive communication online and offline.	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?
Forces and motion	Students will learn how to draw and interpret graphs about motion. We will develop how we analyse and evaluate and how we use 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.
Important chemical processes	Students will learn about some important chemical processes such as combustion, oxidation and reduction. We will develop how we analyse and evaluate and how we use 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.
Sound	Students will learn about the nature of sound and its applications We will develop how we analyse and evaluate and how we use 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.
Gas exchange	We will learn how gas exchange happens in the lungs, how embryo development can be affected by lifestyle choices. We will develop our experimental skills.	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.
Heat and temperature	We will learn about the transfer of thermal energy through solids, fluids and a vacuum. We will develop our experimental skills.	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.
Machines	We will learn about the physics of simple machines. We will develop our experimental skills.	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?
Describing a past holiday	We will begin to use the preterite past tense in the context of saying where we go on holiday. Students will learn how to form opinions in the past tense and extend their sentences by giving reasons for their opinions.	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 will be able to work independently and produce extended pieces of work both orally and in written work without using the support structures given to them in class. Students will have accurate pronunciation and will be able to answer questions on known topics fluently. They will also be able to adapt their knowledge to unknown answers. They will always try their best and take pride in their work.	Assessments in reading, listening and writing.
Activities on a past holiday	Students are revising three key irregular verbs in the past tense in order to discuss what they did on holiday. They will be able to link this with their previous learning in order to produce a well developed response to the question 'describe a past holiday'.	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 will be able to work independently and produce extended pieces of work both orally and in written work without using the support structures given to them in class. Students will have accurate pronunciation and will be able to answer questions on known topics fluently. They will also be able to adapt their knowledge to unknown answers. They will always try their best and take pride in their work.	Assessments in reading, listening and speaking.

Tutor

What are we learning?	What knowledge, understanding and skills will we gain?	What will excellence look like?	How will this be assessed?
Students will understand the importance of focus for learning and success. They will identify distractions and explore practical strategies to manage them. The unit develops concentration, self-awareness, and self-regulation, while examining environment, mindset, and digital habits. Students will develop responsibility, resilience, respect, and self-discipline, while building aspirations and confidence to achieve their goals.	Students will explore focus, distraction and how attention works. They will examine how sleep, motivation, digital devices and multitasking affect concentration, learning, relationships and wellbeing. Students will develop self-control and prioritisation skills while practising practical strategies, including mindfulness, task management, time blocking, active listening and creating distraction-free environments.	By the end of the unit, students will apply strategies to maintain focus, recognise and manage distractions, and adapt when challenges arise. Through reflection, they will identify personal patterns and strengthen self-regulation. Students will demonstrate persistence, responsibility and self-control while staying on task during individual and group activities.	Students will be assessed through observations of group activities and focus simulations. Written reflections and personal Focus Action Plans will demonstrate individual progress and self-awareness. Peer feedback will support collaboration and accountability, while journals or checklists will encourage self-assessment, reflection on growth, and identification of areas for further improvement.
By completing the Step Ahead Careers Workbook, students will explore their interests, strengths and future aspirations. They will develop a greater understanding of career pathways, education and employment opportunities, and the skills employers value. Students will also build confidence in setting goals, making informed decisions and planning their next steps.	Students will develop skills in identifying strengths, interests and transferable abilities. They will gain knowledge of different career pathways, workplace expectations and employability skills. Students will improve their understanding of goal setting, decision-making and future planning, while developing confidence, self-awareness, communication and organisation skills to support their career choices.	Excellence will look like students confidently identifying their strengths, interests and career goals. They will demonstrate a clear understanding of different pathways and employability skills, complete workbook activities thoughtfully, and make informed decisions about their future. Students will set realistic goals, reflect meaningfully and show independence, organisation and enthusiasm.	Students will be assessed through the completion of workbook tasks, demonstrating their understanding of careers, strengths, skills and future pathways. Teachers will monitor engagement, effort and participation throughout the workbook. Students will also be assessed on the quality of their reflections, goal setting, decision-making and ability to apply learning to their future plans.