

# HITCHIN BOYS' SCHOOL

## Year 8 Curriculum Maps

This document outlines the curriculum that each subject will aim to cover each term. Each subject has provided an overall learning focus with a more detailed outline of how learning will take place, through the content that will be taught and the skills that will be learnt and reinforced. The learning of each student is then assessed. The intended assessments are outlined by each department in their curriculum maps below. Across all subjects there will be a range of summative and formative assessments that ensure our intended Year 8 curriculum at Hitchin Boys' School is assessed in a balanced and fair manner to all. Further details on how each subject will assess students can be found in our Assessment and Feedback Policy found [here](#).

The content and assessments outlined in this document link closely to how teacher's judge progress throughout the academic year. The two Year 8 reports that are sent home during the year, provide a judgement, from each subject teacher, as to the extent of learning that has taken place. It is important to note that the Department for Education (DfE) do not provide targets for KeyStage 3 (Years 7, 8 and 9) and do not encourage School's to develop their own. Our measure of progress is solely a teacher judgement, based on each student's performance against the taught curriculum and their own prior attainment level. We report on Progress using 4 judgements as follows:

Progress Value	Progress meaning
Exceeded Expectations	The student has made better than expected progress over recent learning, which could include exceeding expectations based on their prior attainment scores or going above and beyond in terms of their depth of learning.
Expected	The student has made the expected level of progress over recent learning, which could include engaging fully with the content delivered in lessons, making a consistently positive contribution to class discussions and/or producing written work of a high quality both in class and for home learning.
Inconsistent	The student has made less than expected progress over recent learning and subsequently their progress is inconsistent. This is a judgement based on how they have performed in their assessments against their prior attainment but also how well they have engaged in class discussions, their willingness to answer questions and the quality of their written work both in class and for home learning.
Significant Concern	The student has made little to no progress over recent learning and subsequently their progress is a concern. This is a judgement based on how they have performed in their assessments against their prior attainment but also how well they have engaged in class discussions, their willingness to answer questions and the quality of their written work both in class and for home learning. It may also reflect the impact poor attendance may have on learning.

## Year 8 Curriculum Maps 2023-24

Subject: **Art and Design**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	<i>Featured Artist: Cezanne</i>	<i>Featured Artist: Matisse/ Leta</i>	<i>Featured Artist: Caulder</i> Science in Art Kinetic Art	<i>Featured Artist: Klimt</i>	<i>Featured Artist: Viktor</i>	<i>Featured Artist: Kandinsky</i> Music in Art Shape and Rhythm Composition
Content and Skills	Written analysis of featured artist Still Life observation Tints and tones Painting- Watercolour	Written analysis of featured artist Paper cut Shape and Space Collage Sculpture	Written analysis of featured artist Wire drawing Design Development Wire sculpture	Written analysis of featured artist Pattern Design Development Painting	Written analysis of featured artist Pattern Design Development Cardboard 3D Relief	Written analysis of featured artist Shape and Rhythm Composition Chalk Pastel
Assessment	Tonal Drawing Acrylic Painting	Paper Cut Composition Collage	Kinetic Sculpture	Watercolour Painting	Embossed Relief	Chalk Pastel Composition

[illegible]

## Subject: Design and Technology

	Modernist Architecture	Mobile phone holder	Food Preparation and Nutrition
Content	<p>Conducting primary and secondary research into different aspects of buildings and Modernism.</p> <p>Developing the key skills of technical drawing and modelling ideas.</p> <p>Students will analyse the constraints and possibilities of the challenge and write their own brief for the unit, setting requirements that need to be met which will later be used for students to assess their success against.</p> <p>Their brief will then be used to investigate several possible avenues of research to then draw inspiration from.</p> <p>Technical drawing and CAD skills will then be used to iterate and refine students' ideas into concepts.</p> <p>A final concept will be chosen and then a scale block model produced to illustrate their idea from foam board.</p> <p>In groups students will then present their final concepts to each other and self-assess their success in this unit against the brief/specification they generated at the start of the project.</p>	<p>To learn what the term flat pack means and how to design a product that can be flat packed and assembled for a chosen client.</p> <p>To learn how to create a client profile and to use this to formulate a design brief and specification.</p> <p>To learn how technical drawing and CAD skills will then be used to iterate and refine students' ideas into concepts.</p> <p>How to plan a design using modelling/prototyping for laser cutting</p> <p>How to use CAD/CAM to laser cut parts for a successful design.</p> <p>How to assemble, test and review an outcome.</p>	<p>The aim is for students to focus on practical skills. Develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials/ingredients.</p> <p>The students gain confidence to help with family dinners and snacks to make them healthier.</p>
Skills	<p><b>Research skills:</b> Using a range of primary and secondary research techniques.</p> <p><b>Design skills:</b> Sketching, shading and annotating of design ideas to communicate clearly to others.</p> <p>Use of technical drawing techniques used by professional Architects.</p> <p>Developing use of CAD (digital 3d design) skills through Autodesk Tinkercad program.</p> <p><b>Making skills:</b> Focussing on developing modelling skills resulting in a high quality outcome.</p>	<p><b>Research skills:</b> Research how flatpack designs work, create a visual representation of trends suitable for chosen users. Undertake an interview with a potential client.</p> <p><b>Design skills</b> Sketching, shading and annotating of design ideas to communicate clearly to others. Use of 'techsoft 2d design' and 'Tinkercad' to create 2d and 3d virtual models.</p> <p><b>Making skills:</b> Use of CAD/CAM to create a functioning product to an expected level of accuracy.</p>	<p><b>Skills and techniques:</b></p> <p>Identify Hazards, use the knife correctly - Bridge hold and claw grip.</p> <p>Understand the all in one method in cake making and the cooking method.</p> <p>Baking portion and temperature control. Use of the electric hand whisk. Melting method using the hob. Skills in combining, chilling and decorating and using alternative healthier ingredients. Awareness of bacteria- cross contamination.</p> <p>Knife skills, using the oven and wrapping Tortillas.</p> <p>Use knowledge and understanding of the Eatwell Guide, to introduce combining hob ingredients together. Reducing stock into Risotto rice. Using a high-risk food product - Chicken. Using knowledge and understanding. Cross contamination - coloured boards. Knowledge of environmental and sustainability issues.</p>
Assessment	<p>1. Mid unit assessment of research/design work, self, peer and teacher assessed</p> <p>2. End of topic test using self-marking google form.</p> <p>3. End of topic self/peer/teacher assessment of practical outcome using set descriptors.</p>	<p>1. Mid unit assessment of design work, self, peer and teacher assessed using feedback sheet.</p> <p>2. End of topic test using self-marking google form.</p> <p>3. End of topic self/peer/teacher assessment of practical outcome using set descriptors.</p>	<p>1. Use knowledge and skills to prepare and cook dishes of your own choice. Teacher assessment of practical and written work. Evaluate.</p> <p>2. End of topic/ rotation test Google form.</p> <p>Written work/theory marked with feedback.</p>

Subject: **Drama**

	Rotation 1	Rotation 2	Rotation 3
Content	<p>The Terrible fate of Humpty Dumpty</p> <p>This unit allows students to explore a scripted text about the perils of peer pressure and bullying. It is non-linear in structure with plenty of opportunity for students to create their own scenes based on the themes and scenarios in the play.</p>	<p>Crime and Punishment</p> <p>This issue-based unit encourages students to explore the dangers of carrying knives and the many different lives that are affected when someone uses a knife.</p>	<p>Darkwood Manor</p> <p>This unit develops students' storytelling abilities and encourages them to elements of Drama and the Drama medium in order to create tension and build believable characters.</p>
Skills	<p>Improvisation</p> <p>Freeze frame</p> <p>Thoughts aloud</p> <p>Script work</p> <p>Split scene</p> <p>Multi-role</p> <p>Conscience alley</p> <p>Flashback</p> <p>Status</p> <p>Subtext</p> <p>Atmosphere</p>	<p>Character motivation</p> <p>Freeze frame</p> <p>Spontaneous improvisation</p> <p>Rehearsed improvisation</p> <p>Whole class improvisation</p> <p>Non-verbal communication</p> <p>Teacher in Role</p> <p>Marking the moment</p>	<p>Tension</p> <p>Atmosphere</p> <p>Mystery scripts</p> <p>Voice work</p> <p>Storytelling</p> <p>Flashback</p> <p>Character development</p> <p>Rehearsed improvisation</p> <p>Performance skills</p> <p>Physical theatre</p> <p>Essence machines</p> <p>Thought tracking</p>
Assessment	<p>Creating and performing a piece of Theatre in Education (TiE) for a target audience of Year 6 students on the perils of bullying.</p> <p>Responding orally to their own and others' work and completing a short written quiz on Google Forms.</p>	<p>Creating and performing an 'infomercial' – a commercial or documentary advertisement – targeted at their own age group, designed to discourage young people from carrying knives.</p> <p>Responding orally to their own and others' work and completing a short written quiz on Google Forms.</p>	<p>Creating and performing: Show what happens next at Darkwood Manor through practical performance.</p> <p>Responding: orally to their own and others' work and completing a short written quiz on Google Forms.</p>

Subject: **English**

Theme: *Relationships with reality*

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Voices of Lost Love		Fantasy and The Gothic		Silenced Voices	
		Stories from antiquity	Shakespeare: <i>Romeo and Juliet</i>	Film Studies: Constructed realities	<b>Novel Study:</b> “We make up horrors to help us cope with the real ones.”	Novel study: Masculinity	Poetry & Non-Fiction Texts
Content		Cultural capital lies at the heart of this unit, which begins a year of GCSE preparation by introducing pupils to the classics which underpin a deeper appreciation of Shakespeare and poetry.	Shakespeare’s play explores themes of love, relationships, power and conflict. Pupils build an analysis of this tragedy upon the foundations of their prior study of the classics.	<i>Edward Scissorhands</i> is selected as a modern Gothic text through which pupils can explore and consider themes of conformity, appearances vs reality, individuality and being an outsider.	This unit builds on pupils’ prior film study by turning their attention to the past. Through a range of 19th century novel extracts, articles and original materials, pupils develop an appreciation of the challenges of life in the Victorian era.	Pupils study Robert Cormier’s <i>Heroes</i> developing contextual knowledge that enriches the study of the novel’s themes of war and heroism; appearances and disguise; loneliness and isolation; guilt and forgiveness.	War poetry from different cultures. Poems written during and shortly after World War I which highlight a variety of themes. Some describe the horrors of the battlefield, some express patriotic feelings or heroism, others the pity of the waste of lives
Skills		Writing - Fiction  Write a short narrative or descriptive piece.	Reading - Literature  Analysis of a short extract and the text as a whole on a given theme.	Reading - Literature  Complete essay on a clip and the text as a whole, on a given theme.	Writing - Non Fiction  Written non-fiction article on a given aspect of 19th Century Britain.	Reading - Literature  Complete essay on an extract and the text as a whole, on a given theme.	Reading/Spoken Language  Presentation comparing an unseen poem with a poem of choice.

Subject: **Geography**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Content</b>	<p>One Planet, Many People</p> <p>How are populations changing?</p> <p>How can we describe the structure of a population?</p> <p>Can we control population size?</p> <p>Why does Japan have an ageing population and what are the solutions?</p> <p>Why do people migrate and where do they migrate to?</p> <p>What is a refugee and how is Europe responding?</p> <p>What is urbanisation?</p> <p>What is development?</p> <p>How is money spread around the world?</p> <p>How can development change over time?</p> <p>Why do people live in poverty?</p> <p>How do countries and organisations support development?</p>	<p>How does Weather and Climate affect us?</p> <p>What is weather and how is it measured?</p> <p>What is climate and how is it presented?</p> <p>How does climate vary across the world?</p> <p>What are clouds and why does it rain?</p> <p>What is an air mass and how do they vary?</p> <p>What is air pressure and how does it affect our weather?</p> <p>What is the climate like in Britain and why?</p> <p>What are tropical storms and how do they vary?</p> <p>How does urbanisation affect climate and drainage?</p> <p>How does urbanisation increase the risk of flooding?</p> <p>Is extreme weather on the rise?</p> <p>How do floods threaten lives in Asia and how can this be managed?</p>	<p>Global Issues</p> <p>What is climate change?</p> <p>Is my carbon footprint a problem?</p> <p>How will climate change affect us?</p> <p>What is the plastic problem?</p> <p>Why are we losing biodiversity?</p> <p>What is polluting our air?</p> <p>What is conflict?</p> <p>Why are we so dependent on oil?</p> <p>How can we use natural resources sustainably?</p> <p>What is a global health issue?</p> <p>How is urbanisation changing lives in Karnataka, India?</p> <p>What is the future of our planet? What can we do?</p>
<b>Skills</b>	<p>Cartographic skills</p> <p>Using Google maps to navigate and examine unfamiliar environments.</p> <p>Graphical Skills</p> <p>Drawing population pyramids and line graphs.</p> <p>Using Google sheets to create line graphs, pie charts and choropleth maps.</p> <p>Interpreting proportional circles (Gapminder), choropleth maps and flow lines.</p> <p>Other</p> <p>Interpretation of photographs.</p> <p>Numeracy skills – percentages and fractions</p>	<p>Cartographic skills</p> <p>Interpreting weather maps</p> <p>Use of school map to identify appropriate sites for a school microclimate investigation</p> <p>Graphical skills</p> <p>Drawing, interpreting, and comparing climate graphs and hydrographs.</p> <p>Interpreting choropleth maps. Ability to select suitable graphs to present microclimate data.</p> <p>Other</p> <p>Interpretation of photographs.</p> <p>Units of weather measurements</p> <p>Weather report writing.</p> <p>Numeracy skills – averages and ranges.</p>	<p>Cartographic skills</p> <p>Use of aerial images to examine changes over time.</p> <p>Graphical skills</p> <p>Drawing and interpreting choropleth maps and line graphs.</p> <p>Using Google sheets to create a bar graph.</p> <p>Other</p> <p>Interpretation of photographs.</p> <p>Calculating carbon footprint.</p> <p>Creating spider diagrams</p> <p>Creating and interpreting cartoons.</p> <p>Creating a word cloud.</p>
<b>Assessment</b>	<p>1. Extended written piece completed in the classroom on China's one child policy. Students will need to balance their argument.</p> <p>2. End of topic test on a combination of geographical knowledge and skills requiring the use of PEEL paragraphs, completed in class</p>	<p>1. Extended written piece completed at home with a criterion to show the journey of a raindrop in the water cycle</p> <p>2. Mid Unit Google form assessment including a range of questions from multi choice to a 6-mark question on weather and climate in the UK.</p> <p>3. An extended writing piece to be completed in the classroom which compares the severity of tropical storms.</p>	<p>1. Extended written piece completed at home on the impacts of climate change.</p> <p>2. End of topic test on a combination of geographical knowledge and skills requiring the use of PEEL paragraphs, completed in class</p>



Subject: **History**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	<p>The Tudors</p> <p><b>“Why did the Tudors take England on a religious rollercoaster?”</b></p> <ul style="list-style-type: none"> <li>- How did the Tudor dynasty begin?</li> <li>- Was Henry VIII greedy or in love?</li> <li>- Did Henry's successors live up to their family name?</li> <li>- What went on in the lives of Black Tudors?</li> </ul>	<p>The Stuarts</p> <p><b>“Why did the English go to war with each other?”</b></p> <ul style="list-style-type: none"> <li>- How did the Stuart dynasty begin?</li> <li>- Why did Charles I declare war on his own country?</li> <li>- Was Cromwell just as bad as Charles?</li> <li>- Why are we not a republic to this day?</li> <li>- Meanwhile elsewhere...</li> </ul>	<p>The Industrial Revolution</p> <p><b>“How did Britain become the workshop of the world?”</b></p> <ul style="list-style-type: none"> <li>- Why was there a revolution in Britain?</li> <li>- What was it like in the workshop of the world?</li> <li>- How did life change for workers after the revolution?</li> <li>- Meanwhile, elsewhere...</li> </ul>	<p>The Transatlantic Slave Trade</p> <p><b>“Why was the slave trade allowed to continue for so long?”</b></p> <ul style="list-style-type: none"> <li>- Why were humans being traded like cargo?</li> <li>- What was life like for enslaved people?</li> <li>- How did slavery come to an end?</li> <li>- Meanwhile elsewhere...</li> </ul>	<p>The British Empire</p> <p><b>“Is the British Empire something to be proud of?”</b></p> <ul style="list-style-type: none"> <li>- How did Britain build an empire?</li> <li>- How did different countries experience British rule?</li> <li>- What is Britain's relationship with the Commonwealth like today?</li> <li>- Meanwhile, elsewhere...</li> </ul>	<p><b>TBC on review of recent changes</b></p>
Skills	<p><b>Conceptual focus</b></p> <p><i>Change; continuity; similarity; contrast; significance; interpretations; evidence (primary &amp; secondary)</i></p> <p><b>Skills focus</b></p> <p><i>Chronological thinking; comprehension; analysis; interpretation; research; analysis; judgement</i></p>					
Assessment	<p>Mid term test, consisting of a google form quiz and a hand written exam style question on the content of the half term. Completed in class.</p>	<p>End of term google form on the content of the half term. Multiple choice and a PEEL paragraph.</p>	<p>Mid term test, consisting of a google form quiz and a hand written exam style question on the content of the half term. Completed in class.</p>	<p>End of term google form on the content of the half term. Multiple choice and a PEEL paragraph.</p>	<p>End of year test, consisting of a google form quiz and a hand written exam style question on the content of the year. Completed in class.</p>	<p>Final term google form on the content of the half term. Multiple choice and a PEEL paragraph.</p>



# Subject: Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Written Methods Recap Prime Factorisation Rounding and Approximation	Proportion Ratio Maps	Fractions, Decimals, Percentages Percentage Multipliers Representing and Interpreting Data	Simplifying expressions, expanding brackets Solving linear equations Sequences	Graphing relationships Geometry recap Circle formulas	Volume and surface area of prisms Converting units of area and volume Congruence and Similarity Summer projects
Skills	<p>Use non-calculator methods to calculate the sum, difference, product and quotient of positive and negative integers, decimals and fractions (including mixed numbers) Calculate a fraction and percentage of a quantity</p> <p>Express a whole number as a product of its prime factors Find the highest common factor and lowest common multiple of a whole number or algebraic term using its prime factorisation.</p> <p>Round numbers to the nearest ten, hundred etc. Round numbers using decimal place value and significant figures Approximate calculations by rounding to 1 significant figure</p>	<p>Understand that a proportionate relationship describes something that has a relative size or amount to something else Solve simple proportion problems including recipes and best buy scenarios</p> <p>Understand that ratio is the comparison of two quantities, or the relationship of one similar quantity to another. Find the ratio of quantities in the form a:b Interpret a ratio as a fraction of the whole Simplify ratios in the form a:b Simplify in the form 1:n or n:1</p> <p>Solve simple ratio problems using the unit rate Solve simple ratio problems, including conversions Express the division of a quantity into two parts as a ratio Split a quantity into two parts given the ratio of the parts Calculate one quantity from another, given the ratio of two quantities</p> <p>Construct and interpret scale drawings Reading a compass, using latitude/longitude and grid references Use the scale of a map Interpret and construct bearings</p> <p>Draw diagrams from written descriptions. Use the standard convention for labelling and referring to the sides and angles of a triangle eg. AB, angle ABC</p>	<p>Express a simple fraction as a terminating decimal or vice versa without a calculator Express a simple fraction as a recurring decimal or vice versa without a calculator (pattern spotting, not algebraic) Convert between terminating decimals and percentages Order integers, fractions, decimals and percentages Use <math>&lt;</math>, <math>&gt;</math>, <math>\leq</math>, <math>\geq</math>, <math>=</math>, <math>\neq</math>. Express one quantity as a percentage of another, with or without a calculator Calculate and compare percentages of quantities</p> <p>Express percentage change as a fractional and decimal multiplier Increase or decrease a quantity by a simple percentage using multiplier Simple interest problems Simple original value problems Find percentage change using multiplier Calculate values after repeated percentage change</p> <p>Categorise data by type (discrete, continuous, primary, secondary, quantitative, qualitative) Understand what makes a good survey/data table. Design tables to classify data (recap tally chart and frequency table)</p> <p>Interpret and construct composite bar charts, time series, cumulative frequency curves and pie charts</p> <p>Calculate summary statistics from grouped and ungrouped data</p>	<p>Substitute positive numbers into simple expressions and formulae to find the value of the subject. Simplify algebraic expressions by collecting like terms. Include negative and fractional coefficients Simplify algebraic expressions by multiplying a single term over a bracket. Further practise of expanding single brackets and simplifying expressions Writing simple algebraic expressions to show quotients and products (don't include powers) Formulate simple formulae and expressions from real world contexts.</p> <p>Interpret, where appropriate, simple expressions as functions with inputs and outputs. e.g. <math>y = 2x + 3</math> as function machines Interpret the reverse process as the 'inverse function'. Solve linear equations in one unknown algebraically including expanding brackets "Set up and solve linear equations in mathematical and non-mathematical contexts, including those with the unknown on both sides of the equation. e.g. Solve <math>5(x - 1) = 4 - x</math>. Interpret solutions in context"</p> <p>Generate a sequence by spotting a pattern or using a term-to-term rule given algebraically or in words. Generate a sequence from a formula for the nth term. Find a position-to-term rule for simple arithmetic sequences, Find a formula for the nth term of an arithmetic sequence with negative common difference</p>	<p>Generate a table of values to plot graphs of linear and quadratic functions Find and interpret the gradient and intercept of straight lines, graphically and using <math>y = mx + c</math>. Use the form <math>y = mx + c</math> to find and sketch equations of straight lines. Use a graph to find the approximate solution of a linear equation. Use a graph to find the approximate solution of a more complex equations. Construct and interpret graphs in real-world contexts. e.g. money conversion, temperature conversion</p> <p>Recap properties of 2D shapes including formulas for finding perimeter and area of rectangles, triangles, parallelograms and trapeziums.</p> <p>Recap angle rules including those on parallel lines</p> <p>Understand and use the terms centre, radius, chord, diameter and circumference. Use compasses to construct circles. Know and apply the formula to calculate the circumference of a circle. Know and apply the formula to calculate the area of a circle. Apply area formulae in calculations involving the area of composite 2D shapes.</p>	<p>Recognise the terms face, surface, edge, and vertex, cube, cuboid, prism, cylinder. Draw and interpret nets of 3D shapes Calculate the surface area Of cuboids and other right prisms Calculate the surface area and volume of cylinders</p> <p>Use and convert standard units of measurement for length, capacity, mass. Include non metric conversions, given conversion rate Use and convert standard units of measurement for area Use and convert standard units of measurement for volume</p> <p>Use the terms acute, obtuse, right and reflex angles. Use the standard conventions for labelling and referring to the sides and angles of triangles. Label diagrams from written descriptions as required by questions Use a ruler and protractors to construct and measure straight lines and angles Draw/Construct diagrams from written descriptions as required by questions</p> <p>Identify congruent triangles. Prove that two triangles are congruent using the cases (SSS,ASA,SAS,RHS) Identify similar triangles Prove that two triangles are similar Compare lengths using scale factors</p> <p>Apply similarity to calculate unknown lengths in similar figures</p>

<b>Assessment</b>	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics  Term 1 Assessment (mid – end of Nov) Written assessment covering the content in Autumn term 1 and 2.	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics  Term 2 Assessment (end of half term) Written assessment covering the content in Autumn and Spring term.	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics  Term 3 Assessment (mid-end of May) 2 x Written assessment covering the content in year 7 and 8	Online end of topic test after 2 topics Vocabulary and recall tests after 2 topics .
-------------------	---	--	---	---	--	--

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Content</b>	<b><i>My identity</i></b> Introducing myself Describing personalities Saying what I do with my friends Talking about my taste in music Describing what I am going to wear	<b><i>My area</i></b> Saying what I like to do and what one can do in town Asking for tourist information Saying what I did in the past	<b><i>My home</i></b> Saying where I would like to live Describing my home Describing my meals Saying what I am going to do in the future	<b><i>My free time</i></b> Saying what I do on social media Inviting a friend to go out Describing a day out Describing a music event in the past	<b><i>My health</i></b> Saying where it hurts (body parts) Giving advice to stay healthy Describing my healthy and unhealthy habits Making plans to get fit in the future	<b><i>My ambitions</i></b> Talking about my ambitions and future career plans Talking about holidays Imagining adventure holidays
<b>Skills</b>	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Adjectival agreement Intensifiers (very, quite, a little) Si clause + weather Present tense Near future tense	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Opinion + infinitive On peut + infinitive Question words Perfect tense with AVOIR and ÊTRE Opinions	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Je voudrais + infinitive Adjectival agreement Prepositions Partitive articles Near future	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Present tense Frequency words ALLER + prepositions Perfect tense with regular and irregular verbs	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> à + definite articles il faut + infinitive Partitive articles Negative structures (ne ...pas, ne ... jamais) Near future	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Opinions (ce serait) Near future Present tense Je voudrais + infinitive
<b>Assessment</b>	<b>Listening &amp; Reading assessment</b>	<b>Writing assessment</b>	<b>Translation assessment</b>	<b>Listening &amp; Reading assessment</b>	<b>Online tasks</b>	<b>Writing</b>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Content</b>	<b><i>My identity</i></b> Introducing myself Describing personalities Describing relationships with my friends Talking about my taste in music Describing what I am going to wear	<b><i>My area</i></b> Saying what I did in town Understanding information about a tourist attraction Saying where I went and how	<b><i>My home</i></b> Describing where I live Describing my home Describing my meals Talking about an event	<b><i>My free time</i></b> Saying what I do on social media Giving my opinion about someone Arranging to go out Describing a day out Describing a music event in the past	<b><i>My health</i></b> Saying where it hurts (body parts) Giving advice to stay healthy Describing my healthy and unhealthy habits Making plans to get fit in the future	<b><i>My ambitions</i></b> Talking about my ambitions and future career plans Talking about holidays Imagining adventure holidays
<b>Skills</b>	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Adjectival agreement Qualifiers (very, quite, a little) Possessive adjectives Reflexive verbs Si clause + weather Present tense Near future tense	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Perfect tense of regular and irregular verbs with AVOIR Perfect tense with ÊTRE Opinions	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Comparative adjectives Prepositions Partitive articles Present, past and future	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Present tense Adjectival agreement Direct object pronouns ALLER + prepositions Near future tense Perfect tense	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> à + definite articles il faut + infinitive Partitive articles Negative structures (ne ...pas, ne ... jamais) Present tense Near future tense	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Opinions (ce serait) Near future Present tense Je voudrais + infinitive
<b>Assessment</b>	<b>Listening &amp; Reading assessment</b>	<b>Writing assessment</b>	<b>Translation assessment</b>	<b>Listening &amp; Reading assessment</b>	<b>Vocabulary Test</b>	<b>Writing</b>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Content</b>	<b><i>My identity</i></b> Introducing myself Describing personalities Learning numbers and saying my age Talking about siblings Saying when my birthday is Talking about my pets	<b><i>My free time</i></b> Saying what I like and dislike to do Describing what I do in my free time Talking about the weather Saying what sports I play and do	<b><i>My school</i></b> Saying what I study at school Giving my opinions about school subjects Describing my school Saying what I do at breaktime	<b><i>My world</i></b> Describing my family Describing hair and eyes Describing where I live	<b><i>My home and town</i></b> Describing where I live Telling the time ordering in a café saying what I am going to do at the weekend	<b><i>My holidays</i></b> Describing a holiday home Describing holiday activities asking for directions Talking about a future holiday
<b>Skills</b>	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> SER and TENER Connectives and intensifiers Adjectival agreement	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Me gusta + infinitive Frequency words Presente tense (-AR verbs) Cuando + weather	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Presente tense (-AR, -ER and -IR verbs) Me gusta + el/la/los/las Adjectival agreement Definite and indefinite articles	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Possessive adjectives SER and TENER Adjectival agreement Intensifiers ESTAR	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Hay/no hay IR + prepositions QUERER Near future tense	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Comparative Superlative Se puede + infinitive Imperative Present tense Near future tense
<b>Assessment</b>	Vocabulary test	<b>Mixed skills assessment</b>  Listening Reading Translation	Writing assessment	<b>Mixed skills assessment</b>  Listening Reading Translation	Vocabulary test	Listening Writing

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Content</b>	<b><i>My identity</i></b> Introducing myself Counting Using the German alphabet Describing my character Asking and answering questions about my belongings	<b><i>My family</i></b> Talking about my pets Talking about family members and age Describing family members Saying when my birthday is	<b><i>My free time</i></b> Talking about the sports I play Describing what I do in my free time Talking about what I do on my phone and computer	<b><i>My school</i></b> Talking about my school subjects Describing my teachers Talking about school facilities and rules	<b><i>My town</i></b> Saying what there is/isn't Saying what souvenirs you want to buy Buying snacks and drinks Talking about school holiday plans	<b><i>My holidays</i></b> Comparing places then and now Talking about what I did on holiday and how I travelled Describing the weather Talking about holidays and problems
<b>Skills</b>	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> German phonics Intro to verbs Possessives	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Plurals Modal verbs Ordinal numbers	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Adverbs Intro to irregular verbs Future tense	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Subordinating conjunctions Prepositions	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Ordering food/buying items Conditional	<b><i>Listening, Reading, Writing &amp; Speaking skills</i></b>  <b><i>Grammatical skills:</i></b> Intro to imperfect Perfect tense (talking about past events)
<b>Assessment</b>	<b>Mixed skills assessment</b>  <b>Listening</b>  <b>Reading</b>  <b>Translation</b>	<b>Writing assessment</b>	<b>Mixed skills assessment</b>  <b>Listening</b>  <b>Reading</b>  <b>Translation</b>	<b>Vocabulary test</b>	<b>Listening</b>  <b>Writing</b>	<b>Mixed skills assessment</b>  <b>Listening</b>  <b>Reading</b>  <b>Translation</b>

Subject: **Music**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	<b>Structure and Melody</b> Students explore a common musical structure used in pop/rock music by listening, performing and composing.	<b>Blues</b> Students learn the context for Blues music; learning about its beginnings in the slave trade and how it has evolved over time. They learn to play a piece of blues music in small groups.	<b>Ukulele</b> Students are taught how to play the ukulele. They develop their individual skills and learn to play as part of a larger group, in time with a backing track.	<b>Film Music</b> Students learn how music is used in film to create a mood and enhance the visual aspect of film.	<b>Salsa</b> Students learn the context for Salsa; where it comes from and what it consists of. They learn to play a piece of salsa music in small groups.	<b>Reggae</b> Students learn the context for Reggae. They study music by Bob Marley and the Wailers and learn to perform a piece in small groups.
Skills	<b>Performing:</b> Performing compositions accurately and in time.  <b>Composing:</b> Working with contrast in an AABA piece. Exploring conjunct and disjunct melodies. Notation: rhythm, pitch and elements combined  <b>Listening/appraising:</b> Appraisal of structures within music, specifically AABA	<b>Performing:</b> Ensemble skills (several parts at once) improvisation  <b>Listening/appraising:</b> Understanding of blues tradition and structure, blues scale Learning about the primary chords	<b>Performing:</b> Learning to play riffs and chords Playing in time with a backing track	<b>Performing:</b> Performance of film music  <b>Composing:</b> Composing their own leitmotifs  <b>Listening/appraising:</b> Analysis of film music Appraisal and evaluation of musical elements in listening work Understanding the importance of leitmotifs	<b>Performing:</b> Learning to play melody, harmony, <i>guajeo</i> , bassline & <i>son clave</i> Performance: ensemble skills (several parts at once) Singing, multiple instruments.  <b>Listening/appraising:</b> Understanding of Salsa Written notation.	<b>Performing:</b> Create a performance of <i>Three Little Birds</i> with attention to style.  <b>Listening/appraising:</b> Understanding basic features of reggae music
Assessment	Composition, performance, written notation	Performance	Performance	Written essay, composition, performance	Performance	Performance

Some units might be delivered in a different order due to the availability of break-out spaces and/or equipment.



Please note the curriculum map and assessment system follows the same pathway from Yr7-9. The objective is to gain greater mastery of the skills and content during each year whilst developing understanding of each activity. Whether this be a greater understanding of the rules, knowledge, or application of skill into a game-based scenario or tactical elements of those curriculum areas.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Groups 1-3: Rugby Group 4 + 5: Basketball, Health Related Education and Indoor Athletics	Groups 4+5: Rugby Group 1-3: Basketball, Health Related Education and Indoor Athletics	Groups 1+2: Hockey Group 3-5: Badminton, Gymnastics and Table Tennis	Groups 3-5: Hockey Group 1+2: Badminton, Gymnastics and Table Tennis	Groups 1+2: Athletics and Cricket Group 3-5: Tennis, Volleyball, Dodgeball	Groups 3-5: Athletics and Cricket Group 1+2: Tennis, Volleyball, Dodgeball
Skills	<b>Rugby – ‘Hands’</b> Passing, tackling, moving, breakdown skills <b>Rugby – ‘Head’</b> Application of skills into game. Knowledge of rules. Understanding of tactics and techniques <b>Rugby ‘Heart’</b> Leadership. Work ethic. Self analysis and goal setting	<b>Basketball/HRE/Indoor athletics – ‘Hands’</b> BB - Movement, passing, running, shooting HRE/Indoor Ath – A variety of disciplines in indoor Track and field. Fitness programme put in place to develop physical ability in gym setting. <b>Basketball/HRE/Indoor athletics – ‘Head’</b> BB – Application of skills into game. Knowledge of rules. Understanding of tactics and techniques. Specifically screening and ‘plays’ in attack and defense. HRE/Ind Ath – Applying techniques into understanding of tactics etc. Developing a knowledge of the body and how to develop their fitness using a training plan. <b>Basketball/HRE/Indoor athletics – ‘Heart’</b> Leadership. Work ethic. Self analysis and goal setting	<b>Hockey – ‘Hands’</b> Passing, tackling, moving, 2v1 skills, hitting, slapping and elimination skills <b>Hockey – ‘Head’</b> Application of skills into game. Knowledge of rules. Understanding of tactics and techniques <b>Hockey ‘Heart’</b> Leadership. Work ethic. Self analysis and goal setting	<b>Badminton/Gymnastics/ Table tennis – ‘Hands’</b> Bad – range of skills required: serving, backhand, forehand, clear, drop shot and smash. Table tennis – Forehand and backhand. Serve. Different types of spin and technique required for each Gymnastics - Core shapes, movement, balance, group work. Leading into more complex balances, leading to a sequence. Flight work and vaulting. <b>Badminton/Gymnastics/ Table tennis – ‘Head’</b> Bad/TT – Application of skills into game. How to move your opponent around. Understand how to highlight your strengths and opponents weakness. Scoring system and core techniques. <b>Badminton/Gymnastics/ Table tennis – ‘Heart’</b> Leadership. Work ethic. Self analysis and goal setting	<b>Athletics and Cricket ‘Hands’</b> Athletics – Full range of track and field events. Focus on transferable skills in throws. Learn the difference between pacing and sprinting. Develop sprint skills and starting technique. Hurdles technique developed. Cricket – Different shots and technique. Defense, drive, sweep, hook. Bowling skills Fielding skills <b>Athletics and Cricket ‘Head’</b> Athletics – tactical understanding of events. Applying into competition Knowledge of body and how to develop this for competition Cricket – develop knowledge of fielding skills and tactics. Bowling awareness of different types, spin or seam. Offside and inside. Knowledge of the different types of cricket and tactics needed for each. <b>Athletics and Cricket ‘Heart’</b> Leadership. Work ethic. Self analysis and goal setting	<b>Tennis/Volleyball/ Dodgeball – ‘Hands’</b> Tennis - range of skills required: serving, backhand, forehand, clear, drop shot and smash. Volleyball – dig, set, smash and how to combine these shots together Dodgeball – throwing, dodge technique, catching and combining these skills. <b>Tennis/Volleyball/ Dodgeball – ‘Head’</b> Tennis/Volleyball/Dodgeball - Application of skills into game. How to move your opponent around. Understand how to highlight your strengths and opponents’ weakness. Scoring system and core techniques. <b>Tennis/Volleyball/ Dodgeball – ‘Heart’</b> Leadership. Work ethic. Self analysis and goal setting
Assessment	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity.	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity.	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity.	Students will complete Assessment for Learning booklet which enables them to evaluate their progress, strengths and weaknesses and set goals for the following term/year. Students will also get a mark out of 25 for each activity.

## Subject: Religious Studies

	Autumn	Spring	Summer
Content	<p><b>Prejudice and Discrimination</b> <i>What is prejudice and discrimination? How does prejudice influence our community?</i></p> <p>What is prejudice and discrimination? Where can we find prejudice in the news? Exploring homophobia Should women be religious leaders? Islamophobia in the UK What does Islam teach about harmony? How are religious believers persecuted for their religion? Exploring MLK Jr's message Challenging racism (Euro 2020) What do religions teach about equality? Would you forgive people who are prejudiced? The School that Tried to End Racism (Channel 4)</p>	<p><b>Can Religion Save the World?</b> <i>Which religious teachings influence our impact on the environment?</i></p> <p>What do Christians believe about the creation of the universe? What do Hindus believe about the creation of the universe? What are the Scientific explanations about the creation of the universe? How do we use and abuse our planet? Why is stewardship an important religious value? Can religion save the environment? Exploring poverty around the world Exploring generosity How do religious believers respond to poverty?</p>	<p><b>Festivals and Pilgrimage</b> <i>How can journeys and celebrations influence religious people today?</i></p> <p>What is a festival? What is a pilgrimage? Islam - Eid. Islam - Hajj. Buddhism - Wesak Buddhism - Pilgrimage sites Christianity - Lourdes and Jerusalem . Christianity - Festivals. Hinduism - Holi/Diwali. Hinduism - Vrindavan/Varanasi. Sikhism - Vaisakhi. Sikhism - Amritstar.</p>
Skills*	<p><b>Develop religious and theological literacy, as well as skills in analysis and evaluation</b></p> <p><b>Human Responsibility and Values</b></p>	<p><b>Develop religious and theological literacy, as well as skills in analysis and evaluation</b></p> <p><b>Human Responsibility and Values</b></p>	<p><b>Develop religious and theological literacy, as well as skills in analysis and evaluation</b></p> <p><b>Beliefs and Practices</b></p>
Assessment	<p>Extended writing piece on the role of women in the Church, evaluating different views from Christianity (completed at home)</p> <p>Google form to assess knowledge and understanding of prejudice and discrimination. Extended writing piece on forgiveness, assessing evaluative skills and using PEEL paragraph structures (completed in class).</p>	<p>Google form to assess knowledge and understanding (completed in class).</p> <p>Paired debate on whether religion can help save world issues, responses given in a PEEL format including reference to religious scripture (completed in class).</p>	<p>Google form to assess knowledge and understanding of festivals and pilgrimages (completed in class).</p> <p>Designing a trip to a pilgrimage site, evaluating the importance of journeys as part of religious practices and traditions (completed at home).</p>

\* The skills incorporated are based on the Herts Agreed Syllabus

Subject: **Science**

	Topic 1	Topic 2	Topic 3	Summer Term
Content	<p><u>Ecosystem processes:</u> Photosynthesis, Aerobic &amp; anaerobic respiration, Adaptations of the leaf, Minerals required for plant growth, Chemosynthesis, Food chains and webs, Human disruption of food web and Ecosystems.</p> <p><u>The Earth:</u> Layers of the Earth and its atmosphere, Igneous, metamorphic and sedimentary rocks, The Rock cycle, Erosion and weathering, The Carbon Cycle and Climate change &amp; Recycling</p> <p><u>Energy:</u> Energy in food, Conduction, convection and radiation, Energy and temperature, Energy transfers and the conservation of energy, Methods of producing electricity, Work done and Energy and power</p>	<p><u>Electricity and Magnetism</u> Static electricity, Current, Potential difference, Series and Parallel circuits, Resistance, Magnets and magnetic fields and Electromagnets and their uses</p> <p><u>Health &amp; Lifestyle</u> Nutrients, Food tests, Unhealthy diets, The digestive system, Bacteria and enzymes in digestion, Drugs, smoking and vaping and Alcohol</p> <p><u>Motion and Pressure</u> Speed, Motion Graphs, Pressure in solids, liquids and gases, Moments and Turning forces</p>	<p><u>Separation</u> Mixtures, Solutions, Factors affecting solubility, Filtration, Evaporation and Distillation and Chromatography</p> <p><u>Adaptation</u> Competition, Adapting to change, Variation, Continuous and discontinuous variation, Inheritance, Natural selection and Extinction</p> <p><u>Microbes</u> Types of disease, Condition for microbes, The immune system, Vaccines, Biotechnology, Temperature and enzymes and Enzymes and washing powder</p> <p><u>The Periodic Table</u> Metals and Non-metals, Groups and Periods, History of the Periodic Table, The Alkali metals, The Halogens and The Noble Gases</p>	<p><u>Space</u> The night sky (planets, moons, and the Earth's location in the Universe), Planets of the solar system, Seasons and the day/night cycle, Phases of the moon and Solar and lunar eclipses</p> <p><u>Metals &amp; Materials</u> Reactions of metals and acid, Reactions of metals and oxygen, Reactions of metals and water, Displacement reactions of metals, Extracting metals, Ceramics, Polymers and Composites</p>
Skills	<p><u>Scientific Attitudes and Investigative Skills</u> Testing leaves for starch Setting up a long-term experiment looking at minerals Modelling types of rock formation and erosion Investigating energy content of different foods Recording data and observations Making and testing hypothesis</p> <p><u>Evaluation, Maths and Measurement</u> Evaluating experimental results - is the data accurate, precise and valid? How can experiments be improved? Measuring temperature and mass accurately. Calculations involving work and power.</p>	<p><u>Scientific Attitudes and Investigative Skills</u> Using ammeters and voltmeters to investigate principles of electricity. Experimenting with magnets and electromagnets Modelling charges in electrical circuits Testing for different food groups Recording data and observations Making and testing hypothesis</p> <p><u>Evaluation, Maths and Measurement</u> Evaluating experimental results - is the data accurate, precise and valid? How can experiments be improved? Measuring distance, time, current and voltage Calculating speed, moments and pressure.</p>	<p><u>Scientific Attitudes and Investigative Skills</u> Using separating techniques including filtration, crystallisation, distillation and chromatography to separate a variety of mixtures Investigate the relationship between temperature and solubility of a solute. Investigating the ideal conditions for enzymatic activity. Describe the reactivity trends of Group 1 with water, and Group 7 through displacement Recording data and observations Making and testing hypothesis</p> <p><u>Evaluation, Maths and Measurement</u> Evaluating experimental results - is the data accurate, precise and valid? How can experiments be improved? Drawing graphs for different types of data Calculating % inheritance.</p>	<p><u>Scientific Attitudes and Investigative Skills</u> Carry out a number of experiments to determine the order of reactivity of metals. Demonstrate scientific observation. Modelling scientific ideas such as phases of the moon.</p> <p><u>Evaluation, Maths and Measurement</u> Evaluating experimental results - is the data accurate, precise and valid? How can experiments be improved?</p>
Assessment	<p>1. End of unit Google form comprising multiple-choice questions "Knowledge Check". 2. End of term test completed in class under exam conditions</p>	<p>1. End of unit Google form comprising multiple-choice questions "Knowledge Check". 2. End of term test completed in class under exam conditions</p>	<p>1. End of unit Google form comprising multiple-choice questions "Knowledge Check". 2. End of term test completed in class under exam conditions</p>	<p>1. End of unit Google form comprising of multiple-choice questions "Knowledge Check".</p>