

Subject	Autumn Term	Spring Term	Summer Term
Computing	<p>Students will study the ways Spreadsheets are used. They will develop the ability to use basic Microsoft Excel skills to create a variety of spreadsheets.</p> <p>They will also be continuing their (3yr) journey to completing their iDEA Award by achieving a variety of badges.</p>	<p>Students will study the ways Databases are used. They will develop the ability to use basic Microsoft Access skills to create a variety of Databases.</p> <p>They will also be continuing their (3yr) journey to completing their iDEA Award by achieving a variety of badges.</p>	<p>Students will study the different ways websites are used. They will develop the ability to use Adobe Dreamweaver to create a simple website.</p> <p>They will also be continuing their (3yr) journey to completing their iDEA Award by achieving a variety of badges.</p>
Performance Studies (Drama and Dance)	<p>Dare (Drama): Students will explore the theme of a 'Dare', covering a range of social issues including peer pressure. A range of drama strategies will be studied, including conscience/thought tracking; drama to music; flashback/forward and these skills will enable students to confidently reflect on the theme, further developing the key skills of making, performing and evaluating. Students will explore given scenarios and consider consequences to actions whilst developing characterisation skills and the ability to structure their drama. Performance work will be developed and refined, and students will create their own original mini plays based on the theme, using a range of abstract skills and techniques.</p> <p>Shaolin Monks (Dance): This dance-based scheme of work introduces students to the concepts and skills of two contrasting styles of dance. The Shaolin monk unit takes its inspiration from The Shaolin Monastery Believed to have been founded in the 5th century CE, the Shaolin Temple is the main temple of the Shaolin school of Buddhism to this day. This is valuable for the students because it raises their cultural awareness and uses the strength and control of the Buddhist monks to create an effective</p>	<p>Melodrama, mime and silent movie (Drama): Students will study theatre history from Melodrama to silent movies, focusing upon the drama strategies of mime, exaggerated characterisation and movement. Students will make and perform their own 'silent movie' sequences and evaluate the process and product using their knowledge of the key drama skills and style required for the task.</p> <p>Kabuki Japanese Theatre (Drama): Students will learn about a different style of theatre in the form of 'Kabuki' which is a rich blend of music, dance, mime, and spectacular staging and costuming.</p> <p><i>NB: To enable all classes to have 6 high quality Dance lessons in the fully equipped Dance Studio, one of these projects may be swapped with the Dance scheme listed in the Autumn term column.</i></p>	<p>Romeo and Juliet (Drama): Students will explore the themes and relationships of Shakespeare's most famous play. Students will learn about the purpose of a prologue and learn about group narration skills such as unison, canon, reaction and repetition. Using a combination of script work, improvisation and stage combat skills, students will then direct and perform a selection of key scenes from the play. The work will enable students to deepen their knowledge and understanding of key drama skills and how to bring a Shakespearean text to life (from the page to the stage) for a contemporary audience. Students will have the ability to develop and refine their work.</p> <p>Improvisation (Drama): Students will learn about the rules and skills required for improvisation, creating spontaneous performance work in a safe with stimulus and methods in a safe and creative environment.</p> <p><i>NB: To enable all classes to have 6 high quality Dance lessons in the fully equipped Dance Studio, one of these projects may be swapped with the Dance scheme listed in the Autumn term column.</i></p>

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	<p>performance. The second unit introduces pupils to the choreographer Christopher Bruce and his work Swan Song. This scheme of work gives students a taste of what to expect at of Dance at the next level, enabling them to be able to make an informed choice at options next year.</p>		
English	<p>Students will study a unit of work based on the Gothic genre exploring a variety of extracts and short stories before completing a range of writing activities that demonstrates their ability to plan, construct, write to suit audience and purpose, vary sentences and choose vocabulary appropriately.</p> <p>Students will read 'Much Ado About Nothing' building on their work in Year 7. Students will focus on reading the play, exploring language change, dramatisation and context.</p> <p>Students will also explore the conventions of Shakespearian comedy and more able groups might look at comparisons across plays.</p>	<p>Students will study of non-fiction texts based on the theme of social justice. This will include a variety of non-fiction texts such as articles, speeches, autobiography, arguments and literary non-fiction.</p> <p>Students will also study some protest poetry within this.</p> <p>An introduction to the Dystopian genre and a study of an anthology of short stories as preparation for the UL exam. Students to focus on generic conventions, setting, characterisation and analysis of short story structure.</p>	<p>In preparation for UL exams, students will revise their Shakespeare texts and the Dystopian short stories. Students will need to focus on exam skills here as well as revision of content.</p> <p>Students will then move on to study the play 'Pygmalion'. This will focus on the conventions of the play as well as an analysis of language and structure</p>
Food Preparation and Nutrition	<p>Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation.</p> <p>Students will plan, cook and prepare several predominately savoury dishes from British and international cuisine. They will also design and develop a number of staple foods from around the world such as bread, rice and pasta. Food science teaching will help students in selecting appropriate cooking methods.</p> <p>Students will analyse the importance of macro and micronutrients and their</p>	<p>Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation.</p> <p>Students will plan, cook and prepare several predominately savoury dishes from British and international cuisine. They will also design and develop a number of staple foods from around the world such as bread, rice and pasta. Food science teaching will help students in selecting appropriate cooking methods.</p> <p>Students will analyse the importance of macro and micronutrients and their</p>	<p>Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation.</p> <p>Students will plan, cook and prepare several predominately savoury dishes from British and international cuisine. They will also design and develop a number of staple foods from around the world such as bread, rice and pasta. Food science teaching will help students in selecting appropriate cooking methods.</p> <p>Students will analyse the importance of macro and micronutrients and their importance. They will study factors affecting food choice; researching food provenance, looking at</p>

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	<p>importance. They will study factors affecting food choice; researching food provenance, looking at environmental impact and sustainability issues surrounding food. They will explore government guidelines to healthy eating, evaluating the benefits of a balanced dieting and understanding the link between diet and well-being.</p>	<p>importance. They will study factors affecting food choice; researching food provenance, looking at environmental impact and sustainability issues surrounding food. They will explore government guidelines to healthy eating, evaluating the benefits of a balanced dieting and understanding the link between diet and well-being.</p>	<p>environmental impact and sustainability issues surrounding food. They will explore government guidelines to healthy eating, evaluating the benefits of a balanced dieting and understanding the link between diet and well-being.</p>
<p>French</p>	<p>This term will focus on the topic of holidays. Students will practise how to take part in role plays buying snacks and souvenirs and revise how to form the future tense. Building on their knowledge of present and future tenses, pupils will then learn how to talk about a past holiday.</p> <p>We do regular mini quizzes based on the information in your Knowledge Organiser and have competitions throughout the year, such as linguist of the month.</p>	<p>In the Spring Term, pupils will consolidate their learning of the three tenses, through the topic of hobbies and free time. Pupils will learn to share their interests with others and describe what happened in the past and what they intend to do next weekend.</p>	<p>Students will learn about daily routine and healthy lifestyles. Continuing to practise the three tenses, they will describe how they used to be when they were younger and what has changed now. They will learn to give advice to others in French. By the end of this year, pupils should be confident describing photos and using three tenses.</p>
<p>Geography</p>	<p>Geography is taught through a range of 'topics' where students will develop key knowledge of people, place and the environment. Each module will cover a range of geographical skills e.g. map reading.</p> <ul style="list-style-type: none"> • Coasts – students will learn how the coast shapes the land and creates fascinating landforms; they will also look at how we manage the coast. • Plate Tectonics – the study of how earth has evolved through the movement of tectonic plates; earthquakes and volcanoes. 	<p>This term the students will study:</p> <ul style="list-style-type: none"> • Ecosystems – this will include the study of the rainforest in detail. 	<p>This term the students will study:</p> <ul style="list-style-type: none"> • Population – students will learn about factors affecting population size and distribution in the UK and globally. • Fieldwork skills and techniques – Students will conduct a mini fieldwork investigation in the school site, helping them to learn valuable 'geography outside the classroom' data collection and analysis skills.

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German	<p>This term will focus on the topic of holidays. Students will practise how to take part in role plays buying snacks and souvenirs and revise how to form the future tense. Building on their knowledge of present and future tenses, pupils will then learn how to talk about a past holiday.</p> <p>We do regular mini quizzes based on the information in your Knowledge Organiser and have competitions throughout the year, such as linguist of the month.</p>	<p>In the Spring Term, pupils will consolidate their learning of the three tenses, through the topic of hobbies and free time. Pupils will learn to share their interests with others and describe what happened in the past and what they intend to do next weekend.</p>	<p>Students will learn about daily routine and healthy lifestyles. Continuing to practise the three tenses, they will describe how they used to be when they were younger and what has changed now. They will learn to give advice to others in German. By the end of this year, pupils should be confident describing photos and using three tenses.</p>
History	<p>Henry VIII and the Reformation-Students will build on their knowledge and understanding of the role of the Catholic Church in England in order to understand the significance of the break from Rome. They will develop understanding of causation when considering the reasons why Henry VIII made the break from Rome. They will then study the religious rollercoaster through the Tudor dynasty.</p>	<p>The English Civil War-Students will consider the causes of the English Civil War in addition to the success of the New Model Army under Cromwell's leadership. They will then consider different interpretations of Oliver Cromwell and apply their knowledge and understanding of the topic to evaluate the utility of a range of sources.</p>	<p>Transatlantic Slavery-Students will develop an understanding of the reasons why the slave trade developed in addition to the conditions aboard slave ships and plantations. They will then go on to consider the development of the American Civil Rights movement.</p>
Mathematics	<p>Indices Prime Factorisation Rounding Fractions Percentages revision Coordinates and basic graphs</p>	<p>Units of measurement Angles Circumference Proportional reasoning Fractions, decimals and percentages Ratio</p>	<p>Area of composite shapes Presenting and interpreting data Averages Two way tables 3-D visualisation Volume</p>

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Music	<p>African Music - Students will study the key features of African music through performance, composition and listening. They will learn traditional African rhythms and be encouraged to take on the role as master drummer in order to develop their leadership skills.</p> <p>As their skills develop, we will look at the impact African music has had on popular music including The Lion King. Students will be encouraged to work independently in small groups to compose their own African music.</p> <p>Blues: Students will look at the historical context of blues music as well as the musical features that make the genre easily identifiable. Through performance, composition and listening and appraising, they will develop awareness of different cultures and traditions.</p> <p><i>NB – Each teacher will follow one scheme each and then at October half term switch to enable all students to access all the facilities to the full.</i></p>	<p>Pop Music - Students will work in small groups developing their performance skills, they will be learning how to play a variety of current and classic rock/pop songs. Students will form their own bands, where they will be encouraged to play guitar, bass, drums, keyboard and sing.</p> <p>Students will also study Reggae music during this term. This is primarily a performance unit which explores the key features of Reggae and the artists.</p> <p><i>NB – Each teacher will follow one scheme each and then at October half term switch to enable all students to access all the facilities to the full.</i></p>	<p>This term, students develop their skills from across the previous two terms, culminating in a Pop song-writing project.</p>
Physical Education	<p>Take part in a selection of the following activities; Rugby, Football, Basketball, Handball, Netball, Hockey, Swimming, Biathlon, Gymnastics, Trampolining, Badminton, Volleyball, Health Related Exercise, Outdoor Adventurous Activities. Paralympic Sports Day</p>	<p>Take part in a selection of the following activities; Rugby, Football, Basketball, Handball, Netball, Hockey, Swimming, Biathlon, Gymnastics, Trampolining, Badminton, Volleyball, Health Related Exercise, Outdoor Adventurous Activities in preparation for Winter Sports Day</p>	<p>Take Part in a selection of the following activities: Cricket, Rounders, Softball, Stoolball, Tennis, Athletics. Summer Sports Day</p>

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Product Design	Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation. Students will undertake a drawing skills project, looking at introducing students to orthographic drawing, exploded drawing and perspective drawing. They will use the CAD and CAM facilities, by designing and making a toy truck.	Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation. Students will undertake a drawing skills project, looking at introducing students to orthographic drawing, exploded drawing and perspective drawing. They will use the CAD and CAM facilities, by designing and making a toy truck.	Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation. Students will undertake a drawing skills project, looking at introducing students to orthographic drawing, exploded drawing and perspective drawing. They will use the CAD and CAM facilities, by designing and making a toy truck.
Religious Education	Students will start the year by considering what it means to be British and learn the British values. Students will then go into the in-depth study of Christianity by considering the beliefs and practices of Christians in British society today.	Students complete the year by studying Islamic beliefs and practices and consider what it means to be a Muslim in British society. Students will also explore Islamophobia by considering the right to freedom of belief and expression, and question whether it is acceptable to be Islamophobic	Students then study a philosophical unit considering ultimate questions in life, such as 'Does God exist?', 'What happens when I die?' and 'What is the meaning of my life?' Students will study different religious and non-religious perspectives in answer to these questions.
Science	Students begin Year 8 by building on their knowledge and investigational skills further and studying topics in digestion, the periodic table, light and space	Next students extend their knowledge and skills further by studying topics on earth materials and electricity	In the final term we revise the topics covered already to prepare for the end of year assessment. We then go onto teach Plants and photosynthesis
Textiles	Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation. Students will explore a further set of decorative techniques to widen their Year 7 experiences such as quilting, reverse applique and stencilling. They will create and evaluate a set of samples inspired by Pop Art. Using Pop Art as inspiration, students will create their own design ideas for decorative pillows, being given the opportunity to include electronic speakers if they desire. They will investigate how other new technologies can be	Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation. Students will explore a further set of decorative techniques to widen their Year 7 experiences such as quilting, reverse applique and stencilling. They will create and evaluate a set of samples inspired by Pop Art. Using Pop Art as inspiration, students will create their own design ideas for decorative pillows, being given the opportunity to include electronic speakers if they desire. They will investigate how other new technologies can be	Food preparation and nutrition, Product Design and Textiles are taught on a termly rotation. Students will explore a further set of decorative techniques to widen their Year 7 experiences such as quilting, reverse applique and stencilling. They will create and evaluate a set of samples inspired by Pop Art. Using Pop Art as inspiration, students will create their own design ideas for decorative pillows, being given the opportunity to include electronic speakers if they desire. They will investigate how other new technologies can be incorporated into textile products. They will trial and evaluate appropriate methods of making their pillows.

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