



KEY STAGE 3  
LONG TERM PLAN

## WELCOME

At In Toto Ed our curriculum offer allows students to flourish and excel in subjects that interest them and they find enjoyable, through a balanced curriculum. Our personalised, and adaptive, curriculum offer allows students a way to learn that engages their interest and sparks their curiosity. Students are supported through their studies by staff who offer support in academic and pastoral mentoring sessions, allowing students to feel fully supported in all areas of their school experience.

We offer unique pathways for students to follow, which are personalised and tailored to their learning needs.

Please note that not all subjects are available in all schools.

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	Term 1		Term 2		Term 3	
	Elements of Art: line, tone, shape & texture	Colour theory & painting techniques	Cultural Art: African masks & symbolism	Pop Art and modern culture	Nature and pattern: observing the natural world	Sculpture & 3D form
Year 7	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Building fundamental drawing skills and visual understanding.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understand and apply formal elements of art (line, tone, texture, shape).</li> <li>Develop observational drawing skills using pencil and charcoal.</li> <li>Create a composition exploring contrast and mark-making.</li> </ul> <p><b>Artist Reference:</b></p> <ul style="list-style-type: none"> <li>Vincent van Gogh</li> <li>Georgia O'Keeffe,</li> <li>Albrecht Dürer</li> </ul> <p><b>Assessment and Feedback:</b></p> <ul style="list-style-type: none"> <li>Verbal feedback during tasks.</li> <li>Baseline assessment through observational drawing.</li> <li>Peer critique focusing on tone and detail.</li> <li>Portfolio sketchbook checks.</li> </ul>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Understanding colour, mixing, and expressive painting.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understand colour theory (primary, secondary, complementary colours).</li> <li>Develop painting control and brushwork.</li> <li>Create an abstract or expressive painting using colour to show emotion.</li> </ul> <p><b>Artist Reference:</b></p> <ul style="list-style-type: none"> <li>Henri Matisse</li> <li>Wassily Kandinsky</li> <li>Paul Klee</li> </ul> <p><b>Assessment and Feedback:</b></p> <ul style="list-style-type: none"> <li>Self-assessment on use of colour and control.</li> <li>Ongoing verbal and written feedback in sketchbooks.</li> <li>End-of-term mini critique and evaluation.</li> </ul>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Understanding global art and cultural design.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Explore symbolism and pattern in African art.</li> <li>Design and construct a mask using mixed media.</li> <li>Understand how art expresses cultural identity and meaning.</li> </ul> <p><b>Artist Reference:</b></p> <ul style="list-style-type: none"> <li>Traditional African mask design</li> <li>Esther Mahlangu</li> </ul> <p><b>Assessment and Feedback:</b></p> <ul style="list-style-type: none"> <li>3D mask assessed for creativity and cultural understanding.</li> <li>Group critique on design and symbolism.</li> <li>Reflection written in sketchbooks.</li> </ul>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Exploring popular culture, repetition, and bold design.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Identify characteristics of Pop Art.</li> <li>Use bright colours, pattern, and repetition.</li> <li>Create a Pop Art-inspired portrait or product design.</li> </ul> <p><b>Artist Reference:</b></p> <ul style="list-style-type: none"> <li>Andy Warhol</li> <li>Roy Lichtenstein</li> <li>Yayoi Kusama</li> </ul> <p><b>Assessment and Feedback:</b></p> <ul style="list-style-type: none"> <li>Peer feedback on visual impact and style.</li> <li>Teacher feedback on composition and use of colour.</li> <li>Summative grade for creativity and technical skill.</li> </ul>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Observational drawing and printmaking.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Explore natural forms through drawing and texture.</li> <li>Develop design from observation to pattern.</li> <li>Create a print or textile pattern based on organic shapes.</li> </ul> <p><b>Artist Reference:</b></p> <ul style="list-style-type: none"> <li>William Morris</li> <li>Angie Lewin</li> <li>Ernst Haeckel</li> </ul> <p><b>Assessment and Feedback:</b></p> <ul style="list-style-type: none"> <li>Continuous teacher feedback.</li> <li>Evaluation of design development.</li> <li>Peer critique during print sharing session.</li> </ul>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Creating 3D artworks inspired by nature and structure.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Explore form, space, and structure.</li> <li>Work with clay or recycled materials to create a small sculpture.</li> <li>Understand balance, proportion, and texture in 3D art.</li> </ul> <p><b>Artist Reference:</b></p> <ul style="list-style-type: none"> <li>Barbara Hepworth</li> <li>Henry Moore</li> <li>Antony Gormley</li> </ul> <p><b>Assessment and Feedback:</b></p> <ul style="list-style-type: none"> <li>Assessment of final sculpture for creativity and craftsmanship.</li> <li>Group critique and presentation.</li> <li>Written self-evaluation in sketchbook.</li> </ul>

	Term 1		Term 2		Term 3	
	Experimental drawing	Digital and projection art	Identity & self-concept	Street, guerrilla & activist art	Environmental & ephemeral Art	Abstraction, Texture & material play
Year 8	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Visual storytelling and imaginative mark-making</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Explore abstract, gestural, and narrative drawing</li> <li>Develop imaginative line, texture, and composition</li> <li>Combine observation and creative exaggeration</li> </ul> <p><b>Artist Reference:</b></p> <ul style="list-style-type: none"> <li>Egon Schiele</li> <li>Julie Mehretu</li> <li>Quentin Blake</li> </ul> <p><b>Assessment and Feedback:</b></p> <ul style="list-style-type: none"> <li>Baseline sketchbook assessment</li> <li>Teacher verbal feedback on experimental mark-making</li> <li>Peer discussion on effectiveness of storytelling</li> </ul>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Using technology to manipulate image and space</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Learn basic photo/video manipulation, projection, and digital layering</li> <li>Experiment with light, text, and imagery</li> <li>Communicate conceptual ideas through digital media</li> </ul> <p><b>Artist Reference:</b></p> <ul style="list-style-type: none"> <li>Jenny Holzer</li> <li>JR</li> <li>Nam June Paik</li> </ul> <p><b>Assessment and Feedback:</b></p> <ul style="list-style-type: none"> <li>Formative feedback on digital experiments</li> <li>Peer critique focusing on clarity and impact</li> <li>Teacher assessment on conceptual strength and execution</li> </ul>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Personal identity, alter-egos, and symbolic self-expression</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Explore identity through self-portraiture, photography, or mixed media</li> <li>Incorporate symbolism, pattern, and narrative</li> <li>Reflect on self and social identity visually</li> </ul> <p><b>Artist Reference:</b></p> <ul style="list-style-type: none"> <li>Cindy Sherman</li> <li>Kara Walker</li> <li>Kehinde Wiley</li> </ul> <p><b>Assessment and Feedback:</b></p> <ul style="list-style-type: none"> <li>Sketchbook reflection</li> <li>Peer critique on symbolic clarity</li> <li>Teacher assessment of creativity and personal expression</li> </ul>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Alternative art spaces and social messages</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Explore street, stencil, poster, and public interventions</li> <li>Create art with social or political impact</li> <li>Consider audience, placement, and message clarity</li> </ul> <p><b>Artist Reference:</b></p> <ul style="list-style-type: none"> <li>Banksy</li> <li>Shepard Fairey</li> <li>Ai Weiwei</li> </ul> <p><b>Assessment and Feedback:</b></p> <ul style="list-style-type: none"> <li>Teacher feedback on technical execution and message</li> <li>Peer review on impact and audience engagement</li> <li>Summative assessment on creativity, communication, and experimentation</li> </ul>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Art from nature, decay, and temporary materials</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Work with natural, recycled, or ephemeral materials</li> <li>Explore site-specific, temporary, or interactive installations</li> <li>Respond conceptually to environment and sustainability</li> </ul> <p><b>Artist Reference:</b></p> <ul style="list-style-type: none"> <li>Olafur Eliasson</li> <li>Andy Goldsworthy</li> <li>Agnes Denes</li> </ul> <p><b>Assessment and Feedback:</b></p> <ul style="list-style-type: none"> <li>Ongoing teacher feedback</li> <li>Peer presentation of concepts and processes</li> <li>Assessment on conceptual clarity, material use, and creativity</li> </ul>	<p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Unconventional tools, layering, and experimental processes</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Experiment with unconventional tools (sponges, scrapers, found objects)</li> <li>Explore layering, texture, and process-led work</li> <li>Create personal abstract compositions conveying ideas or emotion</li> </ul> <p><b>Artist Reference:</b></p> <ul style="list-style-type: none"> <li>Olafur Eliasson</li> <li>Andy Goldsworthy</li> <li>Agnes Denes</li> </ul> <p><b>Assessment and Feedback:</b></p> <ul style="list-style-type: none"> <li>Teacher observation and feedback during making</li> <li>Peer critique focusing on innovation and material exploration</li> <li>Summative assessment of conceptual strength and skill</li> </ul>

	Term 1		Term 2		Term 3	
Year 9	Introduction to Contemporary Art & Social Practice	Visual Language in Contemporary Art	Exploring Contemporary Art Practices	Identity, Environment & Abstraction in Contemporary Art	Personal Investigation & Contemporary Practice	Personal Investigation & Contemporary Practice (Final Outcome & Exhibition)
	<b>Skills:</b> <ul style="list-style-type: none"> <li>Understanding the differences between modern and contemporary art</li> <li>Analysing installation, interactive, and public artworks</li> <li>Using digital tools for image manipulation and collage</li> <li>Exploring mixed media and assemblage techniques</li> <li>Developing artworks that communicate social or political messages</li> <li>Working collaboratively and participating in critique</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Exploring personal identity and representation through portraiture and silhouette</li> <li>Using symbolism to communicate personal and cultural narratives</li> <li>Creating environmentally responsive artworks using natural and found materials</li> <li>Investigating abstraction through non-traditional tools and processes</li> <li>Experimenting with layering, scale, and expressive mark-making</li> <li>Reflecting critically on artistic intentions and outcomes</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Understanding key characteristics of contemporary art</li> <li>Visual analysis and discussion of artworks</li> <li>Digital image manipulation and collage</li> <li>Mixed media and assemblage techniques</li> <li>Creating artwork with social and political messages</li> <li>Developing ideas through research, experimentation, and refinement</li> <li>Presenting work and participating in critique</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Exploring personal identity and representation through visual art</li> <li>Using symbolism, portraiture, and silhouette techniques</li> <li>Responding creatively to environmental themes</li> <li>Working with natural, found, and unconventional materials</li> <li>Experimenting with abstraction, layering, and non-traditional tools</li> <li>Evaluating artistic intentions and outcomes</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Experimenting with unconventional materials, tools, and processes</li> <li>Taking creative risks and refining ideas through testing</li> <li>Selecting and developing a personal theme or concept</li> <li>Planning and producing a sustained body of work</li> <li>Evaluating and articulating artistic intentions and outcomes</li> <li>Presenting work professionally in physical or digital formats</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Completing and refining a final contemporary artwork</li> <li>Finalising techniques and resolving compositional decisions</li> <li>Writing artist statements and reflecting critically on practice</li> <li>Curating and presenting work in an exhibition format</li> <li>Demonstrating independence and professionalism in art-making</li> <li>Planning and producing a sustained body of work</li> <li>Evaluating and articulating artistic intentions and outcomes</li> <li>Presenting work professionally in physical or digital formats</li> </ul>

	Term 1		Term 2		Term 3	
Year 9	<b>Artist Reference:</b> <ul style="list-style-type: none"> <li>• Yayoi Kusama</li> <li>• Ai Weiwei</li> <li>• JR</li> <li>• Jenny Holzer</li> <li>• El Anatsui</li> <li>• Louise Nevelson</li> <li>• Banksy</li> <li>• Shepard Fairey</li> </ul>	<b>Artist Reference:</b> <ul style="list-style-type: none"> <li>• Kehinde Wiley</li> <li>• Kara Walker</li> <li>• Olafur Eliasson</li> <li>• Agnes Denes</li> <li>• Gerhard Richter</li> <li>• Julie Mehretu</li> </ul>	<b>Artist Reference:</b> <ul style="list-style-type: none"> <li>• Yayoi Kusama</li> <li>• Ai Weiwei</li> <li>• JR</li> <li>• Jenny Holzer</li> <li>• El Anatsui</li> <li>• Louise Nevelson</li> <li>• Banksy</li> <li>• Shepard Fairey</li> </ul>	<b>Artist Reference:</b> <ul style="list-style-type: none"> <li>• Kehinde Wiley</li> <li>• Kara Walker</li> <li>• Olafur Eliasson</li> <li>• Agnes Denes</li> <li>• Gerhard Richter</li> <li>• Julie Mehretu</li> </ul>	<b>Artist Reference:</b> <ul style="list-style-type: none"> <li>• Anselm Kiefer</li> <li>• Lynda Benglis</li> <li>• Additional contemporary artists selected to support individual themes</li> </ul>	<b>Artist Reference:</b> <ul style="list-style-type: none"> <li>• Anselm Kiefer</li> <li>• Lynda Benglis</li> <li>• Additional contemporary artists selected to support individual themes</li> </ul>
	<b>Assessment and Feedback:</b> <ul style="list-style-type: none"> <li>• Continuous formative assessment through discussion and questioning</li> <li>• Regular verbal feedback during practical sessions</li> <li>• Peer critique at the end of each lesson</li> <li>• Ongoing documentation of work in a PowerPoint Portfolio</li> <li>• Assessment criteria embedded within portfolio tasks to meet qualification requirements</li> </ul>	<b>Assessment and Feedback:</b> <ul style="list-style-type: none"> <li>• Ongoing verbal feedback.</li> <li>• Sketchbook/ portfolio evidence of experimentation.</li> <li>• Group critique at end of project.</li> </ul>	<b>Assessment and Feedback:</b> <ul style="list-style-type: none"> <li>• Ongoing formative assessment through discussion and questioning</li> <li>• Regular verbal feedback during practical work</li> <li>• Peer critique at the end of each session</li> <li>• Evidence of progress recorded in a PowerPoint Portfolio</li> <li>• Assessment criteria embedded within portfolio tasks to meet qualification requirements</li> </ul>	<b>Assessment and Feedback:</b> <ul style="list-style-type: none"> <li>• Continuous formative assessment through observation and dialogue</li> <li>• Group critiques focusing on meaning, technique, and impact</li> <li>• Verbal and written feedback linked to assessment criteria</li> <li>• Reflection and annotation within the PowerPoint Portfolio</li> <li>• Summative judgement based on portfolio evidence and final outcomes</li> </ul>	<b>Assessment and Feedback:</b> <ul style="list-style-type: none"> <li>• Formative assessment of experimentation and process documentation</li> <li>• Ongoing verbal feedback during practical sessions and tutorials</li> <li>• Peer critique and group discussion</li> <li>• Portfolio assessment including experimentation, development, and final outcome</li> <li>• Summative assessment with written feedback against qualification criteria</li> </ul>	<b>Assessment and Feedback:</b> <ul style="list-style-type: none"> <li>• Summative assessment of final piece against criteria (technical skill, concept, development)</li> <li>• Final critique and exhibition-style presentation</li> <li>• Written feedback and final grading for portfolio submission</li> <li>• Evaluation of personal development and independence</li> </ul>

# COMPUTER SCIENCE

	Term 1		Term 2		Term 3	
Year 7	<b>Digital literacy</b>	<b>Digital media</b>	<b>Networks</b>	<b>Scratch part 1</b>	<b>Spreadsheets and data</b>	<b>Solving problems</b>
	Understanding how to stay safe online and to be able to search successfully	Creating, displaying and understanding formats of digital media	Understanding what networks are, how we use them and why they're important	Introduction to the basics of Scratch – Mini project.	How we use spreadsheets to hold data and basic function of Excel	Introduction to problem solving and using computational thinking
Year 8	<b>Game design 1</b>	<b>Scratch part 2</b>	<b>Web developing</b>	<b>Building 3D worlds</b>	<b>App development</b>	<b>Virtual reality 1</b>
	Introduction to basic game design and what features contribute to making a great game	Using code in Scratch to produce a moving race track including complex loops and selection statements	Creating a website using Wix to understand the basic of Web development	Using code to produce a 3D world using Minecraft Education resources	How apps are made, what software is needed, what code is used, how the layers of code come together to create an app	Learn how VR can be used for general fitness and make a game which helps users raise their heart rates
Year 9	<b>Game design 2</b>	<b>Swift coding</b>	<b>Animation</b>	<b>Microbits</b>	<b>Virtual reality 2</b>	<b>Final IT project</b>
	Using Scratch to produce a complex game with sound and moving characters	Use Swift coding to control virtual robots and other devices	Animation basics, creating a simple digital 2D animation project using Blender	Learn how to use Python to develop code to control Microbit cars	Build on prior knowledge with VR games to produce a 3D project/game	Choosing a topic or piece of software from prior learning to create a project with – eg. Excel – Database or iMovie – AV Production

# DESIGN & TECHNOLOGY - COOKERY SKILLS

	Term 1		Term 2	Term 3
Year 7	<b>Mini skills project</b>		<b>Super snacks</b>	<b>Where our food comes from?</b>
	<ul style="list-style-type: none"> <li>• Introduction to Food Technology</li> <li>• Developing basic food skills, peeling, chopping, grating, slicing</li> <li>• Using basic kitchen equipment including graters, knives, kettle, grill</li> <li>• Recipes include Fruit salad, Dippy Divers, Coleslaw</li> <li>• Students will complete an investigation into enzymic browning</li> <li>• Students will complete a knife skills proficiency test</li> </ul>		<ul style="list-style-type: none"> <li>• Students learn how to make healthy snacks</li> <li>• Introduction to the Eatwell plate</li> <li>• Students develop their skills to include weighing, baking</li> <li>• Recipes include potato wedges, vegetable soup, pitta pizzas</li> <li>• Students will investigate Dextrinisation/ rubbing in method</li> <li>• Students will study the effects of cooking food at the effects</li> <li>• Where foods should be stored</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to where our food comes from?</li> <li>• Students look at if food come from an animal or plant</li> <li>• Students are introduced to local and seasonal foods</li> <li>• Students make recipe that include Manchester tart, cress heads, mini quiche</li> <li>• Students will study and investigate food miles, sustainability and carbon foot print</li> </ul>
Year 8	<b>Healthy eating project</b>		<b>Foods from around the world</b>	<b>Foods symbols</b>
	<ul style="list-style-type: none"> <li>• Introduction to the 8 tips for Healthy Eating</li> <li>• In-depth look at the Eatwell Plate</li> <li>• Students build on their independence of using the hob</li> <li>• Recipes include cobbler, lentil and vegetable bake</li> <li>• Students will complete an investigation into gelatinisation</li> <li>• Students will study about micro and macro nutrients</li> <li>• Students will study Recommended Daily Intake, Basal Metabolic Rate and Physical Activity Level</li> </ul>		<ul style="list-style-type: none"> <li>• Introduction of recipes for foods around the world</li> <li>• Students will make food from around the world focusing on one a different country each week</li> <li>• Recipes include Pizza, American Cookies, Swedish Meatballs</li> <li>• Students will study the factors affecting food choice and research, plan and make a product</li> <li>• Students to research food miles, eggs, coagulation</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of important food symbols that students can see everyday</li> <li>• Student will make foods that linked to the symbols.</li> <li>• Recipes include Fairtrade banana flapjack, Sustainable fish chowder.</li> <li>• Students will investigate the different types of food manufacture</li> <li>• Students will study different commodities that link to food symbols</li> </ul>
Year 9	<b>Bread project</b>	<b>Cake project</b>	<b>Special diets</b>	<b>Party food project</b>
	<ul style="list-style-type: none"> <li>• Students will explore the ingredients to make bread</li> <li>• Students will make a variety of different bread including bread rolls, garlic Bread.</li> <li>• Students will investigate gluten and the process of dextrinisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explore the ingredients to make a cake</li> <li>• Students will make a variety of different cakes including Victoria sponge, brownies</li> <li>• Students will complete an investigation into raising agents and the process of caramelisation</li> </ul>	<ul style="list-style-type: none"> <li>• Students will look at range of special diets including vegetarian, vegan and gluten free</li> <li>• Students will explore specialist ingredients such as gluten free flour</li> <li>• Students will make recipes that include gluten free focaccia bread, vegetable Burgers</li> <li>• Students will research a special diet, then plan and make a two course meal for a person on a special diet.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will look at different celebrations and foods served at these celebrations.</li> <li>• Students will explore foods served at birthdays, weddings etc.</li> <li>• Students will make a range of party foods which include sausage rolls, cupcakes, birthday cake etc.</li> <li>• Students will study HACCAP and safe storage of party foods</li> <li>• Students will study the different types of food poisoning and the effects.</li> </ul>



	Term 1		Term 2		Term 3	
Year 7	<b>Fiction: Holes</b>	<b>Sherlock Holmes: Short Stories (Oak)</b>	<b>Non-fiction: Reading and writing</b>	<b>Shakespeare: Romeo and Juliet</b>	<b>Poetry: Place and Home (Oak)</b>	<b>Creative writing</b>
	To explore and understand plot, character and setting, and how the writer uses language to create believable characters and settings.	This scheme of work introduces students to the world of Victorian detective fiction through selected <i>Sherlock Holmes</i> short stories by Sir Arthur Conan Doyle. Over the course of the unit, students will explore key themes such as justice, logic and reasoning, social class, and the tension between science and superstition.	Students will explore a range of texts and focus on the writer's use of language for effect. Students will also develop an understanding and be able to comment on the genre, purpose and audience of a nonfiction text.	Students will explore the writer's use of language for effect and comment on how Shakespeare's choices and techniques have an effect on the audience.	An introduction to various forms of poetry from different periods in time. Exploring writers' techniques of language/ structure, context and impact on society, comparisons evaluation	Creative writing to help to develop the students' ability to create and sustain a narrative voice, in response to an image, that is suitable to genre, and write with flair.
Year 8	<b>Speaking and listening skills (Oak - taking a stand &amp; debates)</b>	<b>Non-fiction reading and writing: Victorian Childhood (Oak)</b>	<b>19th Century: Oliver Twist</b>	<b>Shakespeare: A Midsummer Night's Dream</b>	<b>Dystopian Fiction: The Chrysalids</b>	<b>Theme: World Poetry</b>
	This unit focuses on developing students' confidence, clarity, and effectiveness in spoken communication. The scheme encourages students to adapt their speech for different purposes and audiences, using appropriate language, tone, and register.	This unit explores the experiences of childhood in Victorian Britain through a range of non-fiction texts, including diaries, letters, newspaper articles, and factual reports. Students will examine how writers from the 19th century represented social inequality, education, work, and family life, with a particular focus on the lives of poor and working-class children.	<p><b>Social Criticism:</b> Explore themes of poverty, class, and social injustice in Victorian society.</p> <p><b>Character Development:</b> Analyse characters like Oliver, Fagin, and Nancy, and their roles in reflecting societal issues.</p> <p><b>Explore:</b> Moral Choices, Plot Structure, Historical Context, 19th-century London.</p>		The Chrysalids This unit prepares students to write a short story / extract in the 'Dystopian Fiction' genre. The unit will be delivered with reading analysis (looking at real writers'/ student models) to feed into writing skills. Students will access a variety of extracts from the genre, which include: <i>1984</i> ; <i>Fahrenheit 451</i> ; <i>The Maze Runner</i> ; <i>Animal Farm</i> . This prepares students to use skills needed for answering GCSE Language Paper One, Section B	<p>A closer look into various forms of poetry from different periods in time.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>writers' techniques of language/ structure</li> <li>context and impact on society</li> <li>comparisons evaluation</li> </ul>

	Term 1		Term 2		Term 3	
	<b>Fiction writing: malevolent characters (Oak)</b>	<b>The Tempest</b>	<b>Gothic literature</b>	<b>Women's rights across the ages (Oak)</b>	<b>World War 1 Poetry</b>	<b>20th Century Literature: Animal Farm</b>
<b>Year 9</b>	This fiction writing unit explores the art of constructing compelling and sinister characters in fiction. Students will study how writers use language, structure, and perspective to create tension, evoke fear, and reveal the psychology of malevolent figures—from classic villains to modern anti-heroes.	Students will study <i>The Tempest</i> with a focus on power and the lengths that different characters go to take control	<p><b>Coraline</b> Year 9 will introduce a new style of genre to students. It will educate them on varying writing styles, analyse language, form and structure as well as develop the skills needed to access the KS4 curriculum.</p> <p>Comparison with Frankenstein / Jekyll&amp;Hyde</p>	This unit explores the evolving fight for women's rights through a range of non-fiction texts spanning different historical periods. Students will read and analyse speeches, letters, articles, and autobiographical extracts by influential women and allies of gender equality – from early campaigners for suffrage to modern advocates for social change.	Re-introduces students to some of the poems from the GCSE anthology. This unit prepares students to write one comparison of two poems. Students will be taught language, structure, and form analysis for each poem, as well as comparative skills throughout.	Students will read the <i>Animal Farm</i> and consider how Orwell uses the novel as a form of protest. They will look in detail at characterisation, structure and symbolism & allegory

# GEOGRAPHY

	Term 1		Term 2		Term 3	
Year 7	Map skills	Geology	Development	Weather and climate	World of work	The geography of the Middle East (ME)
	<ul style="list-style-type: none"> <li>Map making</li> <li>Locational knowledge of the world</li> <li>Map projections</li> <li>OS maps</li> <li>Grid references</li> <li>Reading distances and directions on a map</li> <li>Representing height on a map</li> </ul>	<ul style="list-style-type: none"> <li>UK's main rocks</li> <li>Influence of geology on UK Rock cycle</li> <li>Weathering effect on rocks</li> <li>Use of different types of rocks</li> <li>Study Peak District</li> <li>Limestone landscapes, caverns, Impact of quarrying</li> <li>Can quarrying be more sustainable?</li> </ul>	<ul style="list-style-type: none"> <li>What is development? How is it measured?</li> <li>Human development index</li> <li>Comparison with Democratic Republic of Congo</li> <li>Causes of uneven development</li> <li>How can bottom up/top down projects promote development?</li> </ul>	<ul style="list-style-type: none"> <li>What is weather forecast?</li> <li>Factors which affect climate</li> <li>Why does it rain?</li> <li>Air masses, high/ low pressure events and its influence on climate in UK</li> <li>Climate graphs</li> </ul>	<ul style="list-style-type: none"> <li>Classification of employment</li> <li>Different structures around the world</li> <li>Factors which influence location of different industries</li> <li>Quaternary industries</li> <li>Impact of different industries</li> <li>Tourism and impact over time</li> </ul>	<ul style="list-style-type: none"> <li>Identify where Middle East, human and physical features</li> <li>What is climate in ME?</li> <li>Population distribution in ME</li> <li>How developed is ME? Factors which have influenced Yemen</li> <li>Strategies to support development of Yemen</li> <li>How is UK connected to ME?</li> </ul>
Year 8	Rivers	Population	Coasts	Tectonics	Issues of urbanisation	The geography of Africa
	<ul style="list-style-type: none"> <li>Importance of rivers</li> <li>Features of a drainage basin, how drainage basin works and causes of flooding within drainage basins</li> <li>Features of a river's long profile</li> </ul>	<ul style="list-style-type: none"> <li>Factors that influence population distribution</li> <li>What is the population explosion?</li> <li>Potential consequences of overpopulation</li> </ul>	<ul style="list-style-type: none"> <li>Features of coastline</li> <li>Waves -factors which influence and how waves shape land</li> <li>Headlands and bays</li> <li>Stack formation</li> </ul>	<ul style="list-style-type: none"> <li>Structure of the Earth</li> <li>Movement of Earth's crust and Earth's plates</li> <li>Plate boundaries</li> <li>Volcanoes - composite and shield</li> </ul>	<ul style="list-style-type: none"> <li>Cities in UK</li> <li>OS and GIS maps</li> <li>Do cities in UK have common structure?</li> </ul>	<ul style="list-style-type: none"> <li>Physical and human features</li> <li>Distribution of population and factors influencing this</li> <li>Historical factors</li> <li>River Nile and dispute over its usage</li> </ul>

# GEOGRAPHY

	Term 1		Term 2		Term 3	
<b>Year 8</b>	<ul style="list-style-type: none"> <li>Erosion and transportation</li> <li>How do waterfalls form?</li> <li>What are the processes operating across meanders?</li> </ul>	<ul style="list-style-type: none"> <li>Population structure change over time</li> <li>Population pyramids</li> <li>Strategies used to control population growth</li> </ul>	<ul style="list-style-type: none"> <li>Longshore drift</li> <li>Spits</li> </ul>	<ul style="list-style-type: none"> <li>How can we measure, predict, protect and prepare for volcanic eruptions?</li> <li>Positive and negative impacts of volcanoes</li> </ul>		<ul style="list-style-type: none"> <li>Mount Nyiragongo, and it's important for the DRC</li> <li>Causes and impact of 2002 eruption of Mount Nyiragongo</li> </ul>
<b>Year 9</b>	<b>Ecosystems</b>	<b>Climate change</b>	<b>Life in an emerging country</b>	<b>Glaciation</b>	<b>Energy</b>	<b>The geography of Russia</b>
	<ul style="list-style-type: none"> <li>Major biomes of the world - location, features and how high/ low pressure systems influence them</li> <li>Climate graphs to compare rain forests and deserts Amazon rain forest - structure, nutrient cycle and adaptation of animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>What evidence shows climate change?</li> <li>Natural causes of climate change Greenhouse effect</li> <li>How could climate change effect Bangladesh?</li> <li>Future predictions and uncertainty</li> <li>Humans adaptation to climate change</li> </ul>	<ul style="list-style-type: none"> <li>Identify features of emerging countries</li> <li>Employment structure and changes over time</li> <li>China -what has led to its success</li> <li>Advantages and disadvantages to TNCs in China</li> <li>Rural and urban migration</li> </ul>	<ul style="list-style-type: none"> <li>Glaciers</li> <li>Formation of: corries, aretes, pyramidal peaks, glacial and troughs</li> <li>Landforms formed by glacial deposits</li> <li>Impact of glacial retreat</li> <li>Opportunities associated with glacial landscapes</li> </ul>	<ul style="list-style-type: none"> <li>Global distribution of energy use and production</li> <li>Energy security and poverty</li> <li>UK energy changes over time</li> <li>Advantages and disadvantages of non-renewable and renewables</li> <li>Wind Turbines</li> <li>Fracking</li> </ul>	<ul style="list-style-type: none"> <li>Russia -human and physical features</li> <li>Population distribution</li> <li>Biomes distribution and climate influence</li> <li>Taiga Forests - plant and animal adaptation and threats to Taiga forests</li> <li>Mineral extraction in the Tundra</li> </ul>

# HISTORY

	Term 1		Term 2		Term 3	
Year 7	<b>Changing attitudes and beliefs over time</b>	<b>Migration and immigration - part 1</b>	<b>Royal power and people power - part 1</b>	<b>Why in the past was the Church and religion so important to people - part 1</b>	<b>Royal power and people power - part 2</b>	<b>Migration and immigration - part 2</b>
	<ul style="list-style-type: none"> <li>How have people's attitudes to crime and punishment changed over time?</li> </ul>	<ul style="list-style-type: none"> <li>Overview from Iron Age to today</li> <li><b>Depth Study:</b> From Iron Age to Middle Ages</li> </ul>	<ul style="list-style-type: none"> <li><b>Overview from Saxon times to today:</b> Saxon Kings – Elizabeth I and coronation of King Charles</li> </ul>	<ul style="list-style-type: none"> <li>Medieval churches Doom paintings</li> <li>Black Death</li> <li>What changed during the Reformation?</li> </ul>	<ul style="list-style-type: none"> <li>Why did royal power decline from 1600 onwards?</li> </ul>	<ul style="list-style-type: none"> <li>Comings and goings in C16th – C20th including making of UK.</li> <li>Put out the flags</li> </ul>
Year 8	<b>Royal power and people power - part 3</b>	<b>Revolutionary change</b>	<b>Rights and wrongs - part 1</b>	<b>Migration and immigration - part 3</b>	<b>Rights and wrongs - part 2</b>	<b>Importance of religion with the Empire</b>
	<ul style="list-style-type: none"> <li>How have people protested when they have not had power?</li> </ul>	<ul style="list-style-type: none"> <li>Peasants' Revolt Peterloo</li> <li>Factory workers</li> <li>French Revolution</li> <li>Suffragettes</li> <li><b>Depth study:</b> Industrialisation</li> </ul>	<ul style="list-style-type: none"> <li>Slavery to Civil Rights</li> <li>Detailed study of slave trade beginning with life in Africa</li> <li>Civil Rights in post-war USA/ South Africa</li> </ul>	<ul style="list-style-type: none"> <li>Comings and goings in Britain, 1945 – 2008A good thing?</li> </ul>	<ul style="list-style-type: none"> <li>Story of British Empire</li> <li>Depth study on experience in India</li> </ul>	<ul style="list-style-type: none"> <li>Link to origins of World War One and role of empire in World War Two</li> </ul>
Year 9	<b>Conflict and cooperation</b>		<b>Rights and wrongs - part 3</b>	<b>Royal power and people power - part 4</b>	<b>Royal power and people power - part 5</b>	<b>History: have things just kept getting better?</b>
	<ul style="list-style-type: none"> <li>World War One Causes of World War Two</li> <li>Where are the hot spots and why?</li> <li>How close to World War Three have we come?</li> <li>How can we keep peace?</li> </ul>		<ul style="list-style-type: none"> <li>Man's inhumanity to man</li> </ul> <p><b>How should history view:</b></p> <ul style="list-style-type: none"> <li>The dropping of atomic bombs?</li> <li>Fire-bombing of Dresden?</li> <li>The Holocaust?</li> </ul>	<ul style="list-style-type: none"> <li>What happens when the state controls people's lives?</li> <li>Totalitarian Russia and Germany.</li> </ul>	<ul style="list-style-type: none"> <li>What can we learn about the changing balance of power from a study of Modern Olympics?</li> </ul>	<ul style="list-style-type: none"> <li>When would you like to have lived in the past? 1200, 1500, 1700, 1900, 2009?</li> <li>Is history the story of things getting better for all?</li> </ul>

	Term 1		Term 2		Term 3	
Year 7	<b>Place value &amp; number sense</b>	<b>Multiplication &amp; division</b>	<b>Fractions as part of a whole</b>	<b>Order of operations</b>	<b>Angles</b>	<b>Averages and ranges</b>
	<ul style="list-style-type: none"> <li>Writing numbers &amp; words</li> <li>Decimal place value, odd and even.</li> <li>Compare &amp; order integers, negative and decimals, square numbers and square roots</li> </ul>	<ul style="list-style-type: none"> <li>Powers of 10</li> <li>column and decimal multiplication</li> <li>division and short division</li> </ul>	<ul style="list-style-type: none"> <li>Fractions from diagrams</li> <li>equivalent fractions</li> <li>simplifying fractions</li> <li>expressing one number as a fraction of another</li> <li>improper and mixed fractions</li> </ul>	<ul style="list-style-type: none"> <li>Division and multiplication before addition and subtraction</li> <li>evaluate left to right</li> <li>indices, roots and power</li> <li>calculations with fractions</li> </ul>	<ul style="list-style-type: none"> <li>On a straight line</li> <li>In a triangle</li> <li>Around a point</li> <li>In quadrilaterals</li> </ul>	<ul style="list-style-type: none"> <li>Mode and range</li> <li>Median and Mean</li> </ul>
Year 8	<b>Indices index form</b>	<b>Solving linear equations</b>	<b>Standard units</b>	<b>Proportional reasoning</b>	<b>Areas - circle and trapezia</b>	<b>3D visualisation</b>
	<ul style="list-style-type: none"> <li>Square and Cube numbers and roots</li> <li>Further powers</li> </ul>	<ul style="list-style-type: none"> <li>Addition &amp; subtraction</li> <li>Multiplication &amp; division</li> <li>Fractions</li> <li>Unknowns in the denominator</li> <li>Negative unknowns</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Adding &amp; Subtracting Units</li> <li>Converting between Units of Time</li> <li>Metrics units of Length, capacity, mass and area</li> </ul>	<ul style="list-style-type: none"> <li>Unitary and non-unitary methods</li> <li>best buy</li> <li>recipes</li> </ul>	<ul style="list-style-type: none"> <li>Areas of a circle and trapezium</li> <li>Areas of parts of a circle</li> <li>Comparing areas</li> <li>Compound shapes</li> <li>Radius or diameter</li> </ul>	<ul style="list-style-type: none"> <li>Properties and nets of 3-D shapes</li> </ul>
Year 9	<b>Place value</b>	<b>Fractions, decimals &amp; percentages (FDP)</b>	<b>Notation</b>	<b>Linear inequalities</b>	<b>Properties of shapes</b>	<b>Surface area nets</b>
	<ul style="list-style-type: none"> <li>Ordering decimals</li> <li>Related calculations</li> </ul>	<ul style="list-style-type: none"> <li>Fractions to percentages</li> <li>Ordering fractions</li> <li>FDP</li> </ul>	<ul style="list-style-type: none"> <li>Identify symbol</li> <li>Algebraic terminology</li> <li>Simplify expressions</li> <li>Algebraic pyramids</li> </ul>	<ul style="list-style-type: none"> <li>Drawing and writing on a number line</li> <li>Solving inequalities including negative and double</li> </ul>	<ul style="list-style-type: none"> <li>Properties of triangles and quadrilaterals</li> <li>Diagonals of quadrilaterals</li> <li>3-D naming and properties</li> </ul>	<ul style="list-style-type: none"> <li>Nets</li> <li>cuboids</li> <li>prisms</li> <li>cylinders</li> <li>cones</li> <li>spheres</li> </ul>

# MUSIC

	Term 1		Term 2		Term 3	
Year 7	<b>Elements of Music</b>	<b>Fundamental drum grooves</b>	<b>Keyboard skills</b>	<b>Four chords</b>	<b>Structure of pop music</b>	<b>Classroom band</b>
	Students will explore the Elements of Music and how music is constructed. They will learn about pitch, rhythm, tone, timbre, structure, harmony, melody, texture, and dynamics.	Students will explore the different parts of the drum kit, and five of the most important drum patterns in popular music. Students will learn how to identify these patterns by ear.	Students will learn fundamental keyboard skills to help them understand the construction of melody. Students will be able to identify all the notes on a keyboard.	Students will learn all about chords and their role in a piece of music. Students will learn how to construct and play simple triads and the difference between major and minor chords.	Students will learn all about the different sections in a song structure. Students will learn how to play a complete pop song.	Students gain an understanding of different instruments and how to play them in an ensemble. Students will work together to perform a popular music piece.
Year 8	<b>Hooks, riffs, and Rock n Roll</b>	<b>Blues</b>	<b>Samba</b>	<b>Reggae</b>	<b>Music production and EDM</b>	
	Students will develop an understanding of the historical context of Rock. Students will develop an understanding of major and minor scales.	Students will develop an understanding of the historical context of blues. Students will use musical vocabulary to identify key features including the 12 bar Blues chord sequence and the Blues Scale.	Students will develop an understanding of the historical context of Samba and be introduced to syncopated rhythms through a practical study of Samba music.	Students will learn about the background to Reggae music, the cultural importance of Reggae and what influenced the style. They will develop a greater understanding of the key features and artists from Reggae Music.	Students will be introduced to music sequencing software (Logic Pro) and the key functions needed to create electronic dance music. Over the term students will continually create an EDM track	
Year 9	<b>Jazz</b>	<b>Song writing</b>	<b>Film music</b>		<b>Band skills and next steps</b>	
	Students will develop an understanding of the historical context of jazz. Students will use musical vocabulary to identify key features including swing and Improvisation	Students will explore a range of Popular songs through listening activities. They will analyse and break down the construction of how the songs were created and designed. Students will also be given the opportunity to compose lyrics.	Students will develop an understanding of how music for film developed. They will explore sound FX and how composers create mood for film. Students will also learn about some of the leading film composers. Students will use Logic Pro to import a film clip and compose for the moving image.		Students will develop their understanding of "band" instruments but focusing on one in particular. They will develop their understanding of tab, chord charts and chord diagrams suitable to their instrument. They will identify how relationships work within a band setting and how showmanship is a key factor. Students will identify key techniques within Popular Music performances throughout time evaluating the effectiveness of the performance. Students will also discuss their next steps regarding music.	

Year 7	Term 1		Term 2		Term 3	
	Football	Badminton	Basketball	Gymnastics	Rounders	Athletics
	Passing and receiving the ball between two points using preferred foot; Shooting, dribbling and changing direction; use of space	Develop the basic grip, forehand and backhand technique; Introduction to serve; Correct body position; Linking skills; Keep the shuttle under control using a racket	Use and apply attacking and defensive techniques such as drive and block; Layup, jump shot, and rebound from different positions	<p>To be able to perform a range of balance and travel movements in isolation and in sequences.</p> <p>To know how sequences can be developed using both floor and apparatus, including safety principles.</p> <p>To understand the concepts of stretching and curling, matching and mirroring and speed change.</p>	Develop the basic batting, bowling, catching waist height technique; develop the short barrier fielding technique; underarm and overarm throw	Maintain running speed at a steady rate for a prolonged period of time. Basic Running techniques Low to High start - Sprinting and Throwing
			Volleyball	Trampolining	Cricket	Tennis
			Develop and refine hand-eye coordination; develop basic principles for the 'dig' and 'set' passes in Volleyball; Linking skills - footwork and ready position; underarm serve; develop the technique of the 'set' pass	<p>Jumping on the cross to gain height and stability, stopping absorbing the bounce of the trampoline through the bend of the knees, vision on end of mat or wall spot throughout.</p> <p>Shaped Jumps -tuck, straddle and pike, with extension of limbs</p> <p>Landing in straight position after flight, with arms extended above head.</p>	Develop the long barrier fielding technique; correct body position, movement into position and position of hands; Decision making Catching and throwing, accuracy and resilience	Develop the basic technique of a forehand and backhand stroke, of a volley; Introduction to serve; Correct body position; Linking skills; Keep the ball under control using a racket



Year 8	Term 1		Term 2		Term 3	
	Football	Badminton	Basketball	Gymnastics	Rounders	Athletics
	Passing and receiving the ball between two points using both feet; Shooting, dribbling and changing direction with accuracy; use of space	Develop basic forehand and backhand net shot and underarm lift serve; Introduction to rallying; Correct body position; Linking skills; shuttle and racket control Tag	Use and apply different attacking and defensive techniques such as drive and block; Layup, jump shot, and rebound from different positions	<p>To be able to use a range of apparatus to obtain flight safely and effectively.</p> <p>To know how sequences can be developed in pairs using floor and apparatus.</p> <p>To understand the concepts of twisting and turning, symmetry and asymmetry, and unison and canon.</p>	Develop the basic batting, bowling, catching above head height technique; develop the short barrier fielding Technique; underarm and overarm throw	<p>Maintain running speed at a steady rate for a prolonged period of time.</p> <p>Running techniques; Sprinting and Throwing</p>
			Volleyball	Trampolining	Cricket	Tennis
			<p>Develop the basic principles for the dig and set passes in</p> <p>Linking skills - footwork and ready position; underarm serve; develop the 'volley' or 'set' technique</p>	<p>Basic Shapes: straddle, tuck, pike and star.</p> <p>Replication of core skills.</p> <p>Seat landing, front landing, back landing.</p> <p>Development of aesthetics, control and body management skills.</p> <p>Developing sequences/ movement patterns.</p> <p>Development of peer/self-assessment.</p>	Develop the long barrier fielding technique; correct bodyposition, movement into position and position of hands; Decision making Catching and throwing, accuracy and resilience	Develop the basic technique of a forehand and backhand stroke, of a volley; Serve - arm action and ball toss; Correct body position; Linking skills; ball and racket control

Year 9	Term 1		Term 2		Term 3	
	Football	Badminton	Basketball	Gymnastics	Rounders	Athletics
	<p>Passing and receiving the ball across a range of distances using preferred foot; Shooting, dribbling and changing direction; use of space; Use of volleys and sharp turning of the ball; practice defensive skills, manoeuvres and parts of the body to control the ball</p>	<p>Refine forehand and backhand net shot and underarm lift; attacking and drop shots; Development of serve and body positioning; Linking skills; Hitting techniques; Refine footwork, including the ready position Tag</p>	<p>Use and apply different attacking and defensive techniques such as drive and block; Layup, jump shot, and rebound from different positions</p>	<p>To be able pairs and group balances.</p> <p>To be able to construct a simple RG sequence.</p> <p>To know that gymnastics includes the disciplines of Acrobatic Gymnastics and RG.</p> <p>To understand the principles of counter tension and counterbalance and the principles behind the construction of RG sequences</p>	<p>Develop the basic batting, bowling, catching below waist height technique; develop the short barrier fielding technique; underarm and overarm throw</p>	<p>Maintain running speed at a steady rate for a prolonged period of time.</p> <p>Running techniques; Sprinting and Throwing</p>
Year 9			Volleyball	Trampolining	Cricket	Tennis
			<p>Volleyball Develop the basic principles for the dig and set passes in</p> <p>Linking skills - footwork and ready position; underarm serve; Adapting technique to change direction of the pass</p>	<p>Replication of core skills.</p> <p>Development of aesthetics, control and body management skills.</p> <p>Developing sequences/ movement patterns. Development of peer/self-assessment</p>	<p>Develop the long barrier fielding technique; correct body position, movement into position and position of hands; Decision making Catching one handed, underarm and overhead; accuracy aiming for targets and resilience</p>	<p>Refine forehand and backhand stroke and volley; Development of serve and body positioning; Linking skills; Racket and ball familiarisation; Refine footwork, including the ready position and split step</p>

	Term 1		Term 2		Term 3	
	Health & Wellbeing	Living in the wider world	Relationships	Health & Wellbeing	Relationships	Living in the wider world
Year 7	<b>Transition and safety</b>	<b>Developing skills and aspirations</b>	<b>Diversity</b>	<b>Health a puberty</b>	<b>Building relationships</b>	<b>Financial decision making</b>
	Transition to secondary school and personal safety in and outside school, including first aid	Careers, teamwork and enterprise skills, and raising aspirations	Diversity, prejudice, and bullying	Healthy routines, influences on health, puberty, unwanted contact, and FGM	Self-worth, romance and friendships (including online) and relationship boundaries	Saving, borrowing, budgeting and making financial choices
Year 8	<b>Drugs and alcohol</b>	<b>Community and careers</b>	<b>Discrimination</b>	<b>Emotional wellbeing</b>	<b>Identity and relationships</b>	<b>Digital literacy</b>
	Alcohol and drug misuse and pressures relating to drug use	Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Mental health and emotional wellbeing, including body image and coping strategies	Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Online safety, digital literacy, media reliability, and gambling hooks
Year 9	<b>Peer influence, substance use and gangs</b>	<b>Setting goals</b>	<b>Respectful relationships</b>	<b>Healthy lifestyle</b>	<b>Intimate relationships</b>	<b>Employability skills</b>
	Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Learning strengths, career options and goal setting as part of the GCSE options process	Families and parenting, healthy relationships, conflict resolution, and relationship changes	Diet, exercise, lifestyle balance and healthy choices, and first aid	Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability and online presence

# RELIGIOUS STUDIES

	Term 1	Term 2	Term 3
Year 7	<p><b>Exploring Philosophy</b> Blik: how do I interpret the world around me?</p> <p><b>Socrates: questioning world views</b> Understanding Socrates' influence on thinking.</p> <p><b>Plato</b> Understanding Plato's influence on thinking.</p>	<p><b>Meaning and examples of covenants</b> Understanding the importance of covenants.</p> <p><b>Abram</b> Abraham: what is the significance of covenants for Jews, Christians and Muslims?</p> <p><b>Becoming Abraham</b> Abraham: what is the significance of covenants for Jews, Christians and Muslims?</p> <p><b>The father of many nations</b> Abraham: what is the significance of covenants for Jews, Christians and Muslims?</p> <p><b>The Promised Land</b> What is the significance of the promised lands?</p> <p><b>The new covenant</b> What does this Covenant represent?</p>	<p><b>Prophethood</b> How are Abrahamic faiths connected through prophets?</p> <p><b>Adam and creation</b> Understanding Adam and Creation.</p> <p><b>Isaac and Ismail</b> Risalah: how are Abrahamic faiths connected through prophets?</p> <p><b>Moses and the burning bush</b> Prophethood: how are Abrahamic faiths connected through prophets?</p>
Year 8	<p><b>Ethics</b> The nature of human kindness</p> <p><b>Deontology and Emmanuel Kant</b> Understanding Deontology and Kant's thinking.</p> <p><b>Teology and utilitarianism</b> Understanding what this means and the application of the belief system.</p> <p><b>Situation ethics</b> Understanding the importance of situation ethics.</p> <p><b>Virtue ethics</b> Understanding the importance of virtue ethics.</p> <p><b>Suffering and compassion</b> How are these aspects important in informing ethics?</p>	<p><b>Views of Jesus</b> Anthropology of Jesus.</p> <p><b>Messianic prophecy in Judaism</b> How is this of importance?</p> <p><b>Jesus and the gospels</b> What do we learn about them?</p> <p><b>Jesus and incarnation</b> What does this mean?</p> <p><b>Adam and creation</b> Understanding Adam and Creation.</p> <p><b>Islamic interpretations of Jesus</b> What do these look like?</p>	<p><b>Buddhism: Siddhartha Gautama</b> How significant are the three jewels to Buddhists?</p> <p><b>Dhamma and skilful actions</b> Interpretations of these and their importance.</p> <p><b>Dhamma and moral precepts</b> Interpretations of these and their importance.</p>

# RELIGIOUS STUDIES

	Term 1	Term 2	Term 3
Year 9	<p><b>The Ten Commandments</b> Religious law: what is the social context and relevance today?</p> <p><b>Two Great Commandments</b> The meaning and relevance of these today.</p> <p><b>Situation ethics of Jesus</b> Understanding how the situation ethics of Jesus influence Christians today.</p> <p><b>Muslims and Shariah Law</b> Understanding the importance of Shariah Law on Muslims.</p> <p><b>Interpreting Shariah</b> Understanding the importance of the interpretation of Shariah Law.</p> <p><b>Muslim attitudes to music</b> How do Muslims view music?</p>	<p><b>Religious rebels: Martin Luther</b> How did Martin Luther influence the reformation?</p> <p><b>Reaching Heaven by faith alone</b> How is this of importance?</p> <p><b>Pacifism</b> What does this mean?</p> <p><b>Unjust laws</b> Rebels: should we embrace or challenge authority?</p> <p><b>Vandana Shiva</b> Understanding what this means and embracing the earth's power.</p>	<p><b>Religion and the environment: stewardship and dominion</b> Changing world: how should the Earth's resources be used?</p> <p><b>Khalifah: Muslim perspectives on the earth</b> Investigating Muslim attitudes to the earth.</p> <p><b>Tikkun Olam and the role of personal responsibility</b> Interpretations of Tikkun Olam.</p> <p><b>Pope Francis and the Laudato Si' encyclical</b> Interpretations of these and their importance.</p> <p><b>Peter Singer and animal rights</b> I can explain Peter Singer's argument against speciesism and think about how it can be used to argue for animal rights.</p>

# SCIENCE

	Term 1	Term 2	Term 3
Year 7	<b>Matters as particles</b> <b>Cells</b> <b>Forces</b> <b>Separation</b>	<b>Magnetism</b> <b>Chemical reactions</b> <b>Space</b> <b>Acids and alkalis</b> <b>Digestion and health</b>	<b>Gas exchange</b> <b>Speed</b> <b>Reporudction</b> <b>Waves</b>
Year 8	<b>The periodic table</b> <b>Charge and electrical current</b> <b>Transport systems</b> <b>Energy and power</b> <b>Energetics</b>	<b>Light</b> <b>Reactions of metals</b> <b>Density and pressure</b> <b>Bioenergetics</b>	<b>Coordination</b> <b>Electrical circuits</b> <b>Genetics</b> <b>Reactivity</b> <b>Interdependence</b>
Year 9	<b>Respiration</b> <b>Heating and cooling</b> <b>Earth and atmosphere</b> <b>Engineering</b>	<b>Variation</b> <b>Electromagnets</b> <b>Cells</b> <b>Atoms</b>	<b>Forces</b> <b>Cell transport</b> <b>Bonding</b> <b>Transport in organisms</b>



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