Key Stage 3 Curriculum Booklet 2019-20

"It matters not how straight the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul."

William Ernest Henley, 'Invictus' 1888

Change and an Opportunity

At Waddesdon, we have long held the view that all children can succeed whatever their prior attainment or background. We are a community which believes that there is no limit on our learning. When we embrace challenges, persist in the face of setbacks, see effort as the path to mastery and learn from feedback, not only will we flourish, but we all gain a greater sense of personal satisfaction and individual choice.

This is why we have developed a KS3 curriculum for our students which focuses on what they can achieve and which encourages our young people to work with effort, independence and a desire to learn.

Mastery Bands

We have organised the Key Stage 3 Curriculum into four mastery bands. These are:

- **Surface**
- **Deepening**
- **In Depth**
- **Profound**

These bands illustrate the difference between superficial and profound learning. Imagine someone just scratching the surface, compared to another person who, through sustained effort, is able to dig deeply into an area of knowledge or specific skill.

A person who has grasped something at an in-depth or profound level is moving towards real mastery.

Here is an overview of the skills in the four mastery bands:

Surface – scant/**patchy knowledge** which the students can **recall** with some **understanding**, but often is applied wrongly or partially; skills are yet to develop
[below expected level for Year 7/8]

Deepening – use of knowledge demonstrates **understanding** and some ability to be discerning in its **application**; skills are developing
[at expected level for Year 7 for students who come to Waddesdon on 100+]

In Depth – **knowledge** can be **applied** with confidence; through **analysis** of the subject area/skill students can **draw conclusions** and **make judgements**
[at expected level for Year 7/8 students who come to Waddesdon on 110+]

Profound – students have a developed understanding of different knowledge, skills and concepts and **link them together (synthesis)** as well as making **informed judgements (evaluation)**; mastery of skills is at a very high level and students demonstrate the ability to transfer skills from one area to the next
[above expected level for Year 7/8, except for small proportion of students who come to Waddesdon on 120+ or who work very hard and make rapid progress during Key Stage 3]

Whilst it is difficult to accurately correlate the mastery bands to outcomes at GCSE, broadly speaking the table below may be of interest and use, although it should be treated with some caution.

Depth of knowledge, understanding and skills	On target to achieve: GCSE grade
Surface	1-3
Deepening	4-5
In Depth	6-7
Profound	8-9

Use this Booklet to Help your Child

This booklet contains information from each subject area which gives you and your child an overview of what will be covered during Years 7 and 8. By sharing this information with you, we hope that you will be able to support your child better and also encourage him or her to deepen real understanding.

Review the Basics

In Secondary School, the basics are still important. Your child should practise his/her times-tables regularly. Also, please continue to help your child to learn spellings. In particular, reading with your child will help strengthen reading habits and ability.

How We will Report to You

In November and April we have Parent Consultation Evenings, when you will meet your child's form tutor and subject teachers face-to-face. You will also receive a report in November, February and July. From these reports, you will be able to tell:

- How well your child is developing study habits (Attitude to Learning and Homework grades)
- The way in which your child is mastering key skills (Reading and Spelling Ages and Times-Tables)
- How your child is doing in each subject area.

"Parental support is eight times more important in determining a child's academic success, than social class…Parental involvement in a child's education can mean the difference between success and failure at GCSE."

(*Times Educational Supplement*)

CONTENTS

English

The English Department Vision

We believe that the purpose of English education is to instil students with confidence, an appreciation of the power of language and a lifelong love of literature.

We believe that the community in the English Department flourishes when students and teachers demonstrate empathy, kindness and mutual respect.

We believe that English students flourish when they have the tools to achieve their own success, and they feel supported in doing so.

We believe that English students flourish when they try their best, see the value of failure and believe in their own abilities.

Knowledge and Skills Developed at Key Stage 3

When reading, students will develop skills of critical appreciation, comprehension and summary. Texts will also be used to inspire a range of creative writing in which students will be encouraged to develop their imaginative and linguistic skills. To enrich students' experiences of these texts, we also research their authors and their social and historical contexts.

The department places high importance on the love of reading (both at school and at home) as well as the importance of written accuracy. Fortnightly library lessons are designed to engender a love of reading, ensuring students are reading widely and regularly. Year 7 students also follow a personalised spelling programme throughout the year, and grammar is explicitly taught to build on learning from primary school.

At Waddesdon, skills of speaking and listening are valued highly. Students will learn to listen carefully, and will be able to express their thoughts, feelings and ideas in a range of contexts throughout the year, culminating in an inter-form story-telling competition in the summer term. At Waddesdon, we passionately believe in developing students' verbal skills; research has shown that students who are confident in this area develop significantly stronger skills in all areas of English.

Year 7 Curriculum

By the end of Year 7, we believe that every child should be able to:
- read fiction and non-fiction texts, to extract the meaning and to understand the purposes of the writers;
- write fiction and non-fiction texts accurately, and begin to influence their audience;
- speak confidently in front of a group.

Throughout Year 7, students will follow an enjoyable, inspiring programme of study, in which they will acquire detailed knowledge and appreciation of a range of prose, poetry and drama. They will study:

- Poetry, prose & drama (chosen by individual teachers)
- Author study
- Fiction & non-fiction extracts
- Study of spoken and written communication
- Spelling, punctuation and grammar
- Speaking and listening tasks

- Library lessons to promote the enjoyment of reading.

Year 8 Curriculum

By the end of Year 8, we believe that every child should be able to:
- comment on the meaning and effect of fiction and non-fiction texts using quotations;
- write fiction and non-fiction texts confidently and effectively, for a specific purpose and audience;
- express their views confidently in front of a group.

Over the course of the year, students will study both fiction and non-fiction texts, in order to gain further knowledge of, and insight into, the way a text is written and structured; they will also be able to analyse specific effects on the reader. Students will strengthen their ability to communicate ideas effectively, both in writing tasks and spoken communication.

- Poetry, prose and drama (chosen by individual teachers)
- Continued study of Shakespeare
- Genre study (Gothic literature)
- Study of language change over time
- Fiction and non-fiction extracts
- Study of language and structure
- Study of spoken and written communication, and debating skills
- Spelling, punctuation and grammar

Support at Home

Alongside the programme of study offered at school, we recommend the following to support students' learning at home:
- Regular practice of Blackwell Spellings (in Year 7), using Look, Cover, Write, Check
- Regular reading with an adult
- Discussion of current affairs, inspired by the news and topical TV shows

Mastery Bands: Reading

Level of Mastery	Knowledge	Examples of your writing
Surface *I understand the text.*	• I understand what happens in a text. • I can refer to things that happen in the text. • I begin to explain what a text implies.	• For example… • This means/shows… • This implies…
Deepening *I clearly understand the text and I think about the writer's choices.*	• I use quotes to support my ideas. • I explain what the writer implies, or what a quote makes the reader think or feel. • I try to use subject terminology.	• This is shown when the writer writes, "_____". • This makes the reader think/feel… • Adjective, verb, noun, simile, rhetorical question.
In Depth *I show understanding of the writer's choices.*	• I carefully choose focused quotes to support my ideas. • I pick out key words from the quote and explain what they specifically imply. • I use some subject terminology accurately, and I start to explain why the writer has used it.	• Use embedded quotes. • The word "____" is particularly powerful because… • E.g. the use of lots of verbs creates a busy atmosphere. • Metaphor, alliteration, power of three, adverb, short sentences.
Profound *I show detailed understanding of the writer's choices.*	• I use a range of relevant quotes in each paragraph to support my ideas. • I explain the effect of the writer's language choices on the reader. • I use subject terminology accurately, and I sometimes explain why the writer has used it.	• The writer has chosen this word/technique because… • The writer uses this quote/technique to send the reader the message that… • Hyperbole, personification, juxtaposition, onomatopoeia, compound/complex sentences.

NB/ Deepening criteria are in line with GCSE grades 1-2; in-depth criteria are in line with GCSE grade 3; profound criteria are in line with GCSE grade 4-5.

Mastery Bands: Speaking

Level of Mastery	Knowledge
Surface *I can express straightforward ideas.*	• I can state straightforward ideas and add some detail. • My speech has sections. • I use vocabulary that matches my situation. • I speak clearly and make some eye contact.
Deepening *I begin to consider my effect on the audience.*	• I can explain my ideas in some detail. • I carefully plan the opening and ending of my speech. • I sometimes choose vocabulary to have an effect on my audience. • I sometimes use pauses or gestures to increase the power of my speech.
In Depth *I can express myself effectively.*	• I explore a range of detailed ideas. • My opening and ending are effective, and I link my sections together. • I choose a range of vocabulary to have an effect on my audience. • I regularly use pauses and gestures to increase the power of my speech.
Profound *I can express myself in a sophisticated manner.*	• I explore a wide range of detailed ideas. • I link my sections together carefully, including the ending back to the beginning. • I choose a range of vocabulary and techniques to have an effect on my audience. • I use a range of non-verbal techniques to increase the power of my speech.

Mastery Bands: Writing

Level of Mastery	Content	Accuracy
Surface *My ideas are developing.*	• I think about what would interest my audience. • I have a few good ideas, and I mostly use paragraphs accurately. • I choose vocabulary to make my writing more interesting.	• I mostly use full stops and capital letters correctly. • I sometimes use other punctuation accurately, e.g. commas, question marks, exclamation marks. • I vary the lengths of my sentences • I sometimes use more complex vocabulary and I sometimes spell it accurately.
Deepening *My writing is deliberate and structured.*	• I use ideas which are designed to interest my audience. • My writing has a clear opening and ending, and I use paragraphs throughout. • I vary my vocabulary and use language techniques to make my writing more effective (e.g. to persuade or to describe).	• I mostly use full stops and capital letters correctly. • I try to use other punctuation such as speech marks and commas for subordinate clauses (e.g. "If I can find my wallet, we can all go for ice cream"). • I try to vary the lengths of my sentences for effect. • I challenge myself to use a range of vocabulary, and I mostly spell it accurately.
In Depth *My writing is detailed and stylish.*	• I use a range of ideas designed to interest my audience. • My writing has an effective opening, middle and ending, which are linked together. • I use a range of language techniques and vocabulary to make my writing more effective (e.g. to persuade or to describe).	• I almost always use full stops, capital letters and commas correctly. • I usually use other punctuation correctly, e.g. speech marks, colons and semi-colons. • I vary the lengths of my sentences for effect. • I use some ambitious vocabulary and sometimes spell it accurately.
Profound *My writing is accurate, appropriate and sophisticated.*	• My writing is clear and uses an appropriate tone and style for my purpose and audience. • I use increasingly sophisticated vocabulary and phrasing, purposefully chosen for effect. • I use sophisticated language techniques to create my desired effect on the reader.	• I always use full stops and capital letters correctly. • I almost always use other punctuation accurately, e.g. speech marks, colons and semi-colons. • I use a variety of sentence lengths for effect, in linked paragraphs and with a range of discourse markers. • I use effective structural techniques in my writing. • I accurately spell my sophisticated vocabulary choices.

NB/ Deepening criteria are in line with GCSE grades 1-2; in-depth criteria are in line with GCSE grade 3; profound criteria are in line with GCSE grade 4-5.

Mathematics

By the end of Key Stage 3, we believe that every child should have knowledge and understanding of the following topics, covered over two years:

Year 7

Number
Students will be taught to:
- use the four operations (i.e. addition, division, multiplication and subtraction) applied to whole numbers and decimals up to 2 decimal places
- add, subtract and order negative numbers, use and understand coordinates in all four quadrants
- add and subtract simple fractions and solve problems involving fractions
- round numbers and measures to one decimal place
- use the concepts and vocabulary of factors, multiples, prime numbers, squares and their roots

Ratio, Proportion and Rates of Change
Students will be taught to:
- change between standard units of time, convert between 12hr and 24hr clocks and read and interpret time on a calculator
- use ratio notation, including reduction to simplest form and divide a quantity into a given ratio

Algebra
Students will be taught to:
- use and understand concepts and vocabulary of terms, expressions and equations
- simplify and manipulate algebraic expressions by collecting like terms
- generate terms of a sequence using term to term or position to term rules
- construct and solve linear equations with an unknown on one side only

Geometry and Measures
Students will be taught to:
- apply formulae to calculate and solve problems involving perimeters and areas of rectangles, triangles and compound shapes
- apply properties of angles at a point, angles on a straight line and angles in a triangle
- describe, sketch and draw 2-D shapes that have reflective and rotational symmetry
- Calculate volume and surface area of cubes and cuboids

Statistics
Students will be taught to:
- draw and interpret bar and pie charts
- calculate and compare averages using mean, mode, median and range

Probability
Students will be taught to:
- use appropriate language and vocabulary associated with probability, including the probability scale from 0 to 1
- identify and list all outcomes of single events

Year 8

Number
Students will be taught to:
- make and justify estimations and approximations of calculations using both whole numbers and decimals
- find fractions of quantities, order and perform all four operations on fractions
- find a percentage of an amount, find percentage increase/decrease and use the equivalence between fractions, decimals and percentages
- understand and use order of operations with or without a calculator
- recognise and use multiples, factors, highest common factors, lowest common multiples, powers and their roots

Ratio, Proportion and Rates of Change
Students will be taught to:
- use units of measurement (length, time, area, volume) to estimate and draw/interpret scale drawings
- convert within metric units and know equivalents of metric and imperial units
- use and understand links between ratio, proportion and fractions
- compare two ratios, interpret and use ratio in a range of contexts including solving word problems

Algebra
Students will be taught to:
- simplify, manipulate and transform algebraic expressions by multiplying out both single and double brackets
- substitute values into formulae and expressions
- solve linear equations with integer coefficients (unknown on both sides) with or without brackets
- recognise and use equations and graphs of straight lines

Geometry and Measures
Students will be taught to:
- calculate area of a trapezium, parallelogram and surface area of prisms
- use formulae for circumference and area of a circle
- solve geometrical problems using angles made by parallel lines and using side and angle properties of quadrilaterals
- use a compass and a ruler to construct triangles, quadrilaterals and bisectors
- describe and use both bearings and loci
- translate and enlarge 2D shapes and use a combination of reflection, rotation, translation and enlargement
- calculate volume of cuboids, prisms and know various 3D shapes using faces, edges and vertices

Statistics
Students will be taught to:
- identify sources of data and appropriate sample size
- construct and use stem and leaf diagrams and scatter graphs
- compare two or more distributions and time series graphs
- justify and communicate the results of a statistical enquiry

Probability

Students will be taught to:

- find and record all possible outcomes of two or more events using sample space, Venn diagrams and tree diagrams
- find and record all mutually exclusive outcomes
- compare experimental probability with theoretical probability

By the end of Key Stage 3, we believe that every child should be able to:

- recall and apply their knowledge of the times-tables rapidly and accurately
- extend their understanding and knowledge of the number system to include decimals, fractions, percentages, powers and roots
- solve problems by applying their mathematical knowledge to a variety of routine and non-routine problems
- solve problems by breaking them down into simpler steps
- reason mathematically by making connections between number relationships and their algebraic representations
- make generalisations and develop an argument

Each module will be assessed using the following Mastery Bands grid **(which students will have at the start of each module/topic). Reviews/assessments occur at the end of each module:**

Example: Module - Geometry and Measures 1

Level of Mastery	Knowledge	Skills
Surface	Draw straight lines of a given measurement	Use a ruler accurately
Deepening	Find perimeters of simple shapes and find areas by counting squares	Ability to estimate
In Depth	Use the formula for the area of a rectangle and use this to calculate areas of compound shapes	Recall and use times- table facts correctly. Substitute into a formula
Profound	Deduce and use formula for surface area of prisms	Break a problem into smaller tasks

Language / Written Communication

Both spoken and written communication is absolutely vital to Mathematics. Students should be able to use and understand key words accurately to explain ideas and concepts. Spoken language is also a key factor in students developing their mathematical vocabulary and presenting a mathematical justification or proof. Both students and teachers also use discussion to probe and remedy/clarify misconceptions.

Science

Scientific Thinking in Year 7
By the end of Year 7, we believe that every child should have a knowledge and understanding of the following topics:

Biology
- Cells: Growth and development of cells and their organisation
- Structure and Function of Body Systems: Transport systems in multi-cellular organisms including the skeletal and muscular systems and gas exchange
- Reproduction: Reproduction of both humans and plants

Chemistry
- Particles and their Behaviour: The nature of matter
- Atoms, Elements, and Compounds: Atoms, elements and compounds and pure and impure substances
- Reactions: Chemical reactions and the energetics of these
- Acids and Alkalis: Acids, alkalis and neutralisation reactions

Physics
- Forces: Forces, balanced forces, and forces and motion
- Sound: Wave properties, energy in waves and sound in matter
- Light: Light waves
- Space: Space physics, mass weight and gravity

Scientific Thinking in Year 8
By the end of Year 8, we believe that every child should have a knowledge and understanding of the following topics in addition to the topics covered in Year 7:

Biology
- Health and Lifestyle: Nutrition, digestion and gas exchange
- Ecosystem Processes: Photosynthesis and relationships in the ecosystem
- Adaptation and Inheritance: Inheritance, chromosomes and genes

Chemistry
- The Periodic Table: The chemical properties of elements within the periodic table
- Separation Techniques: Pure and impure substances and an idea of how to separate them
- Metals and Acids: An understanding of the reactions of metals and acids
- The Earth: Rocks, the earth and the atmosphere

Physics
- Electricity and Magnetism: Current electricity, static and magnetism
- Energy: Fuel uses, energy changes and changes in systems
- Speed and Motion: Describing motion, forces and pressure in fluids

Investigation Skills in Key Stage 3
By the end of Key Stage 3, we believe that every child should be able to:
- Plan a scientific investigation, naming factors that can vary and how to control them
- Understand what a risk assessment is and how to implement one
- Describe what a mean is and calculate these for their data
- Present data in tables and graphs

- Identify patterns in this data to make a conclusion
- Suggest improvements to their investigations

Assessment Points

Students will be formatively assessed in all science topics throughout Year 7 and Year 8. This will take the form of retrieval quizzes, mind maps, completing knowledge organisers and comprehensive revision lessons at the end of each topic. Both year groups will continue to complete mastery tasks all the way through the year. This will take the form of either a full practical investigation or an extended piece of writing and will be assessed according to the mastery bands outlined below (Investigation Skills & Scientific Thinking respectively).

Year 7 will also sit larger summative cumulative assessments (examine everything learnt to date) prior to the main school reporting points to parents. Year 8 continue to sit smaller, more frequent summative end of topic tests and will also sit a one-hour exam in January 2020, covering the whole of the Year 7 content and practical skills. The results of this test will help indicate suitability for Triple Science at GCSE.

Investigation Skills

Level of Mastery	Knowledge	Skills	Concepts
Surface Science skill: *Identifying and Describing*	*Students can:* • Identify questions to be investigated • Identify things that can vary in an investigation • Describe what a risk assessment is • Describe what a mean is • Add bars to a graph • Identify what should be in a conclusion • Suggest one improvement to an investigation	Identifying factors that can vary Plotting of a bar graph	Variables Means Conclusions
Deepening Science skill: *Explaining*	*Students can:* • Explain how scientists develop ideas to investigate problems • Identify and explain the independent, dependent and control variables for an investigation • Explain whether data is accurate or precise • Explain what a risk assessment is • Calculate a mean of two values • Add data to a graph or chart • Describe and begin to explain a pattern in data using their graph • Explain the stages in evaluating data	Plotting of line graph Calculating mean Identifying variables	Risk assessment Variables Accuracy Precision
In Depth Science skill: *Analysing*	*Students can:* • Analyse questions and explain that some can be investigated and others cannot • Suggest values for variables within an investigation	Identifying risks for an investigation Drawing scales for graphs	Evaluating data Controlling risks

	• Recognise what makes data accurate and precise • Analyse a practical to identify risks in an experiment • Calculate a mean from 3 repeats • Present data in tables and graphs • Interpret data to draw a conclusion • Suggest ways of improving a practical investigation		
Profound Science skill: *Linking*	Students can: • Suggest examples of independent, dependent and control variables in unfamiliar situations • Explain the difference between accurate and precise data, linking this with examples • Write appropriate risk assessments for an investigation, linking ideas about safe working to the relevant practical • Calculate a mean for repeats in a range of situations • Design appropriate tables and graphs • Analyse data from an investigation and link to previous knowledge to draw a detailed conclusion • Compare and contrast data and suggest why data might be different • Explain ways of improving data and practicals	Analysing and interpreting data Designing suitable ways to present this data	Precision Accuracy Application of ideas

Scientific Thinking

Level of Mastery	Knowledge	Skills	Concepts
Surface Science Skill: *Identifying* and *Describing*	Students can: • Identify the question to be answered • Describe a scientific problem and the main factors affecting it	Describing the problem	The problem is that…
Deepening Science skill: *Explaining*	Students can: • Describe what is happening in detail • Explain an answer to a scientific problem using key terms from the topic	Explaining what is happening	A possible answer to the problem is…
In Depth	Students can: • Explain how things are happening and give a suitable reason why this may be the case	Identifying why and how things could happen	I think that….because…

Science skill: *Analysing*	• Analyse why things are happening and use scientific terminology		
Profound Science Skill: *Linking*	Students can: • Explain the answer to a problem making links to other topics and using science terminology from across the topics • Understand that some problems do not have a simple answer and that there may be more than one explanation	Linking ideas from other topics to reach a (or many) possible conclusions	It may be that….because… however…..

Language and written communication is vital in Science to be able to explain both ideas to be investigated and conclusions of this. Use of key scientific and topic words is essential in order to ensure that ideas are communicated effectively. Language and written communication is also vital in the content- based ideas in order to understand key processes around us and explain why these occur in the way that they do. This will be assessed through the investigation skills and scientific thinking.

Number and numeracy is important to Science in analysing and evaluating results and data to form conclusions. Students need to calculate means, suggest appropriate scales and plot graphs and charts. At a higher level, students should also be able to analyse this data to draw conclusions, comment on the accuracy and precision and suggest improvements. This will mainly be assessed through the investigation strand.

Art & Design

We offer a vibrant and contemporary curriculum preparing students to become creative thinkers who can decode the visual world around them. Part of the process of learning through creativity teaches students to use critical and lateral thinking skills, alongside practical development. The two-year course is designed to give students an exciting introduction to different Art genres including painting, drawing, sculpture, photography and graphics and feed into the curriculum at key stage four.

By the end of Year 7, we believe that every child should:
- Have the opportunity to think and act as artists, craftspeople and designers, working creatively and intelligently
- Know how to recognise and name different art forms including types of painting, craft, sculpture, design and architecture, photography and digital media
- Understand that particular kinds of marks can be made with different materials or controlled using suitable tools and be confident using some specialist tools
- Know how to research the work of artists, craftspeople and designers, selecting important visual and text-based information to help them in their own creative work

By the end of Year 7, we believe that every child should be able to:
- Use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions.
- Investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making
- Compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made
- Discuss their own work and that of others and adapt and refine their ideas, skills and processes

By the end of Year 8, we believe that most children should:
- Have a growing understanding of the codes and conventions that define the different creative forms in art, craft and design so they can research, plan and develop their own creative responses
- Apply their experience of drawing, painting, ceramics and mixed media processes/techniques, selecting suitable tools to enable them to design and make art works
- Understand when and how to navigate appropriate contextual sources such as the internet and art books to look at the works of a range of artists and designers to help them resolve creative problems to inform their own work

By the end of Year 8, we believe that most children should be able to:
- Use a variety of approaches to explore and experiment with ideas, information and resources purposefully, in order to appropriately develop their artistic intentions
- Independently investigate and develop a range of practical art skills and use these with growing confidence and skill to reach meaningful and purposeful intentions
- Critique on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made
- Critique their own work and that of others and adapt and refine their ideas, skills and processes in response

Working beyond Year 8 expectations, some children will be able to:
- Know about the ways in which signs and symbols are designed or used by artists in their work to convey messages

- Understand that particular painting, craft and construction tools can be used to exploit and control the properties and surface characteristics of materials to convey meaning
- Understand how particular periods, genres, styles or aspects of art and design contain visual and expressive characteristics that convey meaning in ways which can be appropriated in their work

Waddesdon Artist Apprenticeship Journey

Level of Mastery	Ideas/Concepts	Experiment/Explore	Skills/Making	Personal Response
Surface	Beginning to **look, gather** and assemble suitable information and **visual resources** to inform the development of their own artwork. Beginning to **compare and comment** on different ideas, methods and approaches used by artists, craftspeople and designers, relating to the **contexts** in which the work was made. Some ability to use some **specialist subject language** to engage with the work of others and own ideas	Beginning to select pencils, brushes, fine or broad **media and tools** to **control** a range of **materials and techniques** when creating their work. Showing some ability to explore drawing, painting and modelling materials, experimenting with **line, shape, tone, colour, texture, form and space**. **Working responsibly** with an awareness of personal safety and thoughtful respect when using materials, tools and equipment and moving around the studios, **responsibly clearing away** after practical activities under guidance.	Beginning to use a basic range of **techniques** to carefully **record** with some **accuracy of line, shape, tone, colour, scale and proportion** from **looking, observation and imagination**. Beginning to show some ability to **communicate ideas and meaning** through visual form, showing some links to gathered visual resources.	Some ability to present a personal, informed and meaningful **artistic response** to a project theme. Beginning to show **a sketchbook journey** exploring a creative art theme. Some ability to r**eflect on and discuss** their own work and that of others who might adapt and refine their ideas, skills and processes.
Deepening	A generally consistent ability **to look, gather and assemble** suitable information and **visual resources** to inform the development of their own artwork. Student shows a generally consistent ability to **compare and comment** on different ideas,	Generally consistent ability to independently select pencils, brushes, fine or broad **media and tools** to control a range of **materials and techniques** when creating their work with **increasing control and purpose**. Showing a generally consistent ability to work spontaneously with drawing, painting and modelling	Carefully exploring a range of **techniques** to record with general consistency **accuracy of line, shape, tone, colour, scale and proportion** from **looking, observation and imagination**. Generally consistent ability to **communicate ideas and meaning** through visual form, linking to gathered visual resources.	A generally consistent ability to present a personal, informed and meaningful response when endeavouring to **realise intentions**. Show **a generally consistent sketchbook journey** exploring a creative art theme. Generally consistent ability to

	methods and approaches used by artists, craftspeople and designers, relating to the **contexts** in which the work was made. Generally consistent ability to use some **specialist subject language** to engage with the work of others and own ideas.	materials, experimenting with **line, shape, tone, colour, texture, form and space**. Working **safely** as part of a team, with a developing understanding of techniques and the actions required to successfully follow each artistic process, **responsibly clearing away** after practical activities.		**reflect on and discuss** their own work and that of others using **some specialist art language**, explaining who adapts and refines their ideas, skills and processes.
In Depth	A consistent ability to **look, scrutinise, gather** and assemble suitable information and **visual resources** to inform the development of their own artwork. Student shows a consistent ability to **compare and comment** on different ideas, methods and approaches used by artists, craftspeople and designers, recognising the varied characteristics of how different historical, social and cultural **contexts** convey meanings and ideas. Consistent ability to use **specialist subject language** to engage with the work of others and own ideas.	Consistent ability to independently select pencils, brushes, fine or broad **media and tools** to control a range of **materials and techniques** when creating their work with control and purpose; taking and learning from **creative risks**. Showing a consistent ability to **work spontaneously** with drawing, painting, photography and modelling materials, experimenting with **line, shape, tone, colour, texture, form and space.** Work **safely** as part of a team, with an understanding of techniques and the actions required to successfully follow each artistic process with attention to detail, **independently clearing away** after practical activities.	Independently **selecting and exploring** a range of techniques to **record with consistent accuracy** of line, shape, tone, colour, scale and proportion from **looking, observation and imagination**. Consistent ability to **communicate ideas and meaning** through visual form, linking to gathered visual resources.	A **consistent ability** to present a personal, informed and meaningful response **realising intentions**. Present a consistent **sketchbook journey** exploring a creative art theme. Consistent ability to **reflect on and discuss** their own work and that of others using some **specialist art vocabulary,** explaining who influences, adapts and refines their ideas, skills and processes.
Profound	A highly developed ability to **look,**	Highly developed ability to	Independently **selecting and**	A **highly developed ability** to present a

scrutinise intelligently and engage within a **playful** way, assembling a wide range of **visual resources** to inform the development of their **own artwork**. Student shows a highly developed ability to **compare and comment** on different ideas, methods and approaches used by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural **contexts**, and convey meanings and ideas. Confidently uses **specialist subject language** to engage with the work of others and own ideas.	**independently select** and **control** a wide range of materials, techniques and **artistic processes** appropriate to intentions. Taking **creative risks** by experimenting with a range of media relevant to intentions. Showing a highly developed ability to **work spontaneously** with drawing, painting, photography and modelling materials, experimenting with **line, shape, tone, colour, texture, form and space**. Taking a **lead role in the art studios**, displaying an understanding of techniques and the actions required to successfully follow each artistic process with attention to detail, **independently clearing away** after practical activities.	**exploring** a range of techniques to **record with a highly developed accuracy** of line, shape, tone, colour, scale and proportion from looking, observation and imagination. Highly developed ability to **communicate ideas and meaning** through visual form, consistently linking to gathered visual resources throughout.	personal, informed and meaningful response, **realising intentions**. Present a highly developed **sketchbook journey,** exploring a creative art theme, making links with research and own ideas. Highly developed ability to **reflect on and discuss** own work and that of others, using **specialist art vocabulary**, explaining who influences, adapts and refines their ideas, skills and processes; using subject-appropriate language **fluently** to **express ideas** gathered through research and personal interpretation.

Language and Written Communication

Specialist language covering concepts, techniques and processes in Art is embedded throughout the curriculum.

Some key words/phrases Year 7 artists will know and understand by the end of the year are:

Looking, scrutinising, proportion, shape, tone, texture, perspective, composition, symmetry, complementary colour, harmonious colour, warm colour, cool colour, hue, tint, landscape, photography, mark-making, accuracy, abstract.

Additionally some key words/phrases Year 8 artists will know and understand by the end of the year are:

Critique, repeating pattern, tonal value, symbolism, foreground, law of thirds, rule of odds, leading lines, balance, contours, linear, layering, bleed, wash, scraffito, mixed media, maquette.

Numeracy

In Art, some key elements of numeracy are embedded throughout the curriculum. We expect all students to begin to understand with confidence and apply concepts related to **numerical space**, such as shape, form, position, relationships, composition, enlargement, viewpoint and perspective. We also expect students to begin to understand and apply concepts related to **numerical measurement** such as size, motifs, counting, pattern, repetition, variation and rhythm.

Computer Science & Information Technology

Computer Science and IT teachers at Waddesdon aim to provide every student with the opportunity to develop skills, knowledge and understanding of all aspects of computing as part of a broad and balanced curriculum. We achieve this by providing students with a solid platform of technical skills that will support successful use of ICT at secondary school as well as teaching how computers and computer systems work, and how they are designed and programmed. Students will be encouraged to develop their computational thinking skills and apply these to all kinds of systems.

By the end of Key Stage 3, we believe that every student should have a knowledge and understanding of the following topics:

Computer Science
- Computational Thinking
  - Decomposition
  - Pattern Recognition
  - Abstraction
  - Algorithms
- Binary Systems
- Pseudocode
- Data Handling – Spreadsheets/Databases
- Computer Systems
  - Hardware
  - Software
  - Input / Output Devices
  - Networking
  - Data Storage

E-Safety
- Cyber Bullying
- Internet Safety
- Phishing
- Social Networking
- Video and Mobile Technology
- Addictive Behaviours
- Online Gaming

Digital Communication and Literacy
- Email
- Electronic Surveys
- Word Processing / Presentations
- Data Handling – Spreadsheets / Databases
- Research Skills - Finding and Selecting Information, Observing Copyright
- Digital Graphics / Photo Manipulation / Image Editing

By the end of Year 7, we believe that every child should be able to:

- Log on and navigate our school network confidently
- Be proficient at transferring information to and from the school network
- Be proficient at storing data on various storage media
- Have a basic awareness of e-safety
- Understand the building blocks of computing

By the end of Year 8, we believe that every child should be able to:

- Use their email proficiently
- Use the core programmes proficiently and independently select the correct programme for a given task
- Have a sound awareness of e-safety
- Have a sound understanding of programming
- Be digitally literate and confident in the use of digital technologies
- Have a sound awareness of computer systems

Assessment Points

Over the course of Key Stage 3, all students will be assessed on their proficiency in the subject. In addition, they will have formal assessment points throughout the academic year. The student's Attitude to Learning (ATL) will be reported at every assessment point.

These assessments, together with the student's mathematical abilities, will be used to determine the student's suitability for GCSE Computer Science. An average of 28 marks per assessment in Year 8 will also be used as a benchmark figure for suitability for GCSE Computer Science.

Year	Assessment Point 1 November	Assessment Point 2 January	Assessment Point 3 March	Assessment Point 4 June/July
Year 7	ATL	Computational Thinking	ATL	Data and Data Representation
Year 8	ATL	Programming and Coding	ATL	Computer Systems

Literacy

Students will develop their digital literacy skills. They will have a firm grasp of topic-based key words which will eventually be embedded into their vocabulary.

Numeracy

Students will use calculations when developing their computing knowledge. Starting with binary, they will be following set algorithms and eventually developing their own. Students will also be able to collect and analyse data, represent it in graphical form and draw conclusions from the data.

Level of Mastery	Algorithms	Hardware and Processing	Programming and Coding	Communication and Networks	Data and Data Representation
Surface	I know that an algorithm is the base of a program. I can design a simple algorithm. I can find errors in algorithms. I can predict an outcome. I can use a loop and an 'if' statement within a program. I can design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else. I can use diagrams to express solutions. I can use logical reasoning to predict outputs, showing an awareness of inputs.	I know the different parts of a computer and am able to label them. I know that I can use a range of input and output devices for given tasks. I know how programs specify the function of a computer. I know the difference between hardware and application software.	I know that in binary there are only two states - on and off - which are represented by a 1 (on) and 0 (off). I know that computers use binary to understand what to do. I can solve a simple (3-4 lines of code) computational problem with guidance. I can create code, to perform basic operations on variables, using blocks.	I can navigate the web and can carry out simple web searches. I can use computers safely and responsibly, and know how to report unacceptable content when online. I know what is acceptable and unacceptable behaviour when using technologies and on-line services.	I know the different types of data - text and number - and use these effectively. I know that application programs can work with different types of data. I know that data can be structured in tables to make it useful. I know the difference between data and information. I know that the function of 'sort', can improve the efficiency for an end user when searching for information in databases. I can perform simple searches for information.
Deepening	I can show an awareness of tasks best completed by humans or computers. I can design solutions by decomposing a problem and create a sub-solution for each of these parts (decomposition). I know that iteration is the repetition of a process such as a loop. I know that different algorithms exist. I can represent solutions using a structured notation.	I know the main functions of an operating system and why these are important. I know why computers are used. I know the difference between wireless and mobile networks.	I can change a binary number into denary and vice versa. I can explain that binary is at the base of all actions on a computer. I can perform binary addition. I can solve a basic computational problem with guidance. I can use some programming techniques in a written language such as Python, JavaScript etc. including selection.	I know how to effectively use search engines, and I know how search results are selected. I can show an awareness of, and can use a range of, internet services e.g. VOIP. I can use computers safely and responsibly, and I know a range of ways to report concerns.	I can perform more complex searches for information, using Boolean and other operators. I know how to analyse and evaluate data. I know that computers use binary to represent all data. I know that computers transfer data in binary. I know that data can be transferred from binary to denary to hexadecimal.
In Depth	I know that for some problems I can share the same characteristics and use the same algorithm to solve them. I can identify the different outcomes of an algorithm based on the task.	I know the concepts behind the fetch-execute cycle. I know that there is a range of operating systems and application software for the same hardware.	I can change a denary number into a hexadecimal number. I can independently solve a basic/simple computational problem. I can solve a fairly complex computational problem. I have a good understanding of programming techniques in a written language such as Python, JavaScript etc. using both selection and repetition.	I know what a network is and understand that there are different types of network topologies. I can use technologies and online services securely, and I am confident to identify and report inappropriate concerns.	I know how numbers, images and sounds use the same bit patterns. I know the relationship between resolution and colour depth, including how this affects the size of the file. I can convert data from binary to denary to hexadecimal and understand why it is relevant.
Profound	I can evaluate the effectiveness of an algorithm and how an algorithm works, using logical reasoning. I can represent algorithms using a structured language. I can use Pseudocode effectively as a structured language.	I know the von Neumann architecture in relation to the fetch-execute cycle, including how data is stored in memory.	I can explain the difference between low and high level programming. I can solve complex computational problems by breaking it into smaller ones. I can evaluate and explain my code. I can explain how my program works using technical language.	I know that data on the internet requires careful protection of online identity and privacy. I can explain the reason for hardware and protocols within a network system.	I can explain and understand the relationship between data representation and data quality. I can confidently convert data from binary to denary to hexadecimal and understand why it is relevant.

Design & Technology

In Key Stage 3, Design and Technology is about providing opportunities for students to develop their capabilities, combining their designing and making skills with knowledge and understanding in order to create quality products. In Year 7, students work on a number of small, focused tasks to develop their skills across the different areas of Design and Technology and in Year 8 students create products inspired by a visit to the Warner Brothers Studio Tour - The Making of Harry Potter.

By the end of Key Stage 3, we believe that every student should be able to use the iterative design process to create a range of products for specific target markets.

The Curriculum
During lessons students will:
- Investigate and analyse a range of products and their applications
- Work on focused practical tasks to develop skills using a wide range of tools, ingredients and equipment
- Develop an understanding of materials, ingredients and components
- Use systems and control, including mechanical, electrical and electronic structures
- Achieve quality within their designing and sketching
- Understand Health and Safety issues within Design and Technology
- Use Computer Aided Design such as 2D Techsoft Design
- Use specialist equipment (e.g. laser cutter)

By the end of Key Stage 3, we believe that every student should be able to analyse their own or others' needs in order to:
- Prepare a range of nutritional dishes
- Use a broad range of manufacturing techniques, including handcraft skills, and a range of tools and equipment skilfully and safely
- Accurately weigh, measure and cut a range of materials and ingredients
- Programme simple components
- Generate, model and develop a range of ideas
- Follow procedures for safety and hygiene and understand the procedure of risk assessment
- Identify and solve their own design decisions
- Evaluate existing products, their own outcomes and the outcomes of their peers

Assessment Points
Year 7 students will be given a baseline assessment test soon after starting in the autumn term and then progress will be assessed at the end of each skills rotation**.** Students will be tested again at the beginning of Year 8, followed by end of unit assessments.

Use of Language / Written Communication
Students will use a range of written and graphical (drawing) skills to clearly communicate the purpose of the products they are designing and making and to evaluate their outcomes. Homework also provides opportunities to develop written, ICT and graphical skills. Students participate in group discussions to establish and reinforce learning.

Use of Number / Numeracy
Throughout designing and manufacturing, students will develop skills to enable them to make use of specialist measuring equipment and accurately use standard units of length, time and weight.

By the end of Key Stage 3 in Design and Technology, it is expected students will be able to:

Focus:	Band	Year 7	Year 8
DESIGNING & MODELLING			
Understanding contexts, users and purposes **Design specifications** **Generating, developing, modelling and communicating ideas**	**Surface**	Carry out research to **identify** user needs. Develop a **simple** design specification to guide their thinking. Develop 4-5 **simple** ideas with annotation.	Use research (e.g. surveys/ questionnaires) to **identify and understand** user needs. Develop **workable** specification points. Generate a range of innovative and functional ideas based on their research and specification.
	Deepening	Use research (e.g. surveys/ questionnaires) to **identify and understand** user needs. Develop a **workable** design specification. Generate a **range** of innovative and functional ideas based on their research and specification.	Use a wide range of sources to **identify and solve** their own design problems. Develop **detailed** specification points. Take **creative risks** when designing a range of innovative, functional ideas based on their research and specification
	In Depth	Use a wide range of sources to **identify and solve** their own design problems. Develop a **detailed** specification. Take **creative risks** when designing a range of innovative, functional ideas based on their research and specification.	Use a wide range of sources to **identify and solve** their own design problems, including cultural, religious and socio-economic preferences of intended users. Develop **detailed** specification points that also include: Environmental Concerns and Quality. **Consistently** think 'outside the box' to be very creative when making design decisions. Use 3D sketching to model ideas.
	Profound	Use a wide range of sources to **identify and solve** their own design problems, considering cultural, religious and socio-economic preferences of intended users. Develop **detailed** specification points that also include: Environmental Concerns and Quality. **Consistently** think 'outside the box' to be very creative when making design decisions. Use 3D design to model ideas.	**Reformulate** a given context. Produce a detailed user profile, considering some aspects of culture, religion or socio-economic contexts. Develop a **meaningful** design specification that takes into account research from a wide range of sources. Create 8+ iterative, creative designs using a range of inspiration.
MAKING			
Planning	**Surface**	Place in **order** the processes needed to make a product. Work safely to produce a product with some help.	Write a **simple** step-by-step plan for making, including tools and equipment needed. After being shown what to do, c**orrectly and independently** make a product.

Practical skills and techniques	**Deepening**	Write a **simple** step-by-step plan for making, including tools and equipment needed. After being shown what to do, **correctly and independently** make a product.	Produce, and follow, a **detailed** step-by-step plan, including tools and equipment needed. Select and skilfully use a wider, more complex range of materials, ingredients and components, taking into account their properties, to create good quality products with a high level of finish.
	In Depth	Produce, and follow, a **detailed** step-by-step plan, including tools and equipment needed. Select and skilfully use a wider, more complex range of materials, ingredients and components, taking into account their properties, to create good quality products with a high level of finish.	Suggest alternative ways of working in their plan. Explain the characteristics of the tools, equipment and processes. Independently select and use a wide and complex range of tools, equipment and processes to accurately and safely produce very good quality products.
	Profound	Suggest alternative ways of working in their plan. Explain the characteristics of the tools, equipment and processes. Independently select and use a wide and complex range of tools, equipment and processes to accurately and safely produce high quality products within a given time frame.	Produce step-by-step plans, including tools and equipment needed, quality control feedback loops and risk assessment. Independently select and use a wide and complex range of tools, equipment, ingredients and processes to accurately and safely produce high quality products within a given time-frame. Solve technical problems when they arise and justify their decisions.
EVALUATING			
Own ideas and products **Existing products**	**Surface**	**Identify** the good and bad points about their final product.	**Identify** changes made to their original design during making and **identify** possible improvements.
	Deepening	**Identify** changes made to their original design during making and **identify** possible improvements.	**Show evidence** of feedback from others during making and test most features of their final product against the specification.
	In Depth	**Show evidence** of feedback from others during making and test most features of their final product against the specification.	Test all features of their final product against the specification. **Explain and justify** possible improvements they could make to their work.
	Profound	Test all features of their final product against the specification. **Explain and justify** possible improvements they could make to their work.	**Consider** the views of intended users and other interested groups and show how they already have, or would, respond to their views.

TECHNICAL KNOWLEDGE			
Making products work	**Surface**	Be able to **recall** and discuss key information from the topic taught. **Be aware of** the working characteristics of materials, ingredients and components.	**Apply** their knowledge of materials, ingredients and equipment to make appropriate choices. Use learning from Science and Maths to help design and make products that work.
	Deepening	**Apply** their knowledge of materials, ingredients and equipment to make appropriate choices. Use learning from Science and Maths to help design and make products that work.	Work with the design task to inform the use of materials, equipment and techniques. Be able to make adjustments to the settings of machinery and equipment. Use feedback loops when planning the manufacturing process.
	In Depth	Work with the design task to inform the use of materials, equipment and techniques. Be able to **make adjustments** to the settings of machinery and equipment. Use feedback loops when planning the manufacturing process.	**Independently** select with confidence appropriate tools, ingredients and equipment and use them with skill. Use software and hardware to **develop programmes** and transfer these to programmable components.
	Profound	Independently select with confidence appropriate tools, ingredients and equipment and use them with skill. Use software and hardware to develop programmes and transfer these to programmable components.	Recognise the different needs of users and current trends in the market and use this knowledge and understanding to develop a realistic product. Use the work of other designers and chefs to inspire and assist in expressing their own creative ideas.

Food & Nutrition

Focus:	Band	Year 7	Year 8
PREPARATION & PLANNING			
	Surface	I can produce a flow chart with help I can get myself ready for a practical activity I have a list of ingredients but no quantities	My choice of ingredients will be based on the selection suggested by the teacher but include the correct quantity and type I need to ask for help during the lesson I need reminding how to set up properly for a practical session I can select some of the equipment needed to make my product
	Deepening	My choice of ingredients will be based on the selection suggested by the teacher but include the correct quantity and type I can produce a flow chart with some of the required information on it I need reminding how to set up properly for a practical session I can select some of the equipment needed to make my product	I know how to store food correctly I can select ingredients that are suitable to the type of dish being made I can use class research to help make decisions about what to make I occasionally require help to select the equipment to enable me to make successfully I can plan to make using a flow chart which will contain all of the information that I need to make a successful product I sometimes need to be reminded about setting up before a practical lesson and what to do at the end
	In Depth	I know how to store food correctly I can select ingredients that are suitable to the type of dish being made I can use class research to help make decisions about what to make I occasionally require help to select the equipment to enable me to make successfully I can plan to make using a flow chart which will contain all of the information that I need to make a successful product I sometimes need to be reminded about setting up before a practical lesson and what to do at the end	I know that cost, time available and food value are important when selecting foods I can apply my research to help select suitable dishes to make I can use my planning to enable me to set myself up ready for making I know how to write a flow chart and include equipment and ingredients in metric I have a clear understanding of the type of ingredients that are suitable for the task

	Profound	I know that cost, time available and food value are important when selecting foods I can apply my research to help select suitable dishes to make I can use my planning to enable me to set myself up ready for making I know how to write a flow chart and include equipment and ingredients in metric I have a clear understanding of the type of ingredients that are suitable for the task	I can produce a plan which allows myself and others to produce dishes to a consistent high quality as well as following legislation and safe working practices I can examine the ingredients, equipment and ingredients available and suggest how these could be used to improve my dish
MAKING			
	Surface	I can carry out basic skills like peeling vegetables and boiling eggs with help I can carry out basic hygiene rules I can follow a recipe but my product is completed with help	I can make a product which is quite basic but completed with increasing independence I am able use my ingredients and equipment correctly I can follow a recipe and try to overcome any problems myself to make a satisfactory product
	Deepening	I can make a product which is quite basic but completed with increasing independence I am able use my ingredients and equipment correctly I can follow a recipe and try to overcome any problems myself to make a satisfactory product	I am able to make a successful product by following a recipe independently and I can work as part of a team. I can manage my own work space without guidance from the teacher. I consistently apply basic hygiene and safety rules. I can follow a recipe and modify it during making to make a good product.
	In Depth	I am able to make a successful product by following a recipe independently and I can work as part of a team. I can manage my own work space without guidance from the teacher. I consistently apply basic hygiene and safety rules. I can follow a recipe and modify it during making to make a good product.	I can use all the main equipment in the room and am fully competent in the use of the cooker. I can carry out a range of techniques without help or guidance from my teacher. I can modify a recipe to create my own dish and make an excellent product.
	Profound	I can use all the main equipment in the room and am fully competent in the use of the cooker. I can carry out a range of techniques without help or guidance from my teacher. I can modify a recipe to create my own dish and make an	I can produce step-by-step plans, including ingredients & equipment needed, quality control checks and risk assessments. I can independently select and use a wide and complex range of ingredients, utensils and

		excellent product.	processes to accurately and safely produce high quality, products within a given time frame. I can solve making problems when they arise and justify my decisions.
EVALUATING			
	Surface	I can say one good and one bad point about my product. I can use some describing words to say what my product is like. I can state something that I learned each lesson.	I can use a sensory star profile to help me describe my product. I can identify the good and bad points about my product. I can use comments from others to help me evaluate my product
	Deepening	I can use a sensory star profile to help me describe my product. I can identify the good and bad points about my product. I can use comments from others to help me evaluate my product	I can explain in writing whether the product has been successful. I can use nutritional information and sensory vocabulary to help discuss and evaluate my dish. I can say how to improve it giving examples.
	In Depth	I can explain in writing whether the product has been successful. I can use nutritional information and sensory vocabulary to help discuss and evaluate my dish. I can say how to improve it giving examples.	I can talk about the nutritional content of my dish when evaluating. I can use a broad range of criteria for evaluating my dish. I can explain fully in writing my strengths and weaknesses.
	Profound	I can talk about the nutritional content of my dish when evaluating. I can use a broad range of criteria for evaluating my dish. I can explain fully in writing my strengths and weaknesses.	I can evidence the nutritional content of dishes when evaluating them. I can explain fully and in detail my strengths and weaknesses and identify methods to improve my work.
KNOWLEDGE			
	Surface	I can name the sections of the Eatwell Guide. I know the names of the main nutrients. I can give examples of sources and functions	I can describe and explain the principles of the Eatwell Guide. I can name the main nutrients and their functions provided by the Eatwell Guide groups. I can identify a range of factors that would influence food choice.
	Deepening	I can describe and explain the principles of the Eatwell Guide. I can name the main nutrients and their functions provided by the Eatwell Guide groups.	I can identify and explain the nutritional content of the dishes that I make and how these fit into the Eatwell Guide. I can explain the factors that

		I can identify a range of factors that would influence food choice.	influence food choice.
	In Depth	I can identify and explain the nutritional content of the dishes that I make and how these fit into the Eatwell Guide. I can explain the factors that influence food choice.	I can describe where a range of foods are from and how they differ. I can transfer knowledge from one topic to another and see how they are linked.
	Profound	I can describe where a range of foods are from and how they differ. I can transfer knowledge from one topic to another and see how they are linked.	I can name the macronutrients; explain why they are needed in the diet and discuss the consequences of over or under consumption. I am able to explain the sources, functions and dietary recommendations for carbohydrate, protein, fat and fibre. I can explain the sources, types and functions of vitamins A, D, E, K, B group and C and the minerals calcium, iron and sodium. I can describe the dietary recommendations for these nutrients and how they relate to my diet and the diet of others. I can independently write a plan and create a specification for a main meal dish to meet a specific need

Drama

By the end of Year 7, we believe that every child should know:
- A range of dramatic techniques and drama-specific language.
- Appropriate behaviour in the studio space as both a performer and spectator.

Broadly the curriculum in Year 7 covers:
- o What is Drama?
- o Bullying
- o The Titanic
- o Matilda
- o Rabbit Shoots the Sun
- o Greek Theatre
- o Time Travel

By the end of Year 8, we believe that every child should know:
- How to use appropriate drama techniques to communicate meaning in performance.
- How to work effectively and collaboratively with their peers.
- How to give supportive and developmental feedback to their peers as well as reflect thoughtfully on their own work.

Broadly the curriculum in Year 8 covers:
- o Melodrama
- o Macbeth
- o The Holocaust
- o The Mystery
- o The Curious Incident of the Dog in the Night-time
- o Theatre Education and Online Safety

By the end of Key Stage 3, we believe that every child should be able to:
- Work cooperatively in any group, as a collaborative member in the creative process.
- Discuss stimulus material in a mature and thoughtful manner.
- Have a growing appreciation of how to integrate drama strategies effectively when devising independently.
- Use voice and movement to create interesting characters.
- Begin exploring ideas in more abstract ways – taking risks in their drama work.
- Provide evaluative feedback on the work of others.
- Reflect thoughtfully on their own work, recognising how they could improve.
- Perform as part of a group and, at times, individually, with confidence and focus.
- To develop their emotional intelligence by considering the lives and experiences of others.

Assessment Points
Year 7
Autumn Term: Bullying - Baseline assessment
Spring Term: Rabbit Shoots the Sun – Storytelling and physical theatre
Summer Term: Greek Theatre – Re-telling a Greek myth, using all skills learnt in Year 7

Year 8
Autumn Term: Melodrama – Extended project, appreciation of style and character development.
Spring Term: Georg's Suitcase – On-going assessment of students' ability to create emotive and stylised performance.
Summer Term: Theatre in Education – Extended practical project: communication of ideas for a target audience through effective use of drama strategies and a written evaluation.

Level of Mastery	Knowledge	Skills	Concepts
Surface	At this level students will produce work which contains limited knowledge of drama strategies or how to apply them in their **devising** work. Students at this level will always create work which is literal and straightforward; it will lack a sense of engaged **exploration**. Peer and self-**evaluation** will be under-developed and lacking in thought.	Students may be able to create one-dimensional **character**s using simple changes to their **voice** and **movemen**t. Students will struggle to remain in role when **performing**. Students will be reluctant to **work in groups**, will dominate groups or will struggle to work effectively with others.	Still Image Exaggerated Movement Stage Combat Stereotypes Slow Motion
Deepening	At this level students will produce work which contains adequate knowledge of drama strategies and how to apply them in their **devising** work. There will be a growing sense of creativity and their work will have some sense of engaged **exploration**. Students at this level will make clear attempts to create drama which will have an impact on their audience. In peer and self-**evaluation** students will be able to recognise strengths and areas and may be able to offer suggestions for improvement.	Students will be able to use their **voice** and **movement** to create a range of simple **characters**. Students will usually remain in role when **performing** and may be able to improvise if needed. Students will usually work well in **groups**, but may struggle when working with new people, and may still struggle not to dominate groups or be too passive.	Thought Tracking Soundscape Choral Speech Choral Movement Status Flashback Mime
In Depth	At this level students will produce work which contains good knowledge of drama strategies and how to apply them for effect in their **devising** work. There will be a real sense of creativity and their work will have a sense of original and engaged **exploration**. Students at this level will be able to create drama which has a clear and specific impact on their audience. In peer and self-**evaluation** students will be able to recognise strengths and be able to offer suggestions for improvement. They will make clear attempts to act on feedback given.	Students will be able to use their **voice** and **movement** to create a range of increasingly demanding **characters**. Students will remain in role when **performing** and will be able to improvise if needed. Students will work well in **groups** even when working with new people. Some students may still struggle not to dominate groups or be too passive but they will be self-controlled and work hard to be a supportive member of any group.	Monologue Cross Cutting Pressure Circle Improvisation
Profound	At this level students will produce work which contains impressive knowledge of drama strategies and how to apply them imaginatively for effect in their **devising** work. Their work and **exploration** of	Students will be able to use their **voice** and **movement** to create a range of complex and believable **characters**. Students will not only	Symbolism Tension Emotion Believability Directing

	ideas will be original, creative and engaged. Students at this level will be able to create drama which has a clear and specific impact on their audience; ideas will be communicated with flare. In peer and self-**evaluation** students will be able to reflect thoughtfully on strengths and be able to offer insightful suggestions for improvement. They will also be able to act positively upon feedback given.	remain in role when **performing,** they will have committed focus to conveying meaning and emotion through their portrayal. At this level students will be able to improvise effectively if needed. Students will have an impressive level of maturity and emotional intelligence when working in any **group**. Students at this level are able to successfully direct their peers, take direction from others and facilitate the creative process, enabling all members of the group to succeed.	

Importance of Language and Written Communication

Students' ability to communicate verbally and non-verbally is critical to the success of Drama. Students will learn how to use language effectively, considering the impact of their word choices on characterisation and audience understanding. Students will be exposed to a number of different genres of text: poetry, myths, stories and scripts. There will be opportunities for all students to read aloud in class, work with script extracts and memorise sections of text. All students will explore the use of in-role writing which requires them to think creatively and write and perform their own monologues. There may also be opportunity for students to write their own miniature plays or other creative writing tasks linked to an area of study. Students will also be asked to complete written evaluation of their own and others' work; this will require a more formal writing style and structure.

Geography

By the end of Year 7, we believe every child should know:
- The location of a range of places by developing atlas map skills.

Continents	Countries of the world *and their capital cities*	Physical features	Countries of Europe *and their capital cities*	Physical features	British Isles
North America	Canada	Pacific Ocean	UK	Atlantic Ocean	UK – Scotland,
South America	USA	Atlantic Ocean	Ireland	Mediterranean Sea	Northern Ireland,
Europe	Mexico	Mediterranean Sea	France	English Channel	England, Wales
Africa		Indian Ocean	Spain	North Sea	Republic of Ireland
Asia		Southern Ocean	Germany		Isle of Man
Oceania	Brazil	Red Sea	Portugal	Alps	
Antarctica	Argentina	Black Sea	Netherlands	Pyrenees	London
	Chile	Caspian Sea	Belgium		Birmingham
			Luxembourg	Rhine	Manchester
	UK		Poland	Rhone	Cardiff
	France	Rocky Mountains	Switzerland	Danube	Edinburgh
	Germany	Andes	Italy	Thames	Glasgow
	Spain	Alps	Greece	Seine	Belfast
	Italy	Atlas	Norway		Dublin
	Russia	Himalayas	Denmark		
			Sweden		Grampians
	Egypt	Nile			Pennines
	Nigeria	Amazon			Lake District
	Ghana				Snowdonia
	South Africa	Amazon Rainforest			
		Sahara Desert			Clyde
	China	Arabian Desert			Tyne
	India				Mersey
	Bangladesh				Trent
	Japan				Severn
	Indonesia				Thames
	Iraq				
	Syria				North Sea
	Afghanistan				English Channel
	North Korea				Irish Sea
	South Korea				Atlantic Ocean
	Australia				
	New Zealand				

- How to carry out a range of Ordnance Survey map skills, including 4 and 6 figure grid references, understanding directions, understanding scale and distance, interpreting height and gradient.
- World population change
  - The world's total population and changes to it
  - Reasons why the world's population is growing rapidly
  - The reasons for national and international migration
  - The impacts of national and international migration
  - The causes, effects and management of youthful and rapidly growing populations
  - The causes, effects and management of the UK's ageing population
- Weather and Climate
  - The causes of different types of weather – precipitation, wind, air pressure, seasonal changes to temperatures
  - How weather is recorded
  - The factors affecting climate
  - The causes and effects of dangerous weather – hurricanes, tornadoes, floods

By the end of Year 8, we believe that every child should know:
- Plate Tectonics
  - The structure of the earth
  - How the surface of the earth is divided into several tectonic plates
  - How plate movements cause volcanic activity, earthquakes and tsunamis
  - The threat posed to the world by super volcanoes
  - The effects of tectonic and seismic activity and the differences in impacts on countries at different levels of development

- International Development
  - How the standard of living is different in different parts of the world, using and analysing different types of geographical data
  - Why the standard of living is different in different parts of the world, introducing economic, social, environmental and political factors
  - Evaluating different strategies used to reduce the "development gap", including development projects, Fairtrade, charity aid and debt cancellation
- Energy and Climate Change
  - Reasons for the world's dependence on fossil fuels
  - How fossil fuels are used to create electricity
  - How fossil fuels are linked to climate change
  - The physical and human causes of climate change
  - The effects of climate change
  - Evaluating the strategies used to reduce the speed of climate change
- Globalisation
  - The causes of globalisation
  - The impacts of the globalisation of the food industry
  - The role and impacts of transnational corporations
  - The role and impacts of international groupings of nations

By the end of Key Stage 3, we believe every child should be able to:
- Ask questions about the world that surrounds them
- Successfully use a wide range of geographical terminology
- Use Ordnance Survey maps effectively by successfully executing a range of skills: grid references, scales, directions, height
- Use atlases effectively to find places, including the use of latitude and longitude references
- Draw and interpret a range of different styles of maps: political, physical, choropleth
- Describe the characteristics of places, in increasing levels of detail
- Explain human and physical processes, in increasing levels of detail
- Draw and interpret a range of graphs
- Work effectively independently
- Work effectively collaboratively

Assessment Points
Year 7
Autumn term: **Knowledge of Places** – with a map-based test

Map Skills Test – short answers to skill-based questions

Spring term: **Population and Migration Test** – a range of short-answer, skill-based questions along with longer, extended writing answers to allow students to show the depth of their knowledge and understanding
Evaluating problems caused by youthful and ageing populations

Summer term: **Causes of Rainfall Test** – extended writing test with the potential use of diagrams to support the answer

Weather and Climate End of Topic Test – a range of short-answer, skill-based questions along with longer, extended writing answers to allow students to show the depth of their knowledge and understanding

End of Year Test – knowledge-based test covering a range of content learnt throughout the year.

Year 8
Autumn term: **Plate Boundaries Test** – describing and explaining physical process at the four different types of plate boundary

Plate Tectonics Test - a range of short-answer, skill-based questions along with longer, extended writing answers to allow students to show the depth of their knowledge and understanding

Spring term: **International Development** – extended writing to explain the causes of the development gap

Summer term: **International Development** – an evaluation of the different strategies used to try to reduce the development gap

Climate Change – extended writing answers to allow students to show the depth of their knowledge and understanding

Globalisation – extended writing, evaluating the outcomes of globalisation

End of Year Test - knowledge-based test covering a range of content learnt throughout Year 7 and Year 8

Level of Mastery	Knowledge	Skills	Concepts
Surface	Limited knowledge of places and their locations. Descriptions of features, places, maps, graphs and processes are basic, including 1-2 accurate facts about the topic being studied. Few, if any, explanations are offered. Responses show some good understanding, but misinterpretations are still common. Limited use of appropriate geographical terminology	To be able to successfully execute simple OS map tasks. To be able to draw different types of maps and graphs with help.	Cause and Effect Physical Processes Human Processes
Deepening	Good knowledge of places and their locations. Descriptions of features, places, maps, graphs and processes are fairly detailed and some explanations are offered. Responses show good understanding. Misinterpretations are less common. Correct use of appropriate geographical terminology.	To be able to execute use most OS map skills although mistakes may be made in the more complex skills. To be able to draw different types of maps and graph accurately.	Cause, Effect and Management Scale Physical Processes Human Processes
In Depth	Very good knowledge of places and their locations. Descriptions of features, places, maps, graphs and processes are detailed. A range of reasoned explanations are offered.	To be able to confidently use most OS map skills with very few mistakes. To be able to successfully find places using latitude and longitude references. To be able to successfully draw	Cause, Effect and Management Scale Physical Processes Human Processes

	Responses show good understanding. Misinterpretations are rare. Good use of appropriate geographical terminology.	different types of maps and graph with a high degree of accuracy.	Sustainable Development
Profound	Expert knowledge of places and their locations. Descriptions of features, places, maps, graphs and processes are very detailed and more specific and increasingly detailed explanations are offered. Links are made between places and processes. Responses show very good understanding. Misinterpretations are very rare. A wide range of appropriate geographical terminology is used.	To be able to use a full range of OS map skills with very few mistakes made. To be able to successfully find places using latitude and longitude references and work out latitude and longitude references for places. To be able to draw a range of maps and graphs without the need for help in terms of scales or keys. Methods chosen are always appropriate for the information.	Cause, Effect and Management Scale Physical Processes Human Processes Sustainable Development Interdependence

Importance of Literacy and Numeracy in Geography

Students need to be able to write fluently to describe and explain the features, places and processes that are being learnt. As students move up through the attainment bands, the quality of their written communication needs to improve too.

In order to accurately draw a range of graphs, students need to have a solid understanding of numeracy skills in data analysis and manipulation.

As students become more proficient and show mastery at greater depth, they will use their ability to analyse and interpret statistical information to add detail to their written work.

History

In History we believe that:
1. We learn History so we can question what we see and understand how people view the past.
2. History is important because knowledge of history helps us to understand what happens today
3. In learning History we develop our human values and contribute meaningfully as citizens

By the end of Year 7, we believe that every child should know:
The change and continuity in England 1066-1700 and the impact of the English Civil War on France. Broadly, the curriculum in Year 7 covers:

Topic Area	Assessment Point
What is History? *(Introductory Unit)*	Baseline Assessment – Who is the most significant? Factual knowledge assessment
The Battle of Hastings	Write an account of how the Battle of Hastings changed Britain.
Medieval Life	Factual knowledge assessment
Life in Tudor England	How significant was the contribution of black Tudors?
The Tudors and the Reformation	Factual knowledge assessment
The French Revolution	What can we learn from sources about the French Revolution?

By the end of Year 8, students will build on their content knowledge:
The change and continuity in England 1700-present and the situation of England in global affairs during these years. Broadly, the curriculum in Year 8 covers:

Topic Area	Assessment Point
Industrial Revolution	How convincing is Interpretation A about the Industrial Revolution?
Slavery and Empire	Was the British Empire a force for good or for bad?
First World War	Which of the following was most responsible for causing the First World War? - Alliances - Shooting in Sarajevo
Second World War	Factual knowledge assessment
Race Relations in the USA over time	How far was peaceful protest the main reason for the development of race relations in the USA?
Terrorism through History	Factual knowledge assessment

By the end of Year 8, we believe that every child should be able to think deeply about historical ideas, pursue enquiry questions and respond to these with increasing independence.

- Explain why things happen, showing how events have many causes and how these causes link together. At the highest level, they can see that some causes are more important than others and that there is a range of factors involved in the cause of an event. **(Year 7/8)**
- Understand how things changed or stayed the same. They understand that some things can remain the same over time whilst in other aspects there can be rapid change. **(Year 7/8)**
- Be skilful when using evidence. They can use evidence to make suggestions about what the past was like. They can start to compare sources and decide on the most useful when trying to find out about the past. **(Year7/8)**
- Ask questions, suggest possible answers, refine their claims and support them with evidence. They can communicate their findings clearly and pursue their enquiries with some independence. **(Year 7/8)**
- Explain the significance of events by looking at the changes that resulted from them. They are able to select and justify criteria for making judgements about significance. **(Year 8, although some will begin to do this in Year 7)**
- Understand how and why some people may interpret events differently. They think about the context in which an interpretation is made and why this might impact its point of view. **(Year 8, although some will begin to do this in Year 7)**

Extra Credit Opportunities

Throughout the year, students will have opportunities to attain extra credit points which will contribute to their progress in History.

Importance of Language and Written Communication

Students will have a degree of choice in the presentation of their written assessments. There are five written assessments, two of which will need to be an *extended* piece of writing. Good spelling, grammar and structure are important when communicating about the past. Credit will be given to students who clearly proofread their work and structure their responses in a clear and careful manner.

Level of Mastery	Knowledge	Skills	Concepts
Surface	At this level students will produce work which contains limited knowledge of causes, change and continuity. Although general understanding is reached, the work will not give specific details surrounding an event.	Communicating about the past (narrative)	Cause and Consequence Change and Continuity
Deepening	Students at this level can see the big picture of change over time. They can select points of greatest change as well as areas of continuity. They will begin to show an understanding of how different groups of people can be affected differently and at different points in time. Students should be able to make use of evidence to make suggestions about what the past was like and begin to explain how it has been interpreted.	Communicating about the past (explanation) Using evidence Pursuing an enquiry with some independence	Change and Continuity Cause and Consequence Diversity Significance (towards the top of the level)

In Depth	Students at this level will have a very good understanding of change and continuity over time and how it impacts different groups at different points of time. They will be able to link causes together to give an increasingly complex explanation of why things happen. Evidence will be used effectively to support their points and students will begin to evaluate sources in order to make judgments on reliability of an interpretation in order to further extend their own answers to enquiry questions.	Communicating about the past (analysis) Using and evaluating evidence Pursuing an enquiry with increasing independence	Change and Continuity Cause and Consequence Significance Interpretations of the Past Diversity
Profound	As above, but also students at this level should produce sustained and well-focused responses to enquiry questions which are highly analytical. The responses will include a range of specific and accurate evidence to explore the nature of change for different groups across a time period, consider the weight of a variety of causes and begin to explore significance in terms of short- and long- term implications. Responses and conclusions should demonstrate clear, justifiable and independent thinking and an excellent command of language.	Communicating about the past (highly analytical) Using and evaluating evidence Pursuing an enquiry with independence (beginning to set their own questions) Gathering relevant accurate evidence to support response	Change and Continuity Cause and Consequence Significance Interpretations of the Past Diversity

Modern Foreign Languages

French

By the end of Key Stage 3, we believe that every child should know:
Year 7
- **Key vocabulary** in the following topic areas:
  - Functional language, including numbers, colours, classroom items and instructions
  - Introductions and personal information, including name, age, birthday
  - Family members and pets, including physical and character descriptions
  - Home and local area, including town, house, bedroom and positioning of furniture
- **Grammatical concepts** such as gender, position and agreement of adjectives, prepositions, negatives and key verbs

Year 8
- **Key vocabulary** in the following topic areas:
  - School subjects, timetable and opinions
  - Sports and leisure pursuits and time phrases
  - Descriptions of the weather and use of coordinates
  - Jobs, work places and further development of opinions
- **Grammatical concepts** such as position and agreement of adjectives, negatives and key verbs in the present, past and future tenses

Spanish

By the end of Year 8, we believe that every child should know:
- **Key vocabulary** in the following topic areas:
  - Functional language, including numbers, colours, classroom items and instructions
  - Introductions and personal information, including name, age, birthday
  - School subjects, timetable and opinions
  - Family members and pets, including physical and character descriptions
  - Home and geographical location, house, bedroom, positioning of furniture and daily routine
  - Free time and leisure pursuits, and development of opinions
- **Grammatical concepts** such as gender, position and agreement of adjectives, prepositions, negatives and key verbs in the present, past and future tenses

For students of French, by the end of Year 7, we believe that every child should be able to:
Combine knowledge of key vocabulary with a degree of grammatical understanding to enable the **production** of target language with increasing **independence** on a variety of topics.

- To develop a variety of strategies to learn new vocabulary, both receptively (to translate and understand) and productively (to spell accurately)
- To effectively use published vocabulary lists to support learning
- *To begin to* apply key grammatical structures to unfamiliar contexts with increasing confidence
- *To begin to* show creativity and personal appreciation of the language
- *To begin to* appreciate the cultural variety of countries where the target language is spoken e.g. festivals, geography and cuisine

For students of both French and Spanish, by the end of Year 8, we believe that every child should be able to:

Combine knowledge of key vocabulary with an increasing grammatical understanding to enable the **production** of target language with deeper **independence** on a variety of topics.

- To implement a variety of strategies to learn new vocabulary in phrases, both receptively (to translate and understand) and productively (to spell accurately)
- To use initiative to go beyond published vocabulary lists and a bilingual dictionary to support independent learning
- *To confidently* apply key grammatical structures to unfamiliar contexts with increasing confidence
- *To demonstrate* creativity and personal appreciation of the language in both spoken and written work
- *To have a deeper* appreciation of the cultural variety of countries where the target language is spoken e.g. francophone and Hispanic countries, works of art, music, architecture, sports and historical events

Independent Projects
In the summer term, Year 7 students will have an end of year assessment in French and Year 8 Spanish students will complete a cultural project on Mexico. These tasks will give students more opportunity to consolidate key linguistic skills, gain a greater appreciation of the target language country and demonstrate learning at a deeper level.

Importance of Language and Written Communication
Written communication is one of the four main skills that will be embedded into the Year 7 and 8 curriculum and will be assessed at three key points in the year. In order for students to master this skill, the teaching and learning focus will be on accurate spelling, grammatical proficiency and developing sentence structure. Credit will be given to students who clearly proofread their work and act on targets for improvement.

Assessment Points
French Year 7: October (groups will be changed following this assessment), February, May
French Year 8: November, February, May
Spanish Year 8: November, February, May

Best Piece of Work
All students will produce a best piece of work at Key Stage 3. Students of French will do this at the end of Year 7. Students of Spanish will produce their best piece of work at the end of Year 8. This work will be carried forward to the next year of study.

Mastery Bands
Students' mastery bands will be determined at the key assessment points and, in particular, their production of language will be taken into account. As a general guide, we would expect students to reach the Deepening mastery band by the end of Year 7, and students in Year 8 will have the capacity to reach the Profound mastery band.

Level of Mastery	Knowledge	Skills	Concepts
Surface	At this level students should recognise individual words and short/set phrases on a variety of topics.	<u>Understand</u> key vocabulary in spoken and written form. <u>Recall</u> and accurately <u>produce</u> key words and short phrases in written and spoken form.	Masculine/ Feminine Singular/ Plural Grammatical terminology eg noun, verb, adjective
Deepening	At this level students should be familiar with sentences constructed using basic, previously learned, vocabulary.	<u>Understand</u> longer extracts of spoken and written target language. Be able to <u>use</u> key phrases and vocabulary in a sentence with increased independence. <u>Apply</u> the rules of adjectival agreement to a given context.	Word order Negatives Adjectival agreements 1st person of key verbs
In Depth	At this level students know how to link ideas with connectives to produce extended descriptive sentences. Students will also know key opinion phrases and justifications.	<u>Understand</u> longer passages of text and <u>identify</u> specific information. <u>Recall</u> and <u>produce</u> extended pieces of writing and interact with an increasing level of independence. Use of at least <u>two time frames</u> in written and spoken work.	Adjectival agreements 1st and 3rd person of key verbs Reference to <u>either</u> the past <u>or</u> the future tense
Profound	At this level students know a wider range of vocabulary and grammatical structures and have the skills to produce extended pieces of writing in the target language. Students will be able to combine topic areas and ideas successfully in a coherent manner.	Reading longer passages for gist in order to understand meaning and <u>infer meaning</u> from a longer spoken text. Use a bilingual dictionary to develop a higher level of independence and scope for <u>creativity in language</u> production. Notice grammatical patterns within three time frames and be able to <u>apply grammatical rules</u> to new contexts.	Verb conjugation 1 and 3rd person (singular and plural) Use of present, past and future tenses

Music

Music at Waddesdon is primarily a practical subject that enables students to express themselves through a variety of listening, performing, composing and evaluating activities. We believe that music learning is at its best when young people are making music, and when their existing passion for music is reflected and built upon in the classroom.

Year 7

By the end of Year 7, we believe that **every child should know:**
- How to use their voice, sounds, technology and instruments in creative ways
- Sing confidently, maintaining a pulse
- Suggest, follow and lead simple performance directions
- How to recognise the musical features of different styles of music

By the end of Year 7, we believe that **every child should be able to:**
- Play basic chords on an instrument e.g. keyboard, ukulele, guitar
- Maintain an independent part whilst playing in an ensemble
- Know how to aim for musical quality e.g. clear starts, ends of pieces, technical accuracy
- Create simple rhythmic patterns, melodies and accompaniments
- Use basic music technology to play, compose and manipulate sounds

Year 7 and 8 students receive one lesson of music per week. Within these lessons students will develop their playing, singing, composing and listening skills through a **practical curriculum** that includes:

- **Elements of Music** – Samba percussion and vocals
- **4 Chords (Musical Futures)** – Playing popular music as part of an ensemble
- **Classical Concerto** – Using GarageBand to compose a melody
- **Reggae** – Playing chords on a choice of keyboard, ukulele or guitar
- **Blues** – 12 bar blues, improvisation, lyric writing
- **Dance Music/Club Dance** – Using GarageBand to compose rhythmic, harmonic and melodic parts

In Year 7, formal assessment will take place after each topic, mostly falling at the end of each half term, and will consist of **assessment** of the following:

- **Elements of Music** – Rhythmic timing, ability to play and hold a part within a polyrhythmic texture
- **4 Chords (Musical Futures)** – Accurate and confident performance on an instrument/vocals within an ensemble
- **Classical Concerto** – Creative melody writing that is in keeping with the tonality of the harmony that develops
- **Reggae** – Accurate and confident performance on an instrument/vocals within an ensemble
- **Blues** – Improvising a solo, writing and performing lyrics that fit within a 12 bar blues structure
- **Dance Music/Club Dance** – Accurate use of timbres, rhythms, harmony, quantizing and mixing in composition

Year 8

By the end of Year 8, we believe that **every child should know:**
- How to play and use technology to enhance and support their work
- Confidently suggest, follow and lead performance directions

- How to recognise more complex musical features of different styles of music

By the end of Year 8, we believe that **every child should be able to**:
- Play more complex chords on an instrument e.g. keyboard, ukulele, guitar
- Work effectively within an ensemble
- Know how to work towards effective musical detail
- Create more complex rhythmic patterns, melodies and accompaniments
- Use technology confidently to play, compose and manipulate sounds

In Year 8, students will complete longer projects, which will give them the opportunity to extend their playing and develop musically. The **practical curriculum** will include the following:

- **Funk** – Performance project on hooks, riffs, extended chords and syncopation
- **Film Music and Leitmotifs** – GarageBand composition for a movie trailer
- **Band Skills 1 (Musical Futures)** – Playing set pieces of popular music as part of an ensemble
- **Songwriting** – Composing music and lyrics
- **Jazz** – Ensemble performance project developing skills in improvisation
- **Band Skills 2 (Musical Futures)** – Developing ensemble performance skills through arrangement

Year 8 formal **assessment** will follow a similar pattern to Year 7 and will consist of the following:

- **Funk** – Accurate and confident performance on an instrument/vocals within an ensemble
- **Film Music and Leitmotifs** – Creative idiomatic composition for a movie trailer, accurate and thoughtful placement of FX and balanced mixing
- **Band Skills 1 (Musical Futures)** – Accurate and confident performance on an instrument/vocals within an ensemble
- **Songwriting** – Creative and developing melodic and lyrical ideas that fit within a chord sequence
- **Jazz** – Improvising a solo within a 16 bar blues structure, accurate and confident playing of chords in swung time, good control of dynamics
- **Band Skills 2 (Musical Futures)** – Accurate and confident performance on an instrument/vocals within an ensemble

Further Information
Students playing instruments and singers are always encouraged to use their instruments/voices within the lessons and we are happy to write out extended or transposed parts for them. Gifted and Talented students are encouraged to join our ensembles (e.g. Samba Band, A Cappella Vocal Group, Funk Band) and to perform in assemblies, concerts and shows. We also encourage all students who show an interest or flair in music to take up instrument lessons to develop their skills outside of the classroom and can help to organise this through our team of peripatetic teachers.

Language / Written Communication
Students will listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times. They will also be encouraged to critique their own and others' work, offering specific musical judgements, together with a justification of these ideas. All students are encouraged to use musical language to explain their points and observations.

Number / Numeracy
In music lessons numeracy is supported in terms of counting beats, bars, phrases and the sub-division of beats. Within **music technology** lessons, students are looking for and recognising 4 and 8 bar phrase

patterns and counting to play/compose a structured piece. Students also use listening skills to support their playing to maintain a strong sense of pulse.

Level of Mastery	Playing as an Ensemble	Skills	Concepts
Surface	At this level, a student's playing will be occasionally confident with some technical errors. Within an ensemble, there will be some awareness of the group and playing will be mostly in time.	Play a basic part. Recognise and broadly control changes in timbre, tempo, pitch and dynamics.	Single melody Simple percussion part One note per beat Basic rhythm
Deepening	At this level, playing will sometimes be confident and fluent and be mostly secure. Students will coordinate their part with others and will use stresses, dynamics and articulation.	Produce sounds vocally and with instruments, demonstrating a good sense of pulse, pitch and dynamics.	Ensemble awareness Some dynamics Some expression
In Depth	At this level, playing will be mostly confident and fluent with good intonation and tone. Ensemble work will be coordinated with others and students will use stresses, dynamics and articulation.	Sing and play confidently and fluently, maintaining an appropriate pulse. Demonstrate musical quality e.g. clear starts and stops, with a control of tempo, dynamics and phrasing.	Accurate Fluent Ensemble awareness Good use of expression and dynamics
Profound	At this level, a student's playing will be accurate confident and fluent. Students will be capable of delivering memorable musical performances. Interpretation will be individual and will demonstrate a high level of stylistic understanding.	Demonstrate a strong sense of pulse and maintain an independent part within an ensemble. Play difficult parts and pieces, which requires a high level of dexterity.	Clear musicality Flair Expression Mastery of the instrument

PE

By the end of Key Stage 3, we believe that every child should know:
- The importance of physically and mentally preparing themselves before taking part in physical activity
- How to prepare themselves physically and mentally before taking part in physical activity
- How to handle and use sports equipment safely
- How to perform the safe and correct technique for the core skills of a range of sports
- The basic rules and scoring systems for a range of sports
- Strategies to outwit an opponent in both individual and team sports
- The basic roles and responsibilities of some positions of the team sports

By the end of Key Stage 3, we believe that every child should be able to:
- Demonstrate their ability to prepare themselves fully before taking part in physical activity
- Perform the core skills from a range of activities, demonstrating a degree of control and consistency in non-competitive situations
- Demonstrate their ability to make decisions to outwit an opponent
- Lead a small group of students through a physical activity (i.e. a warm up)
- Work as a team to solve problems
- Demonstrate an aspiration to challenge themselves physically and mentally to achieve their potential
- Demonstrate values such as sportsmanship and fair play when playing competitive sport

Throughout the year, students will have the opportunity to take part and experience a range of physical activities from the following list:

Boys: Rugby, football, softball, athletics, health-related fitness, badminton, basketball, hockey, cricket, netball, trampolining, volleyball

Girls: Hockey, netball, rounders, athletics, multi-skills, leaders, football, OAA, badminton, gymnastics trampolining, rugby and dance

Assessment Points
Ongoing assessment of students' abilities and progress takes place in lessons throughout the key stage and their level of mastery is based on all activities covered.

Language / Written Communication
Students are encouraged to develop their verbal and non-verbal communication skills in PE. Students will need to understand and explain key terms with regards to health and fitness, skills, rules and tactics. They will develop their ability to evaluate and analyse their own and others' physical performance. Students will develop their ability to work and communicate as a team to achieve a common goal. The use of discussions and questioning between students and teachers will also help secure understanding of the subject.

Number / Numeracy
Students develop their numeracy skills in a number of ways in PE. Athletics is a key aspect as students will be involved in the accurate reading of measurements (distances and heights) as well as the timing of track events. Students will be introduced to, and develop their ability to accurately and effectively use, scoring systems for a range of sports. Students' numeracy is also developed in physical activities where spatial awareness and decision-making is important to the success of completing a skill or movement e.g. in team sports such as rugby and netball.

Level of Mastery	Knowledge	Skills
Surface	Decision making is only **occasionally effective** and performance is only **occasionally adaptive** **Some** ability to make tactical and strategic decisions	The quality of technique is **maintained** for **some** skills within a sporting activity. The student **occasionally** demonstrates the ability to **select** and **apply appropriate skills**, but only occasionally outwits opponents and is often outwitted themselves.
Deepening	Decision making is **inconsistent** and **sometimes** able to **adapt** depending on situations **Shows** ability to make **effective** tactical and strategic **decisions**	The quality of technique is **maintained** for **most** skills. The student demonstrates **some** ability to **select** and **apply appropriate skills**, **sometimes** outwitting opponents.
In Depth	Decision making **is usually effective** and usually **able to adapt**. Shows ability to make **effective** tactical and strategic **decisions** relevant to their positions.	The quality of technique is **maintained** for **all** skills. The student demonstrates **some** ability to **select** and **apply** the most appropriate skills, **often** outwitting opponents.
Profound	Decision making is **consistently effective** and usually **able to adapt** in the most challenging and **pressured situations** Shows ability to make **effective** tactical and strategic **decisions** relevant to their positions.	The quality of technique is maintained for **all** skills throughout **all** practices The student demonstrates **high level** of **ability** to **select** and **apply** the **most appropriate skills** and is usually **effective** when outwitting opponents.

Religious Studies

By the end of Key Stage 3, we believe that every child should know:
The nature, role and influence of religion in the world, and understand different beliefs and lifestyles. The curriculum will cover:

Year 7
- **The Existence of God** – Students will consider different arguments for and against God's existence. Students will be able to reflect critically on their own personal views, learning about and learning from religion and philosophy. Students will discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions.
- **Worship** - Students will look at the importance of symbols in worship, focusing on Christianity and Hinduism. Students will reflect on the significance of ritual in the lives of religious believers and in non-religious contexts. They will interpret a variety of forms of religious and spiritual expression.
- **Jesus: God or Man?** – Students will study the impact that Jesus' teachings have on Christians today, and will distinguish between the historical and belief aspects of the life of Jesus. They will analyse the nature of the Christian belief in Jesus, in four aspects: the historical Jesus, Jesus the moral teacher, Jesus the miracle worker, and Jesus the saviour.

Year 8
- **Understanding Islam –** Students will explore principal beliefs in teaching in Islam and in particular the importance of equality, community and self-discipline. They will understand how symbolic actions are expressions of belief. They will also look at specific ways in which Muslims express their beliefs through the way they live their lives, e.g. prayer, pilgrimage, fasting and community action, as well as approaches to ethical issues such as gender equality and war.
- **Christian and Buddhist Approaches to Suffering –** Students will look at how religious believers deal with the existence of suffering in the world. They will explore both the explanations for suffering and responses to it through the actions of believers.
- **Religion and Life -** Students will explore how religious beliefs in Christianity and Buddhism concerning the nature of creation impact on real life ethical issues such as abortion, animal rights and euthanasia. This will involve looking at different interpretations of religious teachings and weighing up their strengths and weaknesses.

By the end of Key Stage 3, we believe that every child should be able to:
- **Reflect** on the nature of beliefs, teachings and ultimate questions
- **Communicate** their own ideas using reasoned argument, both verbally and in writing
- **Interpret** and **evaluate** a range of sources, texts and authorities from a variety of contexts
- **Interpret** a variety of forms of religious and spiritual expressions
- E**xplain** and **describe** religious practices and beliefs in preparation for the new GCSE specifications
- **Use evidence**, such as specific religious texts and teachings, to back up their own arguments and explanations of religious teachings

Assessment Points
Year 7
- Term 1 : Existence of God
- Term 2 : Worship in Hinduism and Christianity
- Term 3 : Jesus: God or Man

Year 8
- November : Key Beliefs and Practices of Islam

- Term 2 : Christian and Buddhist Approaches to Suffering
- Term 3: Religion and Life

Level of Mastery	Knowledge	Skills	Concepts
Surface	Can identify an argument for and against the existence of God. Can identify some rituals and symbols in Hindu and Christian worship. Can identify basic facts, stories and teachings about the life of Jesus. Can identify the significance of Jesus' life, miracles, teachings and resurrection to the believer. Can identify the Holy Trinity. Can identify the basic beliefs and practices of Islam. Can identify the key elements in both the Buddhist and Christian approach to suffering. Can identify key beliefs about scientific and religious explanations for creation. Can identify key points about abortion, animal rights and euthanasia	Can demonstrate basic knowledge, written and verbally.	Fact, Opinion, Belief, Truth, God Puja, Holy Communion Birth, Parable, Miracle, Resurrection, Holy Trinity 5 Pillars, Hajj, Salah, Ramadan, Zakat, Shahadah 4 Sights, 4 Noble Truths Baptism, Confirmation, Bar/Bat Mitzvah
Deepening	Can describe different philosophical arguments for the existence of God, showing some understanding. Can describe some rituals and symbols in Hindu and Christian worship. Can distinguish between beliefs and facts about Jesus. Can describe the significance of Jesus' life, miracles, teachings and resurrection to the believer. Can explain the significance of the Holy Trinity. Can describe in detail the practices in Islam and link them to beliefs. Can describe "Why" as well as "What". Can describe the meaning for Christians of the Fall of Adam and Eve as well as the Crucifixion and Resurrection of Jesus. Can describe the meaning of the 4 Sights and the 4 Noble Truths for Buddhists. Can describe the Christian creation story and give two interpretations for it. Can give a Christian teaching and a Buddhist teaching and relate it to abortion,	Can demonstrate descriptive skills, using more technical and philosophical language. Can establish some evidence of debate.	Creation, Cause and Effect, Design Worship, Ritual, Symbol Messiah Community, Equality, Self-Discipline Free Will, Temptation, Impermanence, 8-Fold Path Responsibility, Soul, Spiritual

	euthanasia and animal rights. Can give their own opinion about those issues.		
In Depth	Can explain in some detail with greater understanding, arguments for and against the existence of God.

Can explain in some detail different aspects of Hindu and Christian worship. Can link understanding of the rituals with expressions of belief.

Can explain the difference between beliefs and facts about Jesus. Can explain the significance of Jesus' life, miracles, teachings and resurrection to the believer.

Can explain how the practices of Islam reflect beliefs in equality, self-discipline, and community, relating these to ethical issues such as gender equality and war.

Can explain with understanding different interpretations of the story of the Fall and the role of Jesus in dealing with suffering. Can explain how the Buddhist approach differs.

Can explain how there can be different interpretations of the Christian creation story. Can explain the impact of religious beliefs on approaches to moral issues | Can demonstrate explanatory skills, using a wide range of philosophical, technical and logical language in their debates.
Can reflect on personal beliefs and practices. | Explanation, Compare, Contrast

Nature of God, Trimurti, Trinity

Miracles as a sign, literalist and non-literalist understanding

Dukkha |
| **Profound** | Can analyse and link by comparing and contrasting various arguments for God's existence.

Explanations are analytical, insightful and profound, and show the impact of worship on religious beliefs and practises.

Can analyse the significance of Jesus' life, miracles, teachings and resurrection to the believer.

Can explore the significance of the religious practices in Islam and can evaluate the importance of some of the concepts.

Can demonstrate ability to explore and evaluate Buddhist and Christian approaches to suffering.

Can analyse and evaluate different religious approaches to the creation story and explore in depth the implications this has for beliefs about human and animal life. | Can demonstrate analytic and evaluative skills using extensive range of philosophical, technical and logically profound debate.

Can reflect on personal beliefs and practices on a profound level. | Extensive awareness of all of the above |