

Alde Valley Academy
Curriculum Map Guidance
KS3 – Year 7 Curriculum



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Portraiture - this will be studied throughout the entire Year and will be met via different mediums Intent: Students will be involved in skills based work using the mediums of drawing, painting and printmaking Implementation: Students will study self portraiture and respond to it using a range of media as outlined above. Impact: • Developing skills within the mediums of drawing painting and printmaking • Understand human feelings and emotions • Reflection on one's own experiences • Enjoyment and fascination • Participation and cooperation • Participate and be involved in cultural activities					
	Project 1 - Functional Textiles Intent: Introduction to functional textiles to give students a flavour of hand sewing techniques and will learn a range of hand stitches to develop their fine motor skills. Implementation: students will create a hand sewn zipped bag based on the development of their own design. They will be introduced to basic hand stitching concepts. Impact: As above, plus students will explore a variety of design ideas and develop technical knowledge of sewing stitches	Project 2 - Sculpture Intent: Introduction to developed 3 dimensional work from digital photographs. Students will be experimenting with a range of skills and equipment as per the GCSE specification for Art. Implementation: Students will be creating a paper mache and plaster self portrait (as per the unit above). Impact: As above, alongside developing skills in working with 3 dimensional portraiture and also working with a variety of materials and equipment.		Project 3 - Screen Printing & Image Manipulation Intent: Introduction to screenprinting based on digital photographs. Students will be using computers to digitally manipulate photographs using PaintShopPro. Implementation: Students will need access to the ICT suites within the school for digital manipulation and they will also be developing their ideas using the medium of screen printing Impact: As above, alongside developing ICT skills in image manipulation and refining and simplifying images appropriate for screen printing.		

	SMSC in Art Spiritual - Sp2: Fascination awe and wonder experimenting with processes and use of materials - Sp3: Working sensitively with others, Peer critiques. - Sp4: Evaluating work as it progresses suggesting modification and improvements themselves and to peers - Sp5: Creative manipulation and modification of ideas and processes through ongoing personal and peer evaluation Moral - M1: Decision making based on evaluation of use of materials and equipment - M4: Making decisions on things that work and don't work and make adaptations accordingly - M5: Realisation of the effects that different working processes can make to work they produce Social - So1: Sharing resources and collaborative working - So2: Active participation and group working. Sharing ideas, advice and expertise - So3: Realisation of the capacities of peers and being empathetic when collaborating Cultural - C1: Referencing artwork from other cultures - C2: Active participation and enthusiasm for producing the best work possible - C4: Relating the range of references to the production of their own work				
Computer Science	Unit 1 – Digital Communications Intent – Students can use GSuite both inside and out of school leading to less paper being used Implementation – students given their own log in details for GSuite which can be used both in and out of school Impact – Students can e-mail staff, students can use Drive instead of relying on USB sticks, Access to software they may not have freely available at home, can use their tablet, phone, etc.	Unit 2 – e-safety Intent – students navigate the internet and social media with savvy Implementation – students watch CEOP videos and are given a scenario to work through, they will also learn how to use IceCream Video editor Impact: safer online presence and video creating/editing skills	Unit 3 – Spreadsheet Modelling Intent – use basic Excel/Google Sheets features – not part of NC for Computing, but skills are required across the school and additional time has been given for Digital Literacy Implementation – students will be given Business scenarios to work with regarding profit and loss which require creation of charts, etc. Impact – students will be able to use Excel readily and will have a reference point to go back to for videos etc when using Excel in other subject areas	Unit 4 – Scratch Game Design Intent – use a drag and drop programming editor to create a game – introduces the basics of algorithms and computational thinking Implementation – students will be using the various built in features to design a video game – if possible a video game designer will come in to give a talk and help out in a lesson Impact – students will be introduced to a basic programming language to ignite a passion for text based programming (Python)	Unit 5 – Micro:Bit Intent – heavily based on Computer Science, students will use the BBC Micro:bit to program instructions and have a physical outcome Implementation – students will be given a Micro:bit and instructions to follow. Impact – students will move on from Scratch (drag and drop) to Mu (text based programming). Limited teacher help will be offered to develop independent learning skills.

	SMSC in Computer Science Spiritual • By wondering at the power of the digital age e.g. use of the internet • By understanding the advantages and limitations of ICT • By using the internet as a gateway to big life issues Moral • By exploring the moral issues surrounding the use of data By considering the benefits and potential dangers of the internet – eg campaigns for charities and injustice as a force for good. Cyber bullying as a danger. • By considering the vision of those involved in developing the web Social • By links through digital media services with other schools and communities By highlighting ways to stay safe when using on line services and social media • By being prepared to work with technology to forge new relationships • By discussing the impact of ICT on the ways people communicate Cultural • By exploring human achievements and creativity in relation to worldwide communications • By developing a sense of awe and wonder at human ingenuity		
Design Technology	Core Design - Home of the future Intent Students will investigate different drawing techniques including isometric projection and one- and two-point perspective. This will help students develop fine motor skills needed for drawing and making. By learning how to draw successfully students should be able to communicate ideas and designs successfully. Students will learn about Brutalist architecture of the UK and around Europe. Students will learn new words specific to Design and Technology so they can speak confidently about design decisions. Implementation Students will undertake a series of drawing activities through exploratory learning and direct instructional learning. Students will be shown how to use modelling techniques effectively and apply them to simple shapes and designs. Students will be quizzed on key vocabulary and undertake research into brutalist architecture to widen their knowledge and exposure to culture. Impact Students will have the fundamental skills required to be successful in Design Technology - the ability to draw in 3D and communicate ideas effectively. They will be able to translate these ideas into 3D models which is a vital skill required at GCSE.	Textiles - Decorative bookmarks Intent Students will explore the theme of pop art in relation to graphic design. Students will build upon drawing skills and identify and describe how colour and pattern is used effectively. Students will learn how to hand and machine sew continuing the development of fine motor skills. Students will gain a broad understanding of what textiles are and how they can apply graphic design to create a textile outcome. Implementation Students will explore further their design skills through colour experimentations and developing their own typography through mini drawing tasks. They will undertake extended reading tasks that explore pop art that then feeds into a longer design cycle project. Students will be shown how to use the design cycle to aid their own independence in the subject. While practicing textile making skills students will grow confidence in being able to complete a product outcome. Impact Students will have developed dexterity skills required to be successful in Design Technology and the ability to develop design ideas to communicate colour and meaning effectively. They will be able to translate these ideas into a textile product outcome having taken the design through the complete design cycle.	Food and Nutrition - Healthy Lifestyles Intent Students will explore what makes a healthy and varied diet. Students will cook a variety of healthy savoury dishes that will enable them to experience different healthy foods and use recipes independently at home. Students will explore a range of techniques from knife skills to using electrical equipment. Students will learn how to safely operate and use the hob and oven. Students will learn about the seasonality of the UK and understand why it can play a vital role in the food industry. Implementation Students will receive a mix of theory and practical lessons. The practical lessons will follow a theory lesson where students will have learned the core knowledge required to understand and demonstrate effective cooking techniques. Students will experience cooking in their practical lessons both guided and independently following recipe cards and teacher led demonstrations to show the correct and safe technique. Impact Students will understand and be able to apply the principles of a healthy and varied diet enabling them to make sensible food choices. Students will be able to independently create most of the dishes so they are able to feed themselves. Students will be able to identify and describe different micronutrients and in what foods they will be able

			to find these. Students will be able to explain seasonality with particular understanding of UK seasonality.			
	SMSC in DT Spiritual - By enjoying and celebrating personal creativity - By reviewing and evaluating created things Moral - By raising questions about the effect of technological change on human life and the world around them Social - By exploring dilemmas that individuals may face and developing practical solutions to these problems Cultural - By considering cultural influences on design - By asking questions about functionality v aesthetics					
Drama	Unit 1 - Introduction to Drama through Pantomime Intent: Students will be introduced to the basic concepts of drama and understand the importance of cooperation Implementation: Students will complete this unit via elements of role play, still images & group work Impact: students will benefit from sharing opinions different from their own and developing empathy skills.	Unit 2 - Storytelling Intent - they will understand what elements are commonplace in most stories. Implementation -students will listen to audio stories,read short stories and from here break down the structure of these storytelling mediums. Impact - have a greater understanding as to what components make a compelling story, which is beneficial for the development of their literacy skills	Unit 3 - Melodrama Intent - students will learn about the origin of melodrama and how to depict stock characters Implementation - students will be given a stimulus material regarding stock characters to recreate a scene from Sweeney Todd Impact - students will develop exaggerated drama skills in keeping with this genre to enhance their drama skills.	Unit 4 - Blodin the Beast Intent - students will be introduced to the concept of physical theatre and soundscapes Implementation - students will use physical theatre to create their own soundscapes Impact - students will gain a greater insight into the history of physical theatre and the effectiveness of soundscapes in creating atmosphere.	Unit 5 - The Haunted House Intent:Understand how tension and atmosphere is created through drama. Implementation: Students will use space between characters to show status and empathy. Impact: Students will use lights, props and music in later units throughout KS3 to create tension and atmosphere.	Unit 6 - Physical Theatre Intent - students will be introduced to the principles of physical theatre, building on Unit 4 (Blodin) Implementation - students will use physical theatre to create their own objects. There is a heavy emphasis on teacher modelling of this skill. Impact - students will gain a greater insight into the history of physical theatre and the effectiveness of objects in creating atmosphere.

	SMSC in Drama Spiritual • By allowing for insight, self-expression and the chance to walk in someone else's shoes. Moral • By expressing what it feels like to be wronged and what remedies might make things better for the injured Social • By exploring similarities and differences and how respect for others can be expressed. • By building self- esteem and encouraging self worth Cultural • By taking different roles from other backgrounds • By using different dramatic conventions to encourage empathy					
English Every fortnight: 1 x Let's Think Lesson & 1 x Reading Lesson	Unit 1 - Me, mine & myself (AO5 & AO6) Intent: Writing a short autobiographical piece to assess writing skills and gaps.(AO5 & AO6) Students will learn PETE and SITE & PECS concepts by analysing a range of autobiographical extracts from different cultures. (AO2 & AO4) Implementation: Students read extracts and analyse and evaluate while learning and developing the PETE and SITE concepts. Impact: Students will be able to use quotes correctly and to evaluate well (Key GCSE skills);develop skills and confidence in reading non-fiction-English Language Paper 2)	Unit 2 - Class Reader (Skellig, Private Peaceful, Boy in the Striped Pyjamas) (AO2) Intent: Continue to build on PETE, SITE & PECS concepts (PETE - Point, Evidence, Technique, Explain) (SITE - Setting, Ideas, Themes, Events) & (PECS - Powerfully, Effectively, Clearly & Successfully) (AO2 & AO4) Introduce historical context of texts. (AO3 LIT) Implementation: Students use their choice of text to complete exercises relating to the concepts Impact: Students will be able to use quotes correctly and to evaluate well (Key GCSE skills)	Unit 3 -Transactional and Imaginative Writing (AO5 & AO6) Intent: This unit will allow students to be introduced to the AFORESTIP concept (Anecdote, Anadiplosis, Anaphora, Facts, Opinion, Rhetorical question, Emotive language, Statistics, Triads, Imperative & Pronouns.) Students will also be introduced to the concept of imaginative writing and plot structure through the 4 part structure concept. (AO5 & AO6) Implementation: Students will research a controversial subject and produce a persuasive speech in the style of Room 101. Impact: this unit is part of transactional writing, which will allow students to write persuasively and	Unit 4 -To Kill a Mockingbird (AO4) Intent: Students will be evaluating an extract and writing a persuasive speech on this extract. (AO4 & AO5 & AO6) Implementation: Students will read the play "To Kill a Mockingbird" and will evaluate how tension is built or how a character is portrayed in this piece of fictional writing. Students will also build a case to persuade the jury to convict or pardon Tom. Impact: Students will build on their SITE and PECS skills to develop their argumentative and persuasive language skills. SMSC enable students to develop their self-knowledge, self-esteem and self-confidence; appreciate other cultures & values; respect for others; an appreciation that living under the rule of law	Unit 5 - Short story and Poetry (AO4 & AO3) Intent: students will build on the SITE and PECS concepts via use of The Vendetta (short story).(AO4) Implementation: Students ready The Vendetta and evaluate how successful the writer is in conveying the key SITE terms. Students also are introduced to more mature poetry and learn to compare and contrast via use of the PETE concept with connectives. Impact: Students will be able to use quotes correctly and to evaluate well plus learn how to compare and contrast. (Key GCSE skills)	Unit 6 - Introduction to Shakespeare including selections from 'A Midsummer Night's Dream.' (AO2 & AO3Lit) Intent: Students will research the historical and cultural context of the Elizabethan era. (AO2 & AO3 LIT) Implementation: Students will research the historical context of these eras as this is imperative for their GCSE skills. Students will build on the PETE concept by analysing the "7 Ages of Man" and create their own modern version. Students also read and analyse 'Pyramus and Thisbe' in AMND to develop PETE Impact: Students will develop independent research skills and build their PETE skills by being able to use quotes correctly

			develop well formed arguments.	protects individual citizens and is essential for their wellbeing and safety;		
	SMSC in English • Enable students to develop their self-knowledge, self-esteem and self-confidence • Appreciate other cultures & values • Develop further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures • Respect for others • Take part in discussion, promoting own views and appreciating those of others • Show initiative • Distinguish right from wrong • Explore the effect of changing cultural values and power over time Spiritual • In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' • By appreciating the beauty of language Moral • By exploring stimulus for thinking about the consequences of right and wrong behavior; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. • By considering different perspectives. Social • By supporting conceptual and language development through an understanding of and debates about social issues • By providing opportunities for talk in a range of settings Cultural • By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell' • By providing opportunities for pupils to engage with texts from different cultures					
Geography	Unit 1 - Where in the World Intent: students will be provided with a foundation of key skills, knowledge and understanding to be successful in the access to KS3 due to many feeder primary schools having different KS2 experiences. Implementation: Student will be taught using a range of activities from short quizzes to map work with a focus on OS map skills and the opportunity to be creative.	Unit 2 - Closer to home Intent: Students are taught the difference between the terms GB & UK. They will be introduced to the terms rural & urban with a focus on how rural areas change over time. Implementation: They will complete a presentation based project based on the 10 core cities in the UK. Students will also consider the changing nature of local rural settlements and apply this to their own locality. There will be a final formal assessment	Unit 3 - Wild World (i - Volcanoes) (ii - Earthquakes and Wildfires) Intent: students will learn how the earth is structured and how this relates to tectonic hazards. The first part of this unit focuses on volcanoes, causes, effects and responses. The second part of the unit focuses on earthquakes and wildfires, again looking at causes, effects and responses. There is a link with Science in this unit, as Science Unit 7 is based on Earth. Implementation: Tectonic maps are introduced through a jigsaw activity, there are numerous opportunities to draw and label diagrams, as well as role play and interactive ICT based activities and research activities. At the end of this unit, students will sit a formal assessment on Volcanoes & Earthquakes/Wildfires using GCSE stems and GCSE Geography exam command words Impact: Students will have a greater understanding of how hazards occur, how their risk can be reduced and their role in reducing human hazards such as wildfires. Students will be introduced to topics that formulate a large part Unit 1 Section A.			Unit 4 - Whatever the weather Intent: students will learn the difference between weather and climate. They will also consider the pattern to the UK's weather and how/why microclimates exist. Students will also be introduced to the idea of extreme weather in the UK. Implementation: students take an investigative approach to answering the key questions. This involves an individual project and group based data collection activity on

	Impact: This unit introduces students to basic OS Map skills including distance, direction, how height is shown on a map and reading local area maps, building vital skills for GCSE Geography.	on the impact of new housing developments. Impact: Students will gain a greater understanding of the country they live in, with a focus on their own locality in Suffolk.		microclimates around the school. Impact: Students will be introduced to topics that formulate a small part Unit 1 Section A.
	SMSC in Geography Spiritual - Introducing the idea of a global community & sense of place & identity when locating & studying different parts of the world - Promote idea of multi-faith communities through researching a UK city - Promoting idea of 'wonder & awe' around Natural phenomenon such as volcanoes & extreme weather events Moral - Encouraging pupils to consider important questions around topics such as resources, building new houses & the interactions between humans & their environment generally. - To consider & reflect on their own role & their part in a sustainable future (reuse, reduce, recycle) Social - Considering collective responsibility towards global issues such resources & pollution - To raise awareness & consider the positives & negatives of growing up in a rural part of the UK - To foster a sense of shared pride & appreciation with their local environment & community - Researching & presenting information about the history of their own local community - Opportunity to consider & evaluate changes to their local environment over time - Consider their role & ideas around representation when discussing idea of new housing developments - To promote healthy debate & respect for other opinions Cultural - Promote idea of multicultural communities through researching a UK city - To consider & reflect on the link between urban growth & multiculturalism in a major UK city they choose to research - what is diversity?			

History	Unit 1 What makes a good Historian? • Intent: This Unit aims at introducing students to the key skills required to be a good historian. Students should be able to apply their existing knowledge gained at Key Stage Two to particular skills areas in lessons. • Implementation: Students experience an archeological dig and explore how to handle historical artefacts. They construct timelines. They explore how historians use historical evidence to construct hypotheses and theories about the past. • Impact: Develop the use of core historical skills such as the use of chronology, significance, interpretation, empathy and cause and consequence.	Unit 2 - Why is 1066 so significant in British History? • Intent: This unit explores the date 1066 as a key historical moment in the history of Britain. Students focus on the significance of an historical event and how it has been interpreted over time. • Implementation: Students use the GREAT criteria to evaluate whether 1066 deserves to be considered to be a turning point in British history. They explore a range of historical evidence including the Bayeux tapestry and a local castle, church and cathedral. They consider the views of historians on the significance of 1066 and reach justified conclusion on the enquiry question. • Impact: Students explore issues surrounding identity and how Britain has been influenced by other cultures. They consider the concepts of change and continuity in British history through use methods of historical enquiry.	Unit 3 - How measly were the Middle Ages? • Intent: This unit will look at whether the lives of people in England changed between 1066-1500. This will include an exploration of the period including public health and hygiene, the development of sport and entertainment, the importance of religious beliefs and life in towns and villages. This unit explores how medical knowledge developed in the Islamic world and was spread through trade and travel. • Implementation: Students will explore how life changed and what stayed the same for people between 1066 and 1500. They will evaluate a range of historical evidence to investigate how the medieval world was linked through trade and travel. They will explore the importance of religion in the Medieval world including the development and spread of Islam. They will undertake a project investigating developments in science, medicine and public health. • Impact: Links to Medicine through time 1250-1500 - GCSE content. Key Concept: Causation. The unit explores the impact of other cultures on the beliefs and understanding of Britain in the Middle Ages.	Unit 4 - King John I: Did Disney get it right? • Intent: This unit evaluates how historical figures have been interpreted over time. It explores how and why interpretations change and considers how the needs of the Nation State can influence historical opinion. • Implementation: Students explore a range of historical sources, including film, and historians opinions in order to appraise the reign of King John. • Impact: Students develop structured historical writing (using PEEaL). Students consider criteria for ranking historical figures before reaching a justified judgement.
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	SMSC in History Spiritual - By considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066? - By looking at local history and investigating the reasons why there is a landmark, building or museum. - By speculating about how we mark important events from history and the people who stopped them Moral - By exploring the results of right and wrong behaviour in the past - By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples from their own local area? - By going beyond the facts and asking pupils to make hypotheses and pose questions such as 'what if...?' 'what would have turned a tragedy into a triumph?' Social - By giving the trigger for discussions about how groups and communities organised themselves in the past. - By considering questions about social structure in the past.; for example, What might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal? - By encouraging pupils to talk to their parents and grandparents; for example, when learning about World War Two Cultural - By exploring local history and under researched history and history around us - By investigating how culture is shaped by history, exploring the 'cultural heritage' and in particular the Christian influence on British culture. - By taking pupils on visits to heritage sites - Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values					
Maths	Place Value and proportion - Place value and ordering - Fraction, decimal and percentage equivalence. Life Skills: How much do you cost your parents?	Algebraic Thinking - Sequences - Understand and use algebraic notation - Equality and Equivalence Life Skills: What can you buy for £100	Applications of Number - Solving problems with addition and subtraction - Solving problems with multiplication and division - Fractions and percentages of amounts Life Skills: How much do different jobs pay?	Directed number/Fractional thinking - Four operations with directed number - Addition and subtraction of fractions Life Skills: The richest and the poorest	Lines and angles - Constructing, measuring and using geometric notation - Developing geometric reasoning Life Skills: DIY project – What can I do with £500	Reasoning with Number - Developing number sense - Sets and probability - Prime numbers and proof

	SMSC in Maths Spiritual - By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends her day with how children in the UK spend their time. - By considering pattern, order, symmetry and scale both man made and in the natural world Moral - By engaging pupils playfully; for example, in unequal shares of resources, why might someone be upset if they received less than other people? - By reflecting on data that has moral and ethical implications; for example pupils might consider the difference in amounts of money spent on non-essentials compared with food aid/water aid Social - By the sharing of resources within the classroom, the negotiating of responses and group problem solving - By analysing social data e.g. on health care, poverty, bullying Cultural - By asking questions about the history of maths: for example, 'What do the Egyptians, Greeks and Indians discover that we still use in maths today?'				
MFL: French	Unit 1 – La rentrée Intent: Students will be able to ask and answer simple questions about themselves in conversations with others. The focus will be on the alphabet, numbers, days and months, pronunciation, brothers and sisters, age, describing themselves (and others) and saying what they like and dislike using simple opinions phrases and justifications. Students will also learn how to describe a photograph in simple terms (Key skill at GCSE) and will build on their grammar skills within the language. Implementation: Students will complete tasks using the 4 language skills of listening, speaking, reading and writing, with the focus being on speaking and writing/translation. Key skills: - Recognising cognates - Using the target language in the classroom - Describing a photo (GCSE speaking & writing exam) - Asking & answering questions about themselves. - Giving and justifying opinions. - Using connectives - Translation	Unit 2 – En classe Intent: Students will be able to talk about their school with a particular focus on cognates, colours, clothes, school subjects, school routine, the time and describing their ideal school. Students will also build on their grammar skills within the language. Implementation: Students will complete tasks using the 4 language skills of listening, speaking, reading and writing, with the focus being on reading and listening for gist. Key skills: Recognising cognates	Unit 3 – Mon temps libre Intent: Students will be able to talk about what sports they do/play, say what they do when the weather is good/bad, say what activities (using technology) they like to do Implementation: Students will complete tasks using the 4 language skills of listening, speaking, reading and writing, with the focus being on writing. Students will also be introduced to GCSE Role play, which is an integral part of their GCSE. Key skills: Recognising cognates	Unit 4 – Ma vie de famille Intent: Students will be able to talk about pets, describe family members, describe where they live and give opinions and talk about what they have for breakfast and whether it is healthy. Implementation: Students will complete tasks using the 4 language skills of listening, speaking, reading and writing, with the focus being on listening and reading. Key skills: - Recognising cognates - Using the target language in the classroom	Unit 5 – En ville Intent: Students will be able to talk about places in town, giving opinions on where they go at the weekend. They will also be able to talk about plans and what they are going to do in the future Implementation: Students will complete tasks using the 4 language skills of listening, speaking, reading and writing, with the focus being on speaking. Students will continue to develop their ability to use more complex language structures that includes the present, near future, conditional and (time-dependent) perfect tenses. They will continue to use

	Key Grammar: • Gender • Definite/indefinite articles • Adjectives • avoir and être • Infinitives/-er verbs • Possessive Adjs - mon, ma, mes • J'aime/Je n'aime pas Impact: Students will develop their French speaking skills focussing on good pronunciation. They will be able to recognise and use target language in the classroom environment. This links into the GCSE specification - Theme 1: Unit 1 - Me, My Family and Friends & Unit 3 - Free Time Activities	• Using the target language in the classroom • Asking & answering questions about school • Agreeing and disagreeing, giving simple opinions • Describing a photo (GCSE speaking & writing exam) • Giving and justifying opinions. • Using connectives to structure • Translation Key Grammar: • Present tense regular -er verb endings • Adjective agreement (colours) • Questions: Combien? A quelle heure? Qu'est-ce que tu...? • il y a / il n'y a pas de • Qualifiers • Connectives/time sequencers Impact: Students will have continued to develop their speaking skills through conversations with others and describing photographs. They will also continue to develop their writing skills through differentiated outcomes - word/sentence/paragraph). Students will be better able to understand the written and spoken word in the target language through the targeted development of their	• Using the target language in the classroom • Asking questions focusing on intonation (GCSE speaking exam) • GCSE role play • Describing a photo (GCSE speaking & writing exam) • Giving and justifying opinions. • Using connectives to structure • Translation Key Grammar: • jouer à (au/à la/à l'/aux) • faire de (du/de la/de l') • aimer + infinitive • ne...pas (je ne joue pas au /je ne fais pas de) • est-ce que & qu'est-ce que • si (if) Impact: Students will be able to answer speaking questions verbally about their free-time activities and will be able to write at various levels in the French language based on their own ability level (word, - sentence - paragraph). Pupils will understand how to use a glossary and/or bi-lingual dictionary in order to produce more creative and personalised work. This links to the GCSE specification - Theme 1:	• Using a glossary/bi-lingual dictionary. • Substituting words to adapt and personalising texts. • Translation Key Grammar: • mon/ma/mes, ton/ton/tes • Plural verb forms (nous/ils/elles) of regular present tense -er verbs • manger & boire + partitive article • ne...rien • in/to and countries (au / à la / à l' / aux) Impact: Students will be able to speak and write about their homelife (describing family members/where they live giving opinion and understand texts and audio in the target language. There is a focus on using a bi-lingual dictionary and/or glossary to promote literacy and creativity. This links to the GCSE specification - Theme 1: Unit 1 - Me, my family and friends & Unit 3 - Food and eating out Theme 2: Unit 5 – Home & Unit 6 - Social Issues	connectives, qualifiers, time/frequency phrases, and opinions and justifications. Key skills: • Recognising cognates • Using the target language in the classroom • Describing a photo (GCSE speaking & writing exam) • GCSE role play • Speaking: Presenting information (weekend in Paris) • Translation Key Grammar: • Irregular verb aller • Je vais au/à la /à l'/aux • Near future tense • Modal verb vouloir + infin • Conditional tense of vouloir (je voudrais...) • Using tu & vous • Time phrases (e.g. le weekend, le samedi, normalement, d'habitude, le weekend prochain, samedi prochaine, le weekend dernier) • possibility of the introduction of the perfect tense with the auxiliary verb avoir and -er verbs Impact: Students will be able to answer basic questions about their town and future plans. They will now start to be able to include simple references to the future, conditional, and
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		reading and listening skills. This links to the GCSE specification - Theme 3: Unit 9 - My studies & Unit 10 - Current and future study and employment	Unit 2 - Technology in Everyday Life & Unit 3 - Free-time Activities.		possibly, the past tenses in their work in addition to the present. To achieve a grade 3 at GCSE, students must be able to recognise and make simple references to the past or future (near future and conditional tenses). This links to the GCSE specification - Theme 2: Unit 5 – Home, town, neighbourhood and region & Unit 8 – Travel and Tourism
SMSC in French Spiritual • By encouraging students to be empathetic to cultures and beliefs of others and by challenging stereotypes where necessary. • By learning to express oneself in a foreign language. • Having a sense of achievement and pride when being able to communicate in a foreign language. • By exploring the way language is constructed Moral • By challenging stereotypes and intolerance through the teaching of language and culture. • By encouraging students to respect diversity and embrace 'difference'. • By helping pupils to have an accurate and truthful understanding of another culture • By encouraging students to offer their own opinions in relation to the topics that are studied in French lessons. Social • By developing the skill of communicating in different ways • By exploring different social conventions e.g. forms of address • By encouraging proactive use of the target language in classwork, whether through pair work or group work. • By encouraging students to experiment with language and learn from their mistakes without seeing them as a barrier to learning • By developing a positive attitude towards languages and people from other countries, students can develop their understanding and tolerance skills. Cultural • By exploring the culture of French speaking countries and cultural differences. • By appreciating the language and customs of others • By taking part in educational visits or cultural occasions					

MFL Spanish	Module 1 –Greetings, Classroom language, Age and Birthdays Intent: Students will be able to introduce themselves, count to 31, say when their birthday is, give their age, talk about personal and classroom items, and spell using the Spanish alphabet. Students will also focus on Spanish pronunciation. Implementation: Students will complete a range of tasks, using all four language skills, but with the focus on speaking/pronunciation. Frequent use of target language songs and videos, and simple role plays. Key skills: Beginning to use the target language; developing good pronunciation; asking and answering simple questions; recognising cognates. Key Grammar: Students will understand how to use the definite and indefinite articles. (Key verb: tener/to have) Assessment: Speaking Impact: Students will be building confidence in using and understanding the	Module 2 – School lessons and teachers, Opinions, Snacks (+ Christmas in Spain) Intent: Students will be able to understand short texts and write about school subjects, teachers, and days of the week, including simple opinions and reasons and descriptions of activities in lessons and snacks consumed at school. Implementation: Students will complete a range of tasks, using all four language skills, with a focus on reading and writing. They will work in pairs or groups to create target language classroom newssheets, all about their daily life at school. Key skills: Regularly speaking and understanding the target language; improving pronunciation; giving and understanding opinions; assimilating new vocabulary. Key Grammar: Students will learn how to form regular present tense verbs and how to agree adjectives. (Key verbs: estudiar/to study, comer/to eat, beber/to drink) Assessment: Reading and Writing Impact: Students will understand more detail in texts and write/talk about aspects of school life, giving opinions and reasons. The most able will be able to adapt this language for use in different contexts. This module links to the GCSE Spanish specification – Theme 1: Identity and Culture & Theme 3: Current and future study and employment.	Module 3 – Family, Pets, Appearance and Character Intent: Students will be able to understand texts and talk about their family and pets. They will learn how to describe personal appearance and character, and will know and use numbers up to 100. Implementation: Students will complete a range of tasks, using all four language skills. Each student will research and write about the family of a chosen Hispanic celebrity or literary or historical figure. Key skills: Extending descriptive writing; proofreading; researching facts related to target language culture. Key Grammar: Students will begin to use possessive adjectives, make colours agree with nouns, and use adjectives after nouns. (Key verb: ser/to be) Assessment: Listening and Writing Impact: Students will have greater confidence in reading and writing in the target language, and understand how to proofread for accuracy in spelling and grammar (adjective agreements and verb forms). Through research they will understand more about Hispanic culture. This module links to the GCSE Spanish specification - Theme 1: Identity and Culture	Module 4 – Where you live (countries in Europe), House and Home Intent: Students will be able to say where they live and to describe their home and in particular their bedroom, along with activities that take place in the home. Implementation: Students will complete tasks using all four language skills. In small groups they will work on producing a short presentation (e.g.audio or video) about where they live. Key skills: Understanding longer texts; developing confidence in adapting language for own use in target language speaking and writing; focus on role plays (speaking and listening) in the target language. Key Grammar: Students will begin to use prepositions and will extend their use of different verb forms (all –ar & –er verbs). They will start to use
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	target language, and will develop intonation skills to produce more accurate pronunciation. This module links to the GCSE Spanish specification - Theme 1: Identity and Culture & Theme 3: Current and future study and employment.			stem-changing verbs. (Key verbs: vivir/to live, estar/to be) Assessment: Speaking and Writing, Reading and Listening Impact: Students will have built on their knowledge of how Spanish verbs work and have tried and tested strategies for expanding their target language vocabulary. They will understand the main points in longer target language texts and audio. They will be more confident in participating in short conversations in the target language. This module links to the GCSE Spanish specification - Theme 2: Local, national, international and global areas of interest.
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	SMSC in Spanish Spiritual • By encouraging students to be empathetic to cultures and beliefs of others and by challenging stereotypes where necessary. • By learning to express oneself in a foreign language. • Having a sense of achievement and pride when being able to communicate in a foreign language. • By exploring the way language is constructed Moral • By challenging stereotypes and intolerance through the teaching of language and culture. • By encouraging students to respect diversity and embrace 'difference'. • By helping pupils to have an accurate and truthful understanding of another culture • By encouraging students to offer their own opinions in relation to the topics that are studied in Spanish lessons. Social • By developing the skill of communicating in different ways • By exploring different social conventions e.g. forms of address • By encouraging proactive use of the target language in classwork, whether through pair work or group work. • By encouraging students to experiment with language and learn from their mistakes without seeing them as a barrier to learning • By developing a positive attitude towards languages and people from other countries, students can develop their understanding and tolerance skills. Cultural • By exploring the culture of Spanish speaking countries and cultural differences. • By appreciating the language and customs of others • By taking part in educational visits or cultural occasions		
Music	Let's Rock Intent: For students to understand where Rock and Roll comes from. Identify the genre through listening to famous works. Implementation: Through looking at Rock and the song 'All Right Now' by Free students will learn about chord shapes, notation, tab, progressions, following a structure, playing in time as a band and listening to one another whilst continually striving to develop their technical skill on their chosen instrument through conquering more challenging parts. Impact: This unit aims to instil a love of making music together from the offset and an expectation that performance is integral to music making.	Classical Remix Intent: For students to understand the basics of different musical styles and have an awareness of a musical timeline. Implementation: Students will listen and analyse a variety of classical pieces. Looking at key musical devices and features. Students will also practically explore a classical piece such as Pachelbel's Canon and work on creating their own interpretation of the piece. Impact: This unit aims to continue to develop both practical and theoretical skills whilst also embedding listening and analysis skills.	African Drumming Intent: For students to develop whole class ensemble skills and develop an understanding of world music. Implementation: Through ensemble performance students will learn a range of rhythmic patterns alongside different structures. Following audible cues, call and response rhythms and varying drum patterns students will understand different hits, where the music originates and be given an opportunity for composition in the style. Impact: Students will be able to work as a team to create their own piece inspired by traditional African Drumming developing their collaboration and teamwork skills.

	SMSC in Music Students explore and develop their own interests in music through studying a range of styles and learning to compose and play in these styles. We also look at how in all genres music is a valuable tool for self expression and through listening to a variety of music we discuss how musicians have overcome obstacles through being able to openly express themselves. Students learn to appreciate and understand the musical interests of their peers through evaluation and demonstration. Students offer feedback and encourage their peers through assessment and learn how to promote confidence in performing and composing. Students complete evaluation of performances and compositions demonstrating their willingness and ability to reflect. Music can also be a cultural experience and allow us to learn about how others live and use music for purposes. This builds students' ability to accept and understand all types of people. Performing builds confidence along with resilience and teamwork. Students consistently work in pairs or groups of various abilities and backgrounds. Their work requires students to understand each other and their strengths/limitations. Teamwork is encouraged in order to be successful in composing and performing, especially as a successful ensemble which is a requirement in most level 2 Music Qualifications. The music department also aims to bring students together in musical opportunities which span the year groups for example christmas concert, summer showcase, talent shows, choir, samba band, musical productions etc. this again builds valuable interpersonal skills for all students.				
Physical Education	Unit 1 - Introduction to AVA Sports Intent: Students will complete different tasks in the areas of team, fitness, individual and gymnastic skills - this is so the department can set them according to their strengths on a gender basis. Implementation: Students will partake in different activities relating to various different skills within games understanding, fitness levels and gymnastic abilities. Impact: Students will complete tasks to the best of their ability which will allow PE to place them onto the correct pathway for their skill set for a personalised curriculum pathway. Students will participate in their first House	Unit 2 - Hockey, Tag/Rugby, Football and Netball Intent: students will develop their skill acquisition and tactical understanding of the above listed games in their most basic format. Implementation: Transferring skills and concepts to a new sporting activity. Transfer of basic game understanding; simple rules, positional play and basic tactics Impact: To develop game play skills and teamwork skills within the core curriculum and extended into extra curricular for club learning and competitive fixtures. Students will also compete in their House for events in these activities. Students will	Unit 3 - Swimming Intent: Students will be consolidating their swimming strokes and stamina from KS2. Focus will also be on personal survival, as we are a coastal school and students do swim in the sea. They will also take part in competitive swimming depending on ability. Implementation: In curriculum time, students have access to the facilities at Leiston Leisure Centre and are taught in ability groups according to their need - ranging from non-swimmers to	Unit 4 - Individual Sports Intent: students will participate trampolining, badminton, fitness, aerobics and dance. Students will develop their skill acquisition and composition/ choreography skills of the above listed activities in their most basic format. Implementation: Students be introduced to new sports and safety awareness of these new sports. Skill transference from KS2 gymnastics and dance into a new medium - trampolining. Independence and coaching by peers is encouraged and develops a desire to improve through extracurricular provision	Unit 5 - Athletics Intent: Students will develop their skillful performance in the three disciplines of running, throwing and jumping. Implementation: Students will be introduced to the safety and techniques of the throws and jumps in a practice and competitive environment. Extra curricular provision and competition will allow for improved performance. Impact: Students will have awareness of safety/technique and officiation at an athletic event. Students will experience individual competition in lesson and club time. Unit 6 - Striking Games & Net Games Intent: Students will participate and perform in a variety of striking games/individual sports, applying the rules as appropriate to the game being learned. Students will play tennis for skilful development and fitness work via cardio tennis. Scoring and playing competitively in and out of lesson time will provide progression at appropriate levels. Implementation: Students will learn and apply a variety of rules and techniques in this unit according to the game being played, creating

	event at AVA, focussing on their fitness via cross country which will lead to the county competition. Students will be able to play as part of a team. they will develop leadership skills and communication/ cooperation skills. Participation and competitiveness as part of their skilful development and decision making through experience in conditioned or competitive format.	be able to play as part of a team. they will develop leadership skills and communication/ cooperation skills.	competitive club swimmers. Impact:all students will have an ability to swim a minimum of 25m as per Government recommendations and will have an awareness of personal safety in pool and open water scenarios. All should be risk aware around water. They will also be able to compete in House competitions within school and inter-school competition. swimming can develop confidence and impact on future lifestyle decision making for an active future.	and also at competition at county level. Impact:Students are introduced to the local leisure centre and its facilities, so they have an awareness of sports outside of curriculum time. There are also extra curricular activities in place for this to extend their learning in these sports. The link between community sport and facilities available providing opportunity to be active.	opportunity for all students to compete in House events . Impact: All students will have the opportunity to learn new skills and rules to build confidence/teamwork/ knowledge and application of rules to develop their overall performances in a range of striking and net games. Enjoyment and confidence through a broad and balanced programme encouraging participation in order to develop self esteem through cooperation with their peers.
	SMSC in PE Spiritual • By delighting in movement, particularly when pupils are able to show spontaneity • By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. • By being aware of one's own strengths and limitations Moral • By discussing fair play and the value of teamwork. • By developing qualities of self discipline, commitment and perseverance • By developing positive sporting behaviour Social • By developing a sense of belonging and self esteem through teamwork • By developing a sense of community identity through taking part in inter school events Cultural • By learning about the history of sport, and where they originate from • By making links with national and global sporting events such as the World Cup and the Olympics • By exploring rituals surrounding sporting activities				

Religious Studies	Unit 1: Comparative religion Intent: This will be an introduction to some of the themes students will study during the rest of the key stage. It will also demonstrate to them that their study of world religions and philosophy will require academic and intellectual rigour so they can be prepared for an assessment within each unit. Implementation: Through 7-8 lessons, students will consider, discuss and evaluate the development of religion from an anthropological perspective followed by religious demographics. They will continue to investigate factors that religions have in common as well as religious symbolism and common religious themes. The unit concludes with an analysis of the place and importance of religion in the modern world. Impact: This thematic study will help students to develop: • academic and intellectual rigour • an understanding of the prehistory and development of religion through the ages • an understanding of common features of religions • an appreciation and respect for religious teachings, beliefs and believers	Unit 2: Introduction to Christianity Intent: Christianity is the main religion of the UK. This unit covers 16 lessons, which will cover lessons across Spring and Summer terms. The unit as a whole allows students to focus on different aspects of the faith (e.g. life of Jesus, authority, worship). In this way, there will be three assessment opportunities covering each of these aspects of the unit. Implementation: Through approximately 15-16 lessons, pupils will consider, discuss and evaluate Christianity in the UK to show the modern relevance of a religion of over 2000 years. Lessons will be grouped: Key beliefs - Trinity, Great Commandments and Afterlife which are linked into a series of lessons about Jesus. The development of Christianity into a worldwide religion is covered via its modern relevance, the Great Schism and the lesser Protestant split are covered. Biblical authority, the church and worship follow. Finally, lessons on symbolism and expressions of faith complete the unit. Impact: This study of Christianity will help students develop: A knowledge of the foundations of Christianity Religious language specific to Christianity An awareness of how Christianity has developed into a worldwide religion Knowledge of the key beliefs and practices of Christianity
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SMSC in RE

Spiritual

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investing and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Social

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

Cultural

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Science	How Science works: Through Practical exploration pupils will learn about: • Hypothesis • Valid and Reliable • Scientific Equipment • Planning an Experiment • Conducting an experiment safely. • Presenting Data • Analysing Data • Assessment: Does Phlogiston exist?	Cells: Through Practical exploration pupils will learn about: • Alive • Organs • Dissection • Microscopes • Plant Cells • Animal Cells • Adapted Cells • Animal Kingdom • Assessment: Donors	Forces: Through Practical exploration pupils will learn about: • Forces • Speed • Assessment: Speed • Distance Time graphs • Terminal Velocity • Moments and Levers • Pressure	Particles and Mixtures: Through Practical exploration pupils will learn about: • Particles • Solubility • Chromatography • Filtration • Distillation • Evaporation • Pure and Impure	Health: Through Practical exploration pupils will learn about: • Cholera • Vaccines • Diseases • Drugs • Assessment: Reaction Times • Human Reproduction • Puberty • Menstrual Cycle	Energy: Through Practical exploration pupils will learn about: • Energy Transfers and calculations • Paying for Electricity • Fossil Fuels • Assessment: Investigating Fuels • Energy Resources • Wind Farms • Nuclear • Making a decision Periodic Table: Through Practical exploration pupils will learn about: • Periodic Table • Patterns in Groups • Atoms and Elements • Equations • Metals or non metals • Reactivity of metals • Gas Tests • Electrolysis
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SMSC in Science

Spiritual

- By demonstrating openness to the fact that some answers cannot be provided by Science.
- By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.
- By using tools such as Star Walk which allow pupils to plot the stars in relation to their location and open up questions about the size of the universe and how it might have been formed

Moral

- By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.
- By considering that not all developments have been good because they have caused harm to the environment and to people.
- By encouraging pupils to speculate about how science can be used both for good and evil.

Social

- By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person.
- By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes

Cultural

- By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions