

Alde Valley Academy
Curriculum Map Guidance
KS3 – Year 9 Curriculum



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Yearly Focus - Observational still life work Intent: Students will be involved in skills based work using the mediums of drawing, painting and printmaking Implementation: Students will study still life and respond to it using a range of media as outlined above. Impact: • Reflection on one's own experiences • Enjoyment and fascination • Participation and cooperation • Participate and be involved in cultural activities					
	Project 1 - Developing Printmaking Ideas Intent: students will be introduced to the study of still life through observational drawing which will develop their skills in this area. It will also develop ideas through the use of printmaking media. Implementation: still life observational drawing and develop those into printmaking media. Impact: As above, alongside developing student confidence in the use of different types of media		Project 2 - Monograms Intent: Students will be developing their skills in printmaking media and Graphic Design by introducing a Unit 1 concept early. Implementation: Students hand draw their own monogram and develop it to printmaking media. Impact: As above, alongside developing skills required for the NCFE Graphic Design course, as well as Art. Students will have the knowledge of what a monogram is and how to best represent themselves using their monogram.		Project 3 - Three-dimensional vessels Intent: students will develop their still life studies from the Autumn term into 3 dimensional vessel forms. Implementation: students will use a range of 3 dimensional techniques such as clay, paper, and cardboard construction. Impact: As above, alongside developing student confidence in the use of different types of media	
	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 - online etiquette and e-safety recap • Intent – Students reminded of use of GSuite both inside and out of school leading to less paper being used. They also are aware of how to act appropriately online. • Implementation – students given their own log in details for GSuite which can be used both in and out of school. Students will also watch CEOP videos and answer questions. • 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. Students will have a safer online presence.	Unit 2 – Introduction to Computer Systems • Intent – students will learn the basic IPOS concept for a computer system, look at embedded systems and discuss EELC issues surrounding Computing • Implementation – students will watch a video on IPOS, create a cardboard computer and discuss EELC issues • Impact: students will have an awareness about computer systems and have a brief introduction to computer architecture (Unit 1.1 in GCSE)	Unit 3 – Keeping data safe • Intent – students learn about the basics behind system security and methods behind keeping data secure • Implementation – students look at various pieces of information relating to system security and then move onto storage and keeping devices/storage mediums secure • Impact: introduced to the concept of cloud computing, data capacity calculations and system security (Units 1.3 and 1.6 in GCSE)	Unit 4 – Python Programming • Intent – heavily based on Computer Science, students will learn Basic Python instructions to program solutions to basic problems • Implementation – students will be given a demonstration of the IDLE interface and will have instructions to follow. • Impact – students will gain a knowledge of another programming language away from Scratch and Mu. Limited teacher help will be offered to develop independent learning skills.	Unit 5 – Representing Algorithms • Intent – enhance pseudocode programming skills – an area for development in KS4 • Implementation – students will be given both working and non-working pieces of code to “rubber duck”. This will then get them to start thinking algorithmically. They will show this via use of flowcharts and basic pseudocode • Impact – students build confidence in being able to know what a piece of code is doing and how to fix it if it stops working	Starting GCSE - Python Programming and 1.1 Systems Architecture

	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	Food and Nutrition - Macronutrients Intent Students will investigate the 3 largest groups of macronutrients; carbohydrates, fat and protein. Students will focus on health and hygiene throughout the lessons with a particular focus on high risk foods such as eggs and raw meat. Students will make a variety of dishes that cover all 3 macronutrients groups, developing a variety of cooking skills required for life and further study of food and nutrition preparation. The sequencing of work will build upon theoretical elements of food and nutrition preparation with an opportunity to apply in a practical way. Students will look at foods from different countries both within Europe and outside. Students will learn a wide range of new vocabulary which will enable them to articulate processes, reactions and theoretical elements of food and nutrition. Implementation Students will experience a variety of practical lessons, part practical and some theory based lessons. The practical lessons will focus on students experiencing different cooking techniques, through guided and independent	Product Design - Mood lights Intent Students will work through the design cycle more independently than previously, this will be a project that allows for less structured tasks in the design stage and will aim to build an independent work structure for the students to progress through. Students will explore a different material category of wood and timbers and how they can construct and join wood together to create simple structures. In addition students will understand the theoretical side of electronics and apply this knowledge when constructing their own mood light circuit. Implementation Students will further develop their understanding of the design cycle - by exploring and practicing the design cycle students will develop independence to complete the cycle without too much guidance. Throughout the cycle students will complete practical tasks, iterative design lessons will refine students design skills. Students will undertake a series of practical lessons learning how to use computer aided design software (2D design). Students through instructional lessons will create their own circuit board that powers their mood light. Finally moving onto cutting the designs out using the laser cutter and assembling their final product. Impact	Graphic Design - Music festival poster - Photoshop Intent Through the continuation of the design-cycle practiced in other units and previous years students will be able to use the design cycle to respond to a design brief. The brief will allow students to explore other cultures, societies and differences through the mode of a fusion music festival. Students will create their own multifaceted branding outcomes from backstage passes, poster and banner designs and tickets. Students will create a variety of outcomes that explore the different cultures they have researched. Students will complete work on photoshop using industry standard techniques and processes to ensure outcomes communicate and answer the brief given. Implementation Through practical and instructional led lessons students will explore the world of graphic design specifically learning industry standard techniques on Adobe photoshop and illustrator. Mini tasks that provide immediate outcomes will enable student success early on with the software. Students will also explore the relationship between digital and analogue design through creating design ideas by hand and developing ideas through digital applications. Impact

	tasks. Part practical lessons will enable students to understand the practice of the cooking through teacher led demos and frequent sensory analysis. Theory lessons are structured to allow students to gain knowledge of practical skills or content relating to the following cook to grasp harder concepts and research recipes independently. Impact Students will be exposed to a variety of recipes and technical skills enabling them to make sensible food choices and independently cook whether it be taking the subject further into KS4 or simply cooking at home. Students will have the confidence to undertake harder tasks and understand the safety, health and hygiene practices of the kitchen.	Students will leave having created their own Mood light using soldering, 2D design and woodworking techniques and processes. Students will have further developed and been exposed to vital skills for GCSE level design in particular digital software use and simple circuitry. The metacognition of the design cycle will enable further exploration at a higher level and will be repeated throughout the remainder of their Design education.	Students will have created a complete branding for their fusion music festival. They will have explored a range of digital and analogue skills which will aid their ability to communicate and express ideas. Students will have developed a high level of computer literacy skills that are widely transferable and will have begun developing in greater depth skills required for GCSE progression and beyond. Additionally students will have gained a wide knowledge base of materials suitable for graphic design outcomes in particular focusing on paper and boards.			
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 - Genre Intent: To gain a basic understanding of the playwrights style and influences. Implementation: students analyse different genres of dramatic media types which in turn will be recreated within the classroom setting to enhance understanding. Impact: Students will have a greater understanding of a wide range of genres and be	Unit 2 - Unit 5 - Forum Theatre Intent - Students will learn how to use spontaneous improvisation and are introduced to the concept of audience participation. Implementation - students complete this via role plays, including their captive audience.	Unit 3 - Craig and Bentley Intent - introduce students to a historical case study, and getting them to analyse what the issues were surrounding Craig and Bentley. Implementation - students will work with a script, portraying characters with issues, which at the time were	Unit 4 - The Holocaust Intent- students will gain a deeper understanding of the Holocaust outside of History lessons, and reenact scenes. Implementation - students watch scenes from The Boy in the Striped Pyjamas (covered in English lessons) and look at a range of viewpoints from different status' surrounding the Holocaust	Unit 5 - Stereotypical characters - "Teechers" Intent: Students will be introduced to the play of "Teechers" to develop their understanding of the social and cultural context of current societal issue. Implementation: students will work heavily with scripts and	Unit 6 - Blood Brothers Intent - students will build on their knowledge of scripts and the practical side of Willy Russell and how his words can be portrayed them in the manner intended. Implementation - Students will learn lines from Blood Brothers and perform it in a naturalistic style in front of small groups Impact - have a greater understanding

	able to recreate these when necessary to meet different dramatic scenarios.	This builds on the Year 8 skills from Unit 5 (Theatre Education). Impact - students will come away with the awareness that the audience's role is integral to the actors success.	not recognised, but in the modern world, they are introduced to mental health issues and can sympathise with these issues, therefore raising a self-awareness of how to deal with different people. Impact - students will develop empathy skills, they will also be able to portray historical situations in a dramatic fashion, whilst being sympathetic to the situation itself.	Impact - students will develop empathy skills, they will also be able to portray historical situations in a dramatic fashion, whilst being sympathetic to the situation itself.	on script work portraying stereotypical characters in their performances. Impact: Students will understand how to perform current serious issues in a comedy style, juxtaposing the serious issues in a comedic light.	of the text used at GCSE and the expectations. This will also aid the development of their literacy skills.
	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	Unit 1 - A Christmas Carol (AO2) Intent: Students are introduced to a GCSE set text to prepare them for GCSE in English Literature. This will allow them to build on PETE and PEE concepts from earlier years Implementation: Students will read the novel and annotate key points and techniques used by Charles Dickens in preparation for their GCSE examination where they must complete essays in PETE and PEE styles. Impact: Students have an awareness of what is expected from them and they will link all the skills in PETE and PEE, which they have learned in previous years within the context of a Christmas Carol to ensure exam success. SMSC enable students to develop their self-knowledge, self-esteem and self-confidence; further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; encourage respect for other people	Unit 2 - An Inspector Calls (AO3 Lit) Intent: Students are introduced to a GCSE set text to prepare them for GCSE in English Literature. This will allow them to build on historical context & PEE concepts from earlier years. Implementation: Students will read the play and research the era in preparation for their GCSE examination. Impact: Students will understand what is expected for the exam and will link in PEE and context skills from previous years.	Unit 3 - Introduce English Language Paper 1 (Reading AO1, AO2, AO4. Writing AO5 AO6) Intent: Students are introduced to Paper one and taught the skills needed. They will build on previous knowledge for PETE, SITE and PECS and writing skills. Implementation: Students will learn how to approach unseen texts and imaginative writing in preparation for their English Language exam. Impact: Students will understand which skills are needed for the English Language exam and develop skills learnt in previous units.
Unit 4 -Poetry Anthology;Conflict - to run throughout the year through the other units. One poem per fortnight. (AO2 & AO3) Intent: Students are introduced to Poetry set texts building up knowledge of language, structure , historical context. Implementation: Students study poems in parallel to Unit 3, approx 1 poem per fortnight. Detailed annotations in preparation for comparative PETEL essays in exam. Impact: Students will fully utilise their skills in writing PETEL paragraphs in comparing 2 poems.They will also develop skills in analysing and comparing unseen poems. SMSC enable students to develop their knowledge of the social and historical contexts of poems studied; discussion of different wars and attitudes to them; discussion of a range of moral, emotional and spiritual conflicts over time, including contemporary issues			
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			
French	Unit 1 - Describing Other and Relationships Intent: Students will be able to talk and write about themselves and others (name, age, looks, personality). Students will also revise the perfect tense from year 8. Implementation: Students will complete tasks using the 4 language skills of listening, speaking, reading and writing, with the focus being on listening and writing. Students will be introduced to the GCSE online programme Kerboodle, which relates to the GCSE textbook and allows students to complete listening task individually. Students will be given differentiated worksheets, including gap-fills to help students focus on listening for details. Students will practise describing photos and complete a writing assessment (Question 1 from the GCSE foundation writing paper). Students will also revise the perfect tense and write about a past outing with friends or family. Key skills: - Describing a photo (GCSE speaking & writing exam) - Giving opinions and justifying - Using connectives to structure Key Grammar: - Revision of the present tense, the perfect tense, adjectives and adjective agreement, intensifiers - Possessive adjectives: mon, ton, son, notre, votre, leur - Agreement of irregular adjectives - Comparatives and superlatives - Using avoir and être	Unit 2 - Celebrations Intent: Students will be able to recognise different festivals celebrated in France and will be able to talk about their favourite festival, giving reasons & opinions. Students will also be able to describe how they celebrate and have celebrated their favourite festival (a focus being on Christmas). Implementation: Students will complete tasks using the 4 language skills of listening, speaking, reading and writing. Students will continue to develop their listening using the GCSE online programme Kerboodle. Students will complete a speaking activity to find out their favourite festival. Students will also be introduced to reflexive verbs in the perfect tense and	Unit 3 - Future Relationships Intent: Students will be able to talk and write about their plans for the future, describe an ideal partner and give opinions on marriage and having children. Implementation: Students will complete tasks using the 4 language skills of listening, speaking, reading and writing, with the focus being on listening, speaking and writing. Students will continue to develop their listening using the GCSE online programme Kerboodle. Students will also be introduced to the future simple tense. At the end of the unit students will complete a speaking assessment (GCSE photocard) on relationships and future relationships. Key skills:	Unit 4 - New Technology Intent: Students will be able to talk about how they communicate online and use social media and describe how they use mobile technology, giving opinions. Some will be able to talk about the pros and cons of new technology and the internet. Implementation: Students will complete tasks using the 4 language skills of listening, speaking, reading and writing. Students will revise and develop their knowledge of the present tense when talking about how they use the internet and mobile technology. They will complete speaking and writing activities describing and comparing different devices and mobile phones and will continue to develop their listening using the GCSE online programme Kerboodle. Students will also describe their ideal mobile phone using the conditional tense. At the end of the unit students will complete a GCSE style writing assessment and a speaking assessment (GCSE photocard) on using new technology. Key skills: - Describing a photo (GCSE speaking & writing exam) - Giving opinions and justifying - Describing ideals (e.g partners, phones, holidays) Key Grammar: - Revision of the present tense, adjectives, adjective agreement, comparatives & superlatives, time phrases. - The present tense of irregular verbs.

• Reflexive verbs in the present Assessment: • Reading • Writing Impact: At the end of this unit, students will be able to write sentences or a paragraph, describing themselves and others. They will also be able to understand and write about family, friends and relationships, which students need to be able to do for the GCSE speaking and writing exams. In the GCSE speaking and writing exams, students will also need to be able to describe people in their lives and people in a photo. Students will be more confident at using the perfect tense. To achieve a grade 4 at GCSE, students must be able to recognise and make simple references to 3 time frames: the present, past and future. AQA Theme 1: Unit 1 Me, My Family & Friends.	practise writing about past festivals. At the end of the unit students will complete a GCSE style writing assessment on their favourite festival. Key skills: • Talking about preferences • Giving opinions and justifying • Using connectives to structure Key Grammar: • Revision of the present tense, the perfect tense with avoir & etre, reflexive verbs, comparatives • Reflexive verbs in the perfect tense. Assessment: • Writing Impact: At the end of this unit, students will be able to write sentences or a paragraph about their favourite celebration, how they celebrate it & most students will be able to write a short paragraph about how they celebrated it last year, which are all possible tasks in the GCSE speaking & writing exams. Students will also be more confident at using the perfect tense. To achieve a grade 4 at GCSE, students must be able to recognise and make simple references	• Describing a photo (GCSE speaking & writing exam) • Describing ideals (partners, holidays) • Giving opinions and justifying Key Grammar: • Revision of adjective agreement and position • Revision of the immediate future (aller + infinitive) • Recognising the future simple • The conditional tense: je voudrais, j'aimerais (mieux), aurait, serait, porterait Assessment: • Listening • Speaking Impact: In the GCSE speaking and writing exams, students will need to be able to write and answer questions about their ideal partner, their future plans and give opinions on marriage and having children. Some students will be able to justify their opinions with reasons. Students will be more confident at talking about ideals. which is an important skill at GCSE. To achieve a grade 4 at GCSE, students must be able to recognise and make simple references to 3 time frames: the present, past and future.	• The conditional tense: je voudrais, j'aimerais (mieux), aurait, serait, porterait (the more able) • Using grace a, sans & avec • Using disjunctive pronouns (moi, toi, lui, elle, nous, vous, eux) Assessment: • Speaking • Reading • Writing Impact: In the GCSE speaking and writing exams, students will need to be able to write and answer questions about how they use the internet and mobile technology. Students will be more confident at giving opinions and talking about ideals, which are important skills at GCSE. AQA Theme 1: Unit 2 Technology in Everyday Life.
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		to 3 time frames: the present, past & future. AQA Theme 1: Unit 4 Customs & Festivals	AQA Theme 1: Unit 1 Me, My Family & Friends.	
	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. • Yr9 French covers moral issues such as the importance of marriage and the benefits and possible dangers of the Internet and mobile technologies. 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			
Geography	Population & Development Intent: Students will be introduced to the big question of where do the world's 7.5 billion people live? They will also consider if the world's population & resources are distributed evenly, including its implications linked to development. They will also be able to identify development indicators and classify these, whilst discussing their value. Students will also consider the concept of poverty and the work of charities both domestic and international. Students will learn about the human and physical characteristics across Africa and learn about its diverse nature. Implementation: Students are introduced to & led through ideas about our changing world. They will do this via having the opportunity for collaborative learning, quizzes, independent research & presentations, with an end of Unit test using GCSE style command words & mark scheme. They will also create their own country based top trumps and evaluate these. Students will have the	Migration Intent: Students will be introduced to the idea of migration and why people move around the world. They will be able to classify between different types of migration and apply this understanding to different case studies. Implementation: Students will experience 2 major case studies, 1 is based on the USA to Mexico economic migration. The second is the refugee crisis in Darfur. Students will have the opportunity to work individually and	Introduction to Rivers Intent: students are introduced to the role of rivers in the water cycle. Basic ideas about how a river changes along its course is also introduced, as well as issues surrounding flooding in the UK and the formation of waterfalls. Implementation: Students have the opportunity to draw and label diagrams, create a model drainage basin and research key UK rivers - with a focus on the River Rhine as a	Living with the physical environment Intent: students will be introduced to the GCSE concepts of natural hazards, with a focus on tectonic hazards, weather hazards and climate change, building on skills, knowledge and understanding gained through all of KS3 at AVA. Implementation: students are introduced to these topics in a more formal manner to prepare them for GCSE should they choose Geography as an option. They are given more theory to digest with a heavier emphasis on GCSE terminology and assessment methods. This includes note taking, independent research, answer GCSE style questions, applying knowledge and understanding, consider real life case studies surrounding the physical environment. This all helps prepare them for the Unit 1 exam in GCSE Geography. Impact: Students are introduced to a KS4 manner of working with regards to their learning journey. The challenge level is raised in this unit

opportunity to create their own charities collaboratively and take part in a fundraising event with Y7 pupils. Students will work collaboratively to research and present information on a chosen African country, building on knowledge and skills learnt. Impact: Students will gain skills in classifying and evaluating development indicators which is a vital part of GCSE specification. This whole unit supports Unit 2 Section B (including the NEE (Newly Emerging Economy) on Nigeria. Students will have a broad & basic knowledge & understanding in preparation of Paper 2 content - The Changing Economic World.	collaboratively. The final KS3 assessment is a creative task over 3 lessons where students create their own world and apply every idea and concept they have learned over Year 9 Impact: Students are given an introduction to the idea of migration and how it is a cause of uneven development across the world. This is heavily emphasised in the GCSE specification - Unit 2 section B.	case study to apply ideas and knowledge learnt, forming the assessment for this unit. There is also the opportunity to research waterfalls of the world and build a model waterfall, explaining how this landform is created. Impact: This supports Unit 1 Section C of the GCSE specification by introducing ideas of how a river changes along its course from source to mouth and the key features that can be found along a river. Key terms such as drainage basin are introduced in this topic also.	to prepare students for KS4 style of working. The content covered in this unit closely links to GCSE specification Unit 1 - Section A.
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SMSC in Geography

Spiritual

- By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.
- By making links with history when exploring the environment and speculating on why the landscape is as it is.
- By comparing their lives with pupils living in other countries or other part of the UK, possibly through a schools linking programme www.schoolslinkingnetwork.org.uk or www.epals.com or through contacts with a different Diocese.

Moral

- By considering how people treat the environment; posing questions such as, 'How are we changing our surroundings – are some things for the better and others for the worse?' Who benefits and who suffers? What should be our personal response to these? Who should look after our environment?
- By working towards an Eco School status

Social

- By providing positive and effective links with the wider community, both locally and through linking with other schools with different demographics both in the UK and globally
- By considering social responsibility e.g care for the environment, impact of traffic on the local area, tourism

Cultural

- By making links with other countries through schools linking and cultural theme days.
- By exploring links through the British Council and European Union.
- By exploring cultures that have had, and still have an impact on the local area.

History	Unit 1 - How far have Black Americans achieved equality? Intent: Students will have already covered the topic of slavery in year 8. This unit of work focused upon the abolition of slavery in the British Empire. For this unit students will learn about various turning points in the fight for Civil Rights and will be expected to assess the extent of change in the treatment of Black Americans throughout the 20th century. Key turning points will cover the outcome of the American Civil War, the Jim Crow laws, lynching, Emmett Till, Rosa Parks, the March on Washington, a variety of political and social reforms to modern day case studies regarding race and prejudice. Implementation: This unit of work aims to teach students about the struggle for civil rights through the development of students' enquiry skills and second order concepts. The key concept focus is change and continuity. Students will examine the starting point of Civil Rights through to key moments such as Obama's presidency.	Unit 2 - Does General Haig deserve to be called 'The Butcher of the Somme'? Intent: Students will explore the long and short term causes of the First World War. They will investigate what life was like in the trenches, the development of technology and how warfare led to improvements in medicine and surgery. Students will conduct an enquiry into the Battle of the Somme 1916. The enquiry will focus on historical interpretations of the role of Field Marshall Douglas Haig. Students will explore how interpretations of Haig's role in the First World War have changed over time and appraise Haig's role in the battle of the Somme. Implementation: Students explore war poetry as an historical source for explaining attitudes to war and life in the trenches. Students will explore how a historical interpretation is a construction of the past. Students will use a writing frame to analyse a variety of sources in order to evaluate whether Douglas Haig deserves his reputation as 'the Butcher of the Somme'. Students will be able to discuss how	Unit 3 - How did Hitler go from let-down to leader? Intent: This unit begins by examining why the Allies won the First World War and how the war has been remembered. Students will then study the Treaty of Versailles and the ramifications of this for Germany. Students will investigate Hitler's early years and his first involvement in politics. They will track the fortunes of the Nazi Party during the hyperinflation of 1923 and the Munich Putsch, the so called 'golden years' and the Wall Street Crash of 1929. They will examine Nazi ideology and how this changed after the party's years 'in the wilderness' between 1925-1929. Crucially students track the various causes of Hitler's success including his personality, election promises, Nazi propaganda, the impact of the Wall Street Crash and Hitler's political intrigue between 1930-1933. The unit culminates in investigating how Hitler moved from a homeless, penniless artist on the streets of Vienna to German dictator. Implementation: This unit focuses on the skill of cause and consequence. Students will watch the film 'Hitler : The Rise of Evil' to develop knowledge of Hitler's rise from homelessness to German Dictator. They will explore a range of historians views on why Hitler came to power in Germany in the 1930's. Students should be able to distinguish between long term and short term causes of Hitler's rise to power before explaining each in detail. Students should be able to make links between each of the causes and consider the alternative ways causes could be categorised, for instance into political, economic and social causes of Hitler's success. Students will engage with historiography and contribute to the debate as well as proposing their own causal explanation for Hitler's rise to power. Impact: GCSE links to Weimar & Nazi Germany 1919-1939. Students write their own interpretation using the PEEAL template on why Hitler came to power in the 1930s.	Unit 4 - What is the Holocaust? Intent: Students investigate the historical background to Anti-semitism in Europe. They explore the historical timeline of the discrimination and persecution of Jews and others after the First World war. Students explore the origins of Anti -Semitism in Germany and the persecution of jews in the 1920s. They investigate the Nazi Party and Hitler's policies towards the Jews in the 1930s. Students look at how World War Two led to the Holocaust. Implementation: Students explore a range of sources, testimony, film, images and archives. Students design and present a project on The Holocaust linked to an annual (changing) theme. Students have a degree of freedom in how to present their ideas. This project is linked to the Dora Love prize held annually at the University of Essex. Impact: GCSE links to Weimar & Nazi Germany 1919-1939. Students consider the concepts of right and wrong and the consequences of actions / lack of actions. Students explore moral arguments in history	Unit 5 - Was the dropping of the Atomic Bomb justified? Intent: In this unit students study aspects of World War Two. They explore the short and long term causes of the outbreak of war in 1939. Students look at key turning points in the Second World War (Dunkirk, Battle of Britain, DDay, Dresden, Dropping of the Atomic Bomb). Students conduct an enquiry exploring the reasons behind the dropping of the Atomic Bomb. Implementation: Students use a range of sources including pictures, primary sources and film to explore key points in the Second World War. They evaluate how the Second World War has been depicted in film with their own research and knowledge and reach conclusions on how and why the Second World War has been used by the media. Students evaluate a range of sources and explore opinions on the dropping of the Atomic bomb before reaching their own justified conclusion on the morality of the decision to drop the bomb. Impact: Link to AQA Conflict and Tension
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	Impact: This unit of work allows students to explore political systems, discrimination, prejudice & racism.	interpretations are the product of their context changing over time before producing their own interpretation of Haig. Impact: Context for Western Front- AQA Health and the People. Students develop their historical skills of evaluating interpretations of past events and people. Students consider the moral and ethical debate surrounding the Battle of the Somme. Students explore the use of poetry to explain attitudes to war.		by discussing and attempting to come to a consensus on who was to blame for the Holocaust.	Unit- Causes of World War Two. Students consider the social and moral implications of dropping the Atomic bomb (and bomb raids) during World War Two. Students explore ideas of British identity during the Second World War (including the Blitz, Commonwealth participation and ideas of British identity)
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	Reasoning with Data and probability • The data handling cycle • Measures of location • Probability • Data Life skills: Part time jobs	Reasoning with algebra • Forming and solving equations • Testing conjectures • Pythagoras theorem • Algebraic representation Life Skills: Taxation 2 – Hidden taxes	Reasoning with number • Numbers • Using percentages • Maths and money Life Skills: Gift aid – How you can help	Reasoning with geometry • Deduction • Rotation and translation Constructing in 2D and 3D • 3D shapes • Constructions and congruency Life Skills: Living in a community – council tax	Reasoning with Proportion part 2 • Enlargement and similarity • Compound measure Life Skills: Planning for the future
	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?’				
Music	Popular Song Intent This unit builds on the previous band based projects to enable all groups to select their own song and build this up as a band. Implementation Students will cover some of the fundamentals of Popular music including artists, theory, history, genres etc. Impact To develop notation reading skills including drum notation, tab and stave notation to develop more complex parts within their band. This unit should enable those willing to progress instrumentally the opportunity to do so.	Minimalism and 20th Century Music Intent: To offer an in-depth exploration of two of the many various styles, movements and genres of twentieth century music: minimalism and expressionism. Implementation To take a small musical idea and develop it into a larger piece using both compositional and performance skills. Looking at key words and concepts central to minimalism and expressionism through practical task engagement. Impact: To develop students' theoretical, practical and compositional work through the genres of minimalism and expressionism.	Reggae Intent Through this unit students are encouraged to compose their own group reggae ensemble. This unit will begin on instrument but will ideally evolve onto DAW’s as the department develops. Implementation Students will look at the key features of Reggae Music including syncopation, bass lines, synthesizers, lyrics etc. to enable them to compose their own reggae inspired piece of music. Impact To develop an awareness of how musical devices are used in different genres. To build compositional skills alongside ensemble and performance 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 - Consolidation, control and consistency. Dependant on PE grouping: students over the Autumn term will study 3 team sports. Intent: students will apply control and consistency to their skill acquisition and develop their tactical understanding of the above listed games. These skills will be applied under the pressure of opposed practices and into the full game situation. Some students will then be able to set up their own practices and coach their peers in practice and the games scenarios. Implementation: Transferring skills and concepts to a peer practices led by individual students.	Unit 2 -Consolidation, control and consistency. Dependant on PE grouping: students over the Autumn term will study 3 team sports. Intent: students will apply control and consistency to their skill acquisition and develop their tactical understanding of the above listed games. These skills will be applied under the pressure of opposed practices and into the full game situation. Some students will then be able to set up their own practices and coach their peers in practice and the games scenarios. Implementation: Transferring skills and concepts to a peer practices led by individual students.	Unit 3 - Swimming Intent: Students will be consolidating their swimming strokes and improving their efficiency of technique to increase propulsion in the water. Focus will also be on personal survival and life saving techniques They will also take part in competitive swimming in line with the new GCSE specification. 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 development group to competitive club,	Unit 4 - Individual Sports Intent:students will participate in trampolining, badminton, fitness, aerobics and dance. Students will develop their skill acquisition and composition/ choreography skills of the above listed activities to show control, consistency and increased fluency into their routines. Students will select the higher mark tariff moves in trampolining to challenge their performance levels. Fitness and its application to future lifestyle and sustainability in a recognised fitness suite format. Implementation: students will revisit sports and safety	Unit 5 - Athletics Intent: Students will develop their skillful performance in the three disciplines of running, throwing and jumping. Implementation: Students will develop 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.Students will be encouraged to participate for school in a variety of athletic opportunities involving year 9 students only. 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 develop the techniques of the ground shots and the service.Most will be able to score in a game of doubles whilst those attending club will have more opportunity to develop as singles players.All students will be able to access the club

	Some will apply conditioned competitive game format into their team performance. Most will show positional understanding and the ability to officiate most of the rules, and coach peers in positional play. Thinking and decision making within the practices and games. Some students will be able to apply the tactics to the full game and then transfer these into inter school team play. Impact: To develop game play within the recognised format. Skills should show control and developing consistency, some will show fluency in their play. Teamwork skills of communication, organisation and leadership within the core curriculum will be extended into extra curricular for club learning and competitive fixtures. Resilience and cooperation enhancing their self esteem. Students will also compete in their House for events in these activities. Students will be able to play as part of a team. they will develop leadership skills and communication/cooperation skills. Some will be House Sports ambassadors.	Some will apply conditioned competitive game format into their team performance. Most will show positional understanding and the ability to officiate most of the rules, and coach peers in positional play. Thinking and decision making within practices and games. Some students will be able to apply the tactics to the full game and then transfer these into inter school team play. Impact: To develop game play within the recognised format. Skills should show control and developing consistency, some will show fluency in their play. Teamwork skills of communication, organisation and leadership within the core curriculum will be extended into extra curricular for club learning and competitive fixtures. Resilience and cooperation enhancing their self esteem. Students will also compete in their House for events in these activities. Students will be able to play as part of a team. they will develop leadership skills and communication/cooperation skills. Some will be House Sports ambassadors.	potential GCSE swimmers. Impact: all students will have an ability to swim a minimum of 25m as per Government recommendations but will be progressing to be able to swim continuously at a pace appropriate to their fitness in the water. Students should recognise risk and ensure that they understand how to be safe around water. All will have an awareness of personal safety in pool and open water scenarios. Most will look at developing their lifesaving techniques from pool side and some with the full tow in the water. They will also be able to compete in House competitions within school and inter-school competition. All should recognise the benefits of swimming a part of a healthy lifestyle.	awareness of these sports. Trampolining will follow the awards scheme to recognise the tariff difficulty of movement technique and execution of skill. Extracurricular club for this sport and also a competition at county level. Impact: Students are working in adult fitness suite facilities so that they have an awareness of sports outside of curriculum time. There are also extracurricular activities in place for this to extend their learning in these sports. The vital link between school PE and community opportunity in sport through the fitness route to make it part of their healthy active lifestyle in the future.	and play competitive tennis in extra curricular time. Some students will be in the local and national leagues which will provide progression to a higher level Implementation: Students will perform to find control and some consistency in their individual skilful performance and to work within the team games of striking to develop their understanding of the full game rules according to the game being played. Some will officiate in the primary competitions in these events. All will have the opportunity to compete in House Summer Sports Day events which are traditional in athletic format and also allow for team striking games to be experienced in a full competitive format Impact: All students will have the opportunity to develop control in their individual skills and develop their understanding of the rules and scoring systems in these games. Some will be House ambassadors for sports day whilst all students will be part of their year group team and work together to be successful in their own performances whilst valuing their contribution to the House team. Self esteem and confidence through the understanding and development of personal skills alongside team work and enjoyment that these skills bring.
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	All should realise the benefits of PE on their health and lifestyle for their future.	All should be able to understand the vital link between school PE , inter school sport and community sport as the opportunity to provide lifestyle options for their futures.				
	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 team work. - 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 team work - 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					
PSHE/ Careers Education	1. body Positivity Health 2. Rest & Sleep 3. Screen Time 4. Digital footprints	1. Human Rights (Unicef) 2. Homelessness 3. Rights and responsibilities 4. Human Trafficking	1. Careers Planning 2. Success with Rules 3. Perseverance and self discipline	1. Love and relationship 2. Consent 3. Unsafe Sex 4. Teenage Pregnancy	1. British values 2. Globalisation 3. Drugs & Law Education 4. Peer Pressure & Stress	1. Vaping, E-cigs & Smoking 2. Alcohol Awareness 3. Personal safety and internet safety 4. Sexting
	Intent The intent of our PSHE curriculum is to deliver a range of topics and experiences that are accessible to all and ensure that each of our students understand how to play a positive and successful role within the school, community and our society. The aim is to provide students with the required knowledge to tackle many of the moral, social and cultural issues that are a part of growing up for them. We will provide our students the opportunities for them to learn about their rights and responsibilities and appreciate what it means to be a member of a diverse society. They will be encouraged to develop their sense of self worth by playing a positive role and will be given the tools to do this. Implementation Throughout the year, the students will develop their knowledge on a fortnightly basis with a variety of lessons designed to be informed and discussed. Additional sessions will be run through tutor time activities and whole year or school drop down days. These days will either support what is being discussed in the classroom or will deepen their understanding of the subject matter. The curriculum will be taught by the PSHE team but will be supported by outside experts where necessary. Impact					

	Students will be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of global issues and problems, students can build up tolerance and a sense of responsibility of being a global citizen. Students can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.					
	SMSC in PSHE Spiritual • By developing awareness of and responding to others' needs and wants • By exploring meaning and purpose for individuals and society • By developing resilience and inner strength Moral • By exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives. • By making explicit links to the school's distinctive ethos as a church school. Social • By helping pupils to engage in a democratic process for agreeing the rules for community life. • By creating opportunities for pupils to exercise leadership and responsibility; pupils might be asked 'Why do we think this important?' 'What could we do about it?' 'Who would like to take it further?' Cultural • By exploring how different cultures can offer great insights into how we lead our lives • By providing pupils with opportunities to make choices about some aspects of classroom and school life					
Religious Education	Students start their GCSE in Religious Education - please see KS4 Curriculum Map for RE					
Science* <i>*lessons are split into 2 each for Bio, Phy and Chem each fortnight.</i>	Living Processes Through practical exploration students will learn about: • Plant Growth • Photosynthesis • Evidence of Photosynthesis • Plant Reproduction • Assessment: Seed Dispersal • Cycles in Nature • Osmosis • Bio Dome	Atoms and Bonding Through practical exploration students will learn about: • Atomic Structure • Elements • Compounds • Bonding • Smart Materials • Investigating Smart materials • Properties of metals	Reactivity Through practical exploration students will learn about: • Atomic Models and Isotopes • Nuclear Fission • Ionising Radiation • Nuclear Waste • Assessment: Half life • Nuclear Fusion	Genes and Evolution Through practical exploration students will learn about: • Fossil Find • DNA • Evolution • Cloning • Inheritance • Variation • Natural Selection • Selective Breeding • Genetics Debate	Earth and Atmosphere Through practical exploration students will learn about: • Rocks and the Earth • Crude Oil • Acid rain • Combustion • Climate Change • The debate • Alternative Fuels • Recycling	Forces and Electricity Through practical exploration students will learn about: • Circuits and current • Parallel Circuits • Resistance • Resistors • Electrical Safety • Magnetism • Electromagnets • Assessment: Hooke's Law

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