

Key Stage 3

Curriculum Booklet

2023-24

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

William Ernest Henley, ‘Invictus’ 1888



Change and an Opportunity

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

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

Mastery Bands

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

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



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

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

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

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

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

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

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

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

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

Use this Booklet to Help your Child

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

Review the Basics

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

How We will Report to You

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

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

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

(Times Educational Supplement)

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English

The English Department Vision: curious, critical, creative

*We want Waddesdon students to be **curious** in exploring other ways of living and viewing the world. To this end we read a range of diverse texts – for example, the class readers Bone Talk and Noughts and Crosses. We encourage students to cultivate a lifelong love of – and curiosity about – literature.*

*We want Waddesdon students to be **critical** in their exploration of literature and in their approach to the world around them. Students read a range of prose (fiction and non-fiction), poetry and drama from across the ages, developing their responses through the depth and sophistication of their analysis. As time goes on, students learn to develop increasingly rigorous lines of argument.*

*We want Waddesdon students to be **creative** in their spoken language and in their writing: they build confidence in speaking publicly, formally and persuasively, including ‘in role’; they write at length in a number of forms, and for a range of purposes and audiences. We seek to nurture in them an appreciation of the power of language.*

Knowledge and Skills Developed at Key Stage 3

Building on the literacy skills acquired in Primary School, students develop the core skills of reading and writing. We harness and develop students’ creative skills through a range of written and spoken activities.

Students develop an appreciation of prose, poetry and drama from across the ages. Through exposing students to a range of exciting, challenging and enjoyable texts, our aim is to engender in students a lifelong enjoyment of reading; to enrich students’ experiences of these texts, we also research their authors and their social and historical contexts. When reading, students develop the skills of critical appreciation, comprehension and summary. Further – and crucially – students build resilience and gain confidence in dealing with unseen texts independently. Fortnightly library lessons are designed to help engender a love of reading, ensuring students are reading widely and regularly.

Texts will also be used to inspire a range of creative writing in which students will be encouraged to develop their imagination and deploy vocabulary precisely and effectively. When studying writing, we concentrate on key writing skills for fluent communication: effective planning and structure, paragraphing, and the difference between commas and full stops. Students also follow a personalised spelling programme throughout the year, and grammar is explicitly taught to build on learning from primary school.

At Waddesdon, the skills of speaking and listening are valued highly. Students will learn to listen carefully, and will be able to express their thoughts, feelings and ideas in a range of contexts throughout Year 7, culminating in an inter-form story-telling competition in the summer term. We passionately believe in developing students’ verbal skills; research has shown that students who are confident in this area develop significantly stronger skills in all areas of English.

Year 7 Curriculum

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

- read fiction and non-fiction texts, to extract the meaning and to understand the purposes of the writers;
- write fiction and non-fiction texts accurately, and begin to influence their audience;
- speak confidently in front of a group.

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

- 'The Village Project'
- Descriptive Writing
- 'All About Me'
- *A Christmas Carol*
- Class reader: *Bone Talk*
- Storytelling
- *A Midsummer Night's Dream*
- Fiction & non-fiction extracts
- Spelling, punctuation and grammar

Year 8 Curriculum

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

- comment on the meaning and effect of fiction and non-fiction texts using quotations;
- write fiction and non-fiction texts confidently and effectively, for a specific purpose and audience;
- express their views confidently in front of a group.

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

- Class reader: *Noughts and Crosses*
- Fiction and non-fiction extracts
- Study of language and structure
- Descriptive Writing
- Persuasive speaking and debating
- Poetry – with a focus on comparing poems
- Genre Study: The Gothic
- Study of a Shakespeare play: *Macbeth*, *The Merchant of Venice* or *Twelfth Night*
- Spelling, punctuation and grammar

Support at Home

Alongside the programme of study offered at school, we recommend the following to support students' learning at home:

- Regular practice of spellings on Spellzone
- Regular reading with an adult, making use of the school Year 7 and Year 8 Reading Lists
- Discussion of current affairs, inspired by the news and topical TV shows

Mastery Bands: Reading

| Level of Mastery | Knowledge | Examples of your writing |
|--|--|---|
| Surface <i>I understand the text.</i> | <ul style="list-style-type: none"> • I understand what happens in a text. • I can refer to things that happen in the text. • I begin to explain what a text implies. | <ul style="list-style-type: none"> • For example... • This means/shows... • This implies... |
| Deepening <i>I clearly understand the text and I think about the writer's choices.</i> | <ul style="list-style-type: none"> • I use quotes to support my ideas. • I explain what the writer implies, or what a quote makes the reader think or feel. • I try to use subject terminology. | <ul style="list-style-type: none"> • This is shown when the writer writes, "_____". • This makes the reader think/feel... • Adjective, verb, noun, simile, rhetorical question. |
| In Depth <i>I show understanding of the writer's choices.</i> | <ul style="list-style-type: none"> • I carefully choose focused quotes to support my ideas. • I pick out key words from the quote and explain what they specifically imply. • I use some subject terminology accurately, and I start to explain why the writer has used it. | <ul style="list-style-type: none"> • Use embedded quotes. • The word "____" is particularly powerful because... • E.g. the use of lots of verbs creates a busy atmosphere. • Metaphor, alliteration, power of three, adverb, short sentences. |
| Profound <i>I show detailed understanding of the writer's choices.</i> | <ul style="list-style-type: none"> • I use a range of relevant quotes in each paragraph to support my ideas. • I explain the effect of the writer's language choices on the reader. • I use subject terminology accurately, and I sometimes explain why the writer has used it. | <ul style="list-style-type: none"> • The writer has chosen this word/technique because... • The writer uses this quote/technique to send the reader the message that... • Hyperbole, personification, juxtaposition, onomatopoeia, compound/complex sentences. |

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

Mastery Bands: Speaking

| Level of Mastery | Knowledge |
|---|--|
| Surface <i>I can express straightforward ideas.</i> | <ul style="list-style-type: none"> • I can state straightforward ideas and add some detail. • My speech has sections. • I use vocabulary that matches my situation. • I speak clearly and make some eye contact. |
| Deepening <i>I begin to consider my effect on the audience.</i> | <ul style="list-style-type: none"> • I can explain my ideas in some detail. • I carefully plan the opening and ending of my speech. • I sometimes choose vocabulary to have an effect on my audience. • I sometimes use pauses or gestures to increase the power of my speech. |
| In Depth <i>I can express myself effectively.</i> | <ul style="list-style-type: none"> • I explore a range of detailed ideas. • My opening and ending are effective, and I link my sections together. • I choose a range of vocabulary to have an effect on my audience. • I regularly use pauses and gestures to increase the power of my speech. |
| Profound <i>I can express myself in a sophisticated manner.</i> | <ul style="list-style-type: none"> • I explore a wide range of detailed ideas. • I link my sections together carefully, including the ending back to the beginning. • I choose a range of vocabulary and techniques to have an effect on my audience. • I use a range of non-verbal techniques to increase the power of my speech. |

Mastery Bands: Writing

| Level of Mastery | Content | Accuracy |
|--|--|--|
| Surface <i>My ideas are developing.</i> | <ul style="list-style-type: none"> I think about what would interest my audience. I have a few good ideas, and I mostly use paragraphs accurately. I choose vocabulary to make my writing more interesting. | <ul style="list-style-type: none"> I mostly use full stops and capital letters correctly. I sometimes use other punctuation accurately, e.g. commas, question marks, exclamation marks. I vary the lengths of my sentences I sometimes use more complex vocabulary and I sometimes spell it accurately. |
| Deepening <i>My writing is deliberate and structured.</i> | <ul style="list-style-type: none"> I use ideas which are designed to interest my audience. My writing has a clear opening and ending, and I use paragraphs throughout. I vary my vocabulary and use language techniques to make my writing more effective (e.g. to persuade or to describe). | <ul style="list-style-type: none"> I mostly use full stops and capital letters correctly. I try to use other punctuation such as speech marks and commas for subordinate clauses (e.g. "If I can find my wallet, we can all go for ice cream"). I try to vary the lengths of my sentences for effect. I challenge myself to use a range of vocabulary, and I mostly spell it accurately. |
| In Depth <i>My writing is detailed and stylish.</i> | <ul style="list-style-type: none"> I use a range of ideas designed to interest my audience. My writing has an effective opening, middle and ending, which are linked together. I use a range of language techniques and vocabulary to make my writing more effective (e.g. to persuade or to describe). | <ul style="list-style-type: none"> I almost always use full stops, capital letters and commas correctly. I usually use other punctuation correctly, e.g. speech marks, colons and semi-colons. I vary the lengths of my sentences for effect. I use some ambitious vocabulary and sometimes spell it accurately. |
| Profound <i>My writing is accurate, appropriate and sophisticated.</i> | <ul style="list-style-type: none"> My writing is clear and uses an appropriate tone and style for my purpose and audience. I use increasingly sophisticated vocabulary and phrasing, purposefully chosen for effect. I use sophisticated language techniques to create my desired effect on the reader. | <ul style="list-style-type: none"> I always use full stops and capital letters correctly. I almost always use other punctuation accurately, e.g. speech marks, colons and semi-colons. I use a variety of sentence lengths for effect, in linked paragraphs and with a range of discourse markers. I use effective structural techniques in my writing. I accurately spell my sophisticated vocabulary choices. |

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

Mathematics

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

Year 7

Number

Students will be taught to:

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

Ratio, Proportion and Rates of Change

Students will be taught to:

- change between standard units of time, convert between 12hr and 24hr clocks and read and interpret time on a calculator
- use ratio notation, including reduction to simplest form and divide a quantity into a given ratio

Algebra

Students will be taught to:

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

Geometry and Measures

Students will be taught to:

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

Statistics

Students will be taught to:

- draw and interpret bar and pie charts
- calculate and compare averages using mean, mode, median and range

Probability

Students will be taught to:

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

Year 8

Number

Students will be taught to:

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

Ratio, Proportion and Rates of Change

Students will be taught to:

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

Algebra

Students will be taught to:

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

Geometry and Measures

Students will be taught to:

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

Statistics

Students will be taught to:

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

Probability

Students will be taught to:

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

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

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

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

Example: Module - Geometry and Measures 1

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

Language / Written Communication

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

Science

Scientific Thinking in KS3

By the end of KS3, we believe that every child should have a knowledge and understanding of the following topics:

Biology

- Cells: Growth and development of cells and their organisation
- Structure and Function of Body Systems: Transport systems in multi-cellular organisms including the skeletal and muscular systems and gas exchange
- Reproduction: Reproduction of both humans and plants
- Health and Lifestyle: Nutrition, digestion and gas exchange
- Ecosystem Processes: Photosynthesis and relationships in the ecosystem
- Adaptation and Inheritance: Inheritance, chromosomes and genes

Chemistry

- Particles and their Behaviour: The nature of matter
- Atoms, Elements, and Compounds: Atoms, elements and compounds and pure and impure substances
- Reactions: Chemical reactions and the energetics of these
- Acids and Alkalis: Acids, alkalis and neutralisation reactions
- The Periodic Table: The chemical properties of elements within the periodic table
- Separation Techniques: Pure and impure substances and an idea of how to separate them
- Metals and Acids: An understanding of the reactions of metals and acids
- The Earth: Rocks, the earth and the atmosphere

Physics

- Forces: Forces, balanced forces, and forces and motion
- Sound: Wave properties, energy in waves and sound in matter
- Light: Light waves
- Space: Space physics, mass weight and gravity
- Electricity and Magnetism: Current electricity, static and magnetism
- Energy: Fuel uses, energy changes and changes in systems
- Speed and Motion: Describing motion, forces and pressure in fluids

Investigation Skills in Key Stage 3

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

- Plan a scientific investigation, naming factors that can vary and how to control them
- Understand what a risk assessment is and how to implement one
- Describe what a mean is and calculate these for their data
- Present data in tables and graphs
- Identify patterns in this data to make a conclusion
- Suggest improvements to their investigations

Assessment Points

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

Scientific Thinking respectively). Students will also sit larger summative assessments (examining everything learnt to date), at key assessment points throughout the academic year. These will be used to inform reporting points to parents.

Investigation Skills

| Level of Mastery | Knowledge | Skills | Concepts |
|---|---|---|---|
| Surface Science skill: <i>Identifying and Describing</i> | <i>Students can:</i> <ul style="list-style-type: none"> Identify questions to be investigated Identify things that can vary in an investigation Describe what a risk assessment is Describe what a mean is Add bars to a graph Identify what should be in a conclusion Suggest one improvement to an investigation | Identifying factors that can vary Plotting of a bar graph | Variables Means Conclusions |
| Deepening Science skill: <i>Explaining</i> | <i>Students can:</i> <ul style="list-style-type: none"> Explain how scientists develop ideas to investigate problems Identify and explain the independent, dependent and control variables for an investigation Explain whether data is accurate or precise Explain what a risk assessment is Calculate a mean of two values Add data to a graph or chart Describe and begin to explain a pattern in data using their graph Explain the stages in evaluating data | Plotting of line graph Calculating mean Identifying variables | Risk assessment Variables Accuracy Precision |
| In Depth Science skill: <i>Analysing</i> | <i>Students can:</i> <ul style="list-style-type: none"> Analyse questions and explain that some can be investigated and others cannot Suggest values for variables within an investigation Recognise what makes data accurate and precise Analyse a practical to identify risks in an experiment Calculate a mean from 3 repeats Present data in tables and graphs Interpret data to draw a conclusion Suggest ways of improving a practical investigation | Identifying risks for an investigation Drawing scales for graphs | Evaluating data Controlling risks |

| | | | |
|---|---|---|---|
| Profound Science skill: <i>Linking</i> | <i>Students can:</i> <ul style="list-style-type: none"> Suggest examples of independent, dependent and control variables in unfamiliar situations Explain the difference between accurate and precise data, linking this with examples Write appropriate risk assessments for an investigation, linking ideas about safe working to the relevant practical Calculate a mean for repeats in a range of situations Design appropriate tables and graphs Analyse data from an investigation and link to previous knowledge to draw a detailed conclusion Compare and contrast data and suggest why data might be different Explain ways of improving data and practicals | Analysing and interpreting data Designing suitable ways to present this data | Precision Accuracy Application of ideas |
|---|---|---|---|

Scientific Thinking

| Level of Mastery | Knowledge | Skills | Concepts |
|---|---|---|---|
| Surface Science Skill: <i>Identifying and Describing</i> | Students can: <ul style="list-style-type: none"> Identify the question to be answered Describe a scientific problem and the main factors affecting it | Describing the problem | The problem is that... |
| Deepening Science skill: <i>Explaining</i> | Students can: <ul style="list-style-type: none"> Describe what is happening in detail Explain an answer to a scientific problem using key terms from the topic | Explaining what is happening | A possible answer to the problem is... |
| In Depth Science skill: <i>Analysing</i> | Students can: <ul style="list-style-type: none"> Explain how things are happening and give a suitable reason why this may be the case Analyse why things are happening and use scientific terminology | Identifying why and how things could happen | I think that....because... |
| Profound Science Skill: <i>Linking</i> | Students can: <ul style="list-style-type: none"> Explain the answer to a problem making links to other topics and using science terminology from across the topics | Linking ideas from other topics to reach a (or many) possible conclusions | It may be that....because... however..... |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • Understand that some problems do not have a simple answer and that there may be more than one explanation | | |
|--|---|--|--|

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

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

Art & Design

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

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

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

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

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

By the end of Year 8, we believe that most children should:

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

By the end of Year 8, we believe that most children should be able to:

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

Working beyond Year 8 expectations, some children will be able to:

- Know about the ways in which signs and symbols are designed or used by artists in their work to convey messages

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

Waddesdon Artist Apprenticeship Journey

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

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

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

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

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

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

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

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

Numeracy

In Art, some key elements of numeracy are embedded throughout the curriculum. We expect all students to begin to understand with confidence and apply concepts related to **numerical space**, such as shape,

form, position, scale relationships, composition, enlargement, viewpoint and perspective. We also expect students to begin to understand and apply concepts related to **numerical measurement** such as size, motifs, counting, pattern, repetition, reflection, variation and rhythm.

Computer Science & Information Technology

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

By the end of Year 7, we believe that every student should have a knowledge and understanding of the following:

Information Technology

- Be aware of ways to use technology and the Internet safely and responsibly.
- Design, use and evaluate real-world problems using computational abstractions.

Digital Literacy

- Explore a variety of applications enabling them to produce documents for a variety of purposes.
- Begin to work collaborative with peers on projects and show awareness of the importance of being respectful online.

Computer Science

- Experience computational thinking techniques and compare these to their use in everyday life.
- Examine the components of a computer and draw similarities and differences between them.

By the end of Year 8, we believe that every student should have a knowledge and understanding of the following:

Information Technology

- Be able to identify dangers to themselves and their data when using the Internet and recognise appropriate content and how to conduct themselves appropriately.
- Be able to use their range of skills to create digital artefacts for a specific purpose.

Digital Literacy

- Be proficient in using applications for a variety of purposes and selecting the most appropriate application.
- Demonstrate an understanding of computer components.

Computer Science

- Experiment with programming using two different languages.
- Explore how computers understand instructions and represent images, text and sound.

Assessment Points

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

These assessments, together with the student's mathematical abilities, will be used to determine the student's suitability for GCSE Computer Science.

Literacy

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

Numeracy

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

| Level of Mastery | Information Technology | Digital Literacy | Computer Science |
|------------------|---|--|--|
| Surface | <p>Shows awareness of keeping personal information safe when using the Internet.</p> <p>Identifies basic components of computer systems.</p> <p>Presents research for an intended purpose.</p> <p>Creates a project based on a set of requirements for a target audience.</p> | <p>Uses basic functions in a variety of applications.</p> <p>Undertakes some research for a specific purpose.</p> <p>Uses at least one application to create a project based on a set of requirements for a target audience.</p> | <p>Identifies the four cornerstones from given scenarios.</p> <p>Shows an awareness of the progression of technology over time.</p> <p>Uses data storage methods correctly for a project.</p> <p>Shows an awareness of simple Boolean Logic and simple operations.</p> <p>Uses a programming language to create a simple working program.</p> |
| Deepening | <p>Identifies malware and its consequences to individuals and devices.</p> <p>Describes the purpose of different components in computer systems.</p> <p>Presents research using an appropriate software for the intended purpose.</p> <p>With some collaboration, creates a project based on a set of requirements for a target audience.</p> | <p>Retrieves previously created files from logical folder organisation.</p> <p>Undertakes sound research for a specific purpose.</p> <p>Uses multiple applications to create a project based on a set of requirements for a target audience.</p> | <p>Describes each cornerstone of computational thinking.</p> <p>Identifies the progression of technology over time.</p> <p>Uses data storage methods correctly and considerably for a collaborative project.</p> <p>Uses a programming language to create a working program with some complexity.</p> <p>Identifies different logic and operations.</p> |
| In Depth | <p>Shows awareness of how to keep data safe when using the Internet.</p> <p>Explains the purpose of different components in computer systems.</p> <p>Presents research in an informative manner using an appropriate software.</p> <p>Collaboratively creates a project that meets the basic requirements of the target audience.</p> | <p>Demonstrates an ability to independently create a document in the most appropriate software.</p> <p>Undertakes thorough research for a specific purpose.</p> <p>Uses and combines multiple applications to create a project which meets the basic of the target audience.</p> | <p>Relates the four cornerstones to everyday scenarios.</p> <p>Identifies and provides reason for progression of technology over time.</p> <p>Demonstrates an understanding of data storage for a collaborative project.</p> <p>Uses a programming language to create a program to a specific scenario.</p> <p>Can mostly describe different logic and operations.</p> |

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| <p>Profound</p> | <p>Offers preventative measures to cyber security threats.</p> <p>Explains the relationship between the systems architecture and the F-D-E cycle.</p> <p>Presents research in an informative and thorough manner using the most appropriate software.</p> <p>Collaboratively creates a project which fully meets the requirements of the target audience.</p> | <p>Confidently use advanced functions in a variety of applications.</p> <p>Undertakes thorough research for a specific purpose using reliable sources.</p> <p>Uses and combines multiple applications to create a project which fully meets the requirements of the target audience.</p> | <p>Correctly applies each cornerstone to solve a problem in a given scenario.</p> <p>Makes accurate comparisons between the progression of technology over time.</p> <p>Explains and understands the importance of data storage for a collaborative project.</p> <p>Uses a programming language to create a working program to a specific scenario.</p> <p>Accurately describes different logic and operations giving suggestions to the most appropriate for a given scenario.</p> |
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Design & Technology

At Key Stage 3, Design and Technology offers students exciting opportunities to enhance their capabilities, boost their confidence and foster their expertise in designing and making. Throughout Year 7, pupils engage in a variety of focused projects aimed at honing their skills across diverse subject areas of Design and Technology, including workshop skills, textiles and digital design skills. Progressing into Year 8, pupils will further develop their workshop skills by crafting innovative designs and producing exceptional high quality products.

The Curriculum

During lessons students will:

- Investigate and analyse a range of products and their applications.
- Work on focused practical tasks to develop skills using a wide range of tools and equipment.
- Develop an understanding of materials, components and applications.
- Develop pupils' understanding of working with sewing machines and suitable applications.
- Use systems and control, including mechanical, electrical and electronic structures.
- Achieve quality within their designing and sketching.
- Understand Health and Safety issues within Design and Technology.
- Use Computer Aided Design such as 2D Techsoft Design, Microbit and Google SketchUp.
- Use specialist equipment such as laser cutting.

Students will also carry out miniature home research projects that follow similar criteria to NEA (non-examination assessments).

By the end of Key Stage 3, we believe that every student should be able to analyse their own or others' needs in order to:

- Identify and use a broad range of manufacturing techniques, including handcraft skills, and a range of tools and equipment skillfully and safely.
- Accurately weigh, measure and cut a range of materials.
- Programme simple components.
- Generate, model and develop a range of ideas.
- Follow procedures for safety and understand the procedure of risk assessment.
- Identify and solve their own design decisions.
- Develop independent thought and problem solving skills through practical experimentation.
- Understand and prepare digital files for laser cutting production.
- Evaluate existing products, their own outcomes and the outcomes of their peers.

Assessment Points

Students will be assessed against the mastery band criteria at the end of each skills rotation, having been given strength and improvement feedback.

Use of Language / Written Communication

Students will leverage a diverse set of written and graphical skills to effectively convey the purpose behind their design and creations, whilst also evaluating the outcomes they achieve. Pupils have the chance to nurture their proficiency in written communication and information. Active participation in group discussions further fosters an environment of collaborative learning, where students can collectively establish and reinforce their understanding of the subject matter.

Use of Number / Numeracy

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

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

| Focus: | Band | Success Criteria for Years 7 and 8 |
|--------------------------------------|------------------|---|
| KNOWLEDGE & UNDERSTANDING | Surface | A basic understanding of the functions, characteristics and properties of materials and safety. |
| | Deepening | A good understanding of the functions, characteristics and properties of materials and safety. Some technical terms and key words are recognised. |
| | In Depth | A very good understanding of the functions, characteristics and properties of materials and safety. A range of technical terms and key words are recognised. |
| | Profound | An excellent understanding of the functions, characteristics and properties of materials and safety. A wide range of technical terms and key words are recognised and explained correctly. |
| MAKING | Surface | Limited degree of organisation and can carry out tasks with limited help. Selects and uses equipment with developing accuracy. Products are finished to a reasonable standard. |
| | Deepening | Good degree of organisation and can carry out tasks with help. Selects and uses equipment with good accuracy. Products are finished to a good/developing standard. |
| | In Depth | Well organized and can carry out tasks with some independence. Selects and uses appropriate equipment with good precision and accuracy. Products are finished to a very good standard. |
| | Profound | Excellent organisational skills. Selects and uses appropriate equipment with high precision and accuracy. Carries out tasks independently and can assist others. |
| EVALUATING | Surface | Limited written aims are present, describing intentions using a few annotations and drawings. Annotations attempt to explain links to research and/or ideas. |
| | Deepening | Good written aims are present which describe intentions clearly using annotations and drawings. Annotations include some key words and explain links to research and/or ideas using full sentences. |
| | In Depth | Very good written aims are present which describe intentions to a high standard using annotations and drawings. Annotations include regular use of key words which explain links to research and/or ideas using detailed sentences. |
| | Profound | Excellent written aims are present which describe intentions to a high standard using annotations and drawings. Intentions are clearly demonstrated. Annotations include strong use of key words that explain links to research and/or ideas to a high standard. |
| DESIGNING & MODELLING | Surface | Basic understanding of developing concepts that link to specification with limited ability to create effective prototypes. Showing some ability to articulate ideas and describe concepts. Ideas are drawn and coloured to a reasonable standard. |
| | Deepening | Good understanding of developing concepts that link to specification with some ability to create effective prototypes. Good ability to articulate ideas and describe concepts. Ideas are drawn and coloured to a good standard. |

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| | In Depth | Very good understanding of developing concepts that link to specification with strong ability to create effective prototypes. Clear ability to articulate ideas and describe concepts. Ideas are drawn and coloured to a high standard. |
| | Profound | Excellent understanding of developing concepts that link to specification with strong ability to create effective prototypes. Exceptional ability to articulate ideas and describe concepts. Ideas are drawn and coloured to a proficient standard. |

Drama

By the end of Year 7, we believe that every child should know:

- A range of dramatic techniques and drama-specific language.
- Appropriate behaviour in the studio space as both a performer and spectator.

Broadly the curriculum in Year 7 covers:

- What is Drama?
- Time Travel
- Peter Pan
- The Titanic
- Matilda
- Greek Theatre
- Rabbit Shoots the Sun

By the end of Year 8, we believe that every child should know:

- How to use appropriate drama techniques to communicate meaning in performance.
- How to work effectively and collaboratively with their peers.
- How to give supportive and developmental feedback to their peers as well as reflect thoughtfully on their own work.

Broadly the curriculum in Year 8 covers:

- Melodrama
- Macbeth
- The Holocaust
- The Mystery
- The Curious Incident of the Dog in the Night-time
- Theatre Education and Online Safety

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

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

Assessment Points

Year 7

Autumn Term: Time Travel - Baseline assessment

Spring Term: Titanic – Non-naturalism and communication emotion

Summer Term: Rabbit Shoots the Sun – Storytelling and physical theatre

Year 8

Autumn Term: Melodrama – Extended project, appreciation of style and character development.

Spring Term: Georg's Suitcase – On-going assessment of students' ability to create emotive and stylised performance.

Summer Term: Theatre in Education – Extended practical project: communication of ideas for a target audience through effective use of drama strategies and a written evaluation.

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

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

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

Food & Nutrition

The KS3 Food curriculum takes account of the National Curriculum, the core competencies and the need to prepare students for the GCSE Food Preparation and Nutrition specification.

Students are taught how to cook and apply the principles of nutrition and healthy eating. We aim to instil a love of cooking in students. Learning how to cook is a crucial life skill that enables students to feed themselves and others affordably and well, now and in later life.

Students will:

- Understand and apply the principles of nutrition and health
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become competent in a range of cooking techniques, for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes
- Understand the source, seasonality and characteristics of a broad range of ingredients

By the end of KS3, we believe that all students should:

- Have the skills, confidence and resilience to prepare and cook a range of dishes independently and safely
- Have some understanding of how the food they consume will impact on the health of their body and mind, both now and in the future
- Understand that ingredients have specific functions in recipes and be beginning to understand some of food science behind the chemical and functional properties of ingredients
- Understand some of the impact that growing, rearing and processing foods can have on people and the planet
- Have some understanding of their choices as consumers

Assessment Points

Students will be assessed on their practical ability and their knowledge and understanding at the end of each rotation.

| ASSESSMENT STRANDS | MASTERY BANDS | ASSESSMENT CRITERIA Years 7 & 8 |
|----------------------------------|------------------|--|
| KNOWLEDGE + UNDERSTANDING | SURFACE | <p>I know how a few ingredients work in recipes.</p> <p>Sometimes I work hygienically and safely.</p> <p>I can name some Eatwell plate sections, some nutrients and give some examples of sources.</p> <p>I can name a few functions of nutrients and ingredients.</p> |
| | DEEPENING | <p>I know how a range of ingredients work in recipes.</p> <p>Most of the time I work hygienically and safely.</p> <p>I can name the Eatwell plate sections, name the macro- and some micro-nutrients and can suggest examples of sources.</p> <p>I can name some functions of these nutrients and ingredients.</p> |
| | IN-DEPTH | <p>I know how a wider range of ingredients work in recipes.</p> <p>I consistently work hygienically and safely.</p> <p>I can name all the Eatwell plate sections, name a wide range of nutrients and give a variety of examples of sources.</p> <p>I can name a range of functions of nutrients and ingredients.</p> |
| | PROFOUND | <p>I know how a wide range of ingredients work in recipes and use this knowledge to modify my recipes.</p> <p>I always work hygienically and safely.</p> <p>I can name and identify foods in all the Eatwell plate sections. I can name the categories of nutrients and give examples of their sources and functions linking them to ingredients.</p> <p>I can relate my nutritional knowledge to my own diet and make recommendations to improve it.</p> <p>I understand how ingredients function in the products I make.</p> |
| MAKING | SURFACE | <p>I can make a product which is quite basic and may need help to complete it.</p> <p>I am able to use a few of my ingredients and pieces of equipment correctly.</p> |
| | DEEPENING | <p>I am able to make a successful product by following a recipe mostly independently and sometimes modify it during making to create a good product.</p> <p>I consistently apply basic hygiene and safety rules when using ingredients and equipment with increasing accuracy.</p> |
| | IN-DEPTH | <p>I can follow and modify a recipe. I try to overcome any problems independently to make a very high quality product.</p> <p>I can use almost all the main equipment in the room and am competent in the use of the cooker. I can carry out a range of techniques without help or guidance from my teacher.</p> |
| | PROFOUND | <p>I can follow and modify a recipe, overcoming any problems independently to make an excellent product.</p> <p>I can use all the equipment in the room and am fully competent in the use of the cooker.</p> <p>I can carry out a wide range of techniques safely and accurately without help or guidance.</p> <p>I can use my knowledge to help others.</p> |
| PLANNING | SURFACE | <p>I can get myself ready for a practical activity.</p> <p>My choice of ingredients will be based on the selection suggested by the teacher.</p> <p>I need to ask for help to set up and during the lesson.</p> |
| | DEEPENING | <p>I know how to store food correctly.</p> <p>I can select ingredients that are suitable to the type of dish being made.</p> <p>I can use research to help make decisions about what to make.</p> |

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| | | <p>I occasionally require help to select the equipment to enable me to make successfully.</p> <p>I sometimes need to be reminded about setting up before a practical lesson and what to do at the end.</p> |
| | IN-DEPTH | <p>I know how to store food correctly.</p> <p>I can select ingredients that are suitable to the type of dish being made.</p> <p>I can apply my research to help select suitable dishes to make.</p> <p>I rarely require help to select the equipment to enable me to make successfully.</p> <p>I know that cost, time available and food value are important when selecting foods.</p> <p>I can use my planning to enable me to set myself up ready for making.</p> |
| | PROFOUND | <p>I know that cost, time available and food value are important when selecting foods.</p> <p>I can apply my research to help select suitable dishes to make.</p> <p>I can use my planning to enable me to set myself up ready for making.</p> <p>I have a clear understanding of the type of ingredients that are suitable for the task.</p> <p>I can examine the ingredients, equipment and ingredients available and suggest how these could be used to improve my dish.</p> |
| EVALUATION | SURFACE | <p>I can say one good and one bad point about my product.</p> <p>I can use some describing words to say what my product is like.</p> <p>I can state something that I learned each lesson.</p> |
| | DEEPENING | <p>I can use a sensory star profile to help me describe my product.</p> <p>I can identify the good and bad points about my product.</p> <p>I can use comments from others to help me evaluate my product.</p> <p>I can explain in writing whether the product has been successful.</p> <p>I can use nutritional information and sensory vocabulary to discuss and evaluate my dish.</p> <p>I can say how to improve it, giving examples.</p> |
| | IN-DEPTH | <p>I can explain in writing whether the product has been successful.</p> <p>I can use nutritional information and sensory vocabulary to help discuss and evaluate my dish.</p> <p>I can say how to improve it, giving examples.</p> <p>I can talk about the nutritional content of my dish when evaluating.</p> <p>I can use a broad range of criteria for evaluating my dish.</p> <p>I can explain fully in writing my strengths and weaknesses.</p> |
| | PROFOUND | <p>I can talk about the nutritional content of my dish when evaluating.</p> <p>I can use a broad range of criteria for evaluating my dish.</p> <p>I can evidence the nutritional content of dishes when evaluating them.</p> <p>I can explain fully and in detail my strengths and weaknesses and identify methods to improve my work.</p> |

Geography

By the end of Year 7, we believe every child should know:

- The location of a range of places by developing atlas map skills.

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

- How to carry out a range of Ordnance Survey map skills, including 4 and 6 figure grid references, understanding directions, understanding scale and distance, interpreting height and gradient.
- Weather and Climate
 - The causes of different types of weather – precipitation, wind, air pressure, seasonal changes to temperatures
 - How weather is recorded
 - The factors affecting climate
 - How climate links to the global distribution of ecosystems
 - The causes and effects of dangerous weather – hurricanes, tornadoes, floods
- International Development
 - How the standard of living is different in different parts of the world, using and analysing different types of geographical data
 - Why the standard of living is different in different parts of the world, introducing economic, social, environmental and political factors
 - Evaluating different strategies used to reduce the “development gap”, including development projects, Fairtrade, charity aid and debt cancellation

By the end of Year 8, we believe that every child should know:

- Plate Tectonics
 - The structure of the earth
 - How the surface of the earth is divided into several tectonic plates
 - How plate movements cause volcanic activity, earthquakes and tsunamis
 - The threat posed to the world by super volcanoes

- The effects of tectonic and seismic activity and the differences in impacts on countries at different levels of development
- World population change
 - The world's total population and changes to it
 - Reasons why the world's population is growing rapidly
 - The causes, effects and management of youthful and rapidly growing populations
 - The causes, effects and management of the UK's ageing population
 - The reasons for national and international migration
 - The impacts of national and international migration
- Distinctive Landscapes
 - The three different categories of rock and the rock cycle
 - How rock type links to distinctive landscapes
 - How glaciers form and how glaciers form distinctive landscapes like corries, U-shaped valleys, aretes, drumlins and erratics
 - How rivers shape the land to create distinctive landscapes like v-shaped valleys, waterfalls and ox-bow lakes
 - How the ocean shapes the land and creates distinctive landscapes like headlands, bays, arches stacks and stumps, beaches
- Energy and Climate Change
 - Reasons for the world's dependence on fossil fuels
 - How fossil fuels are used to create electricity
 - How fossil fuels are linked to climate change
 - The physical and human causes of climate change
 - The effects of climate change
 - Evaluating the strategies used to reduce the speed of climate change

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

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

Assessment Points

Year 7

Autumn term: **Knowledge of Places** – with a map-based test

Map Skills Test – short answers to skill-based questions

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

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

Summer term: International Development – extended writing to explain the causes of the development gap
International Development – an evaluation of the different strategies used to try to reduce the development gap
End of Year Test – knowledge-based test covering a range of content learnt throughout the year.

Year 8

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

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

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

Evaluating problems caused by youthful and ageing populations

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

Globalisation – extended writing, evaluating the outcomes of globalisation

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

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

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

Importance of Literacy and Numeracy in Geography

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

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

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

History

In History we believe that:

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

By the end of Year 7, we believe that every child should know:

The change and continuity in England 1066-1700 and the impact of the English Civil War on France. Broadly, the curriculum in Year 7 covers:

| Topic Area | Assessment Point |
|---------------------------|---|
| Britain Pre-1066 | Factual knowledge assessment |
| The Norman Conquest | Write an account of how the Norman Conquest changed Britain. |
| Medieval Life | Narrative writing on the death of Simon Sudbury Factual knowledge assessment |
| Life in Tudor England | How useful is the Westminster Tournament Roll for a historian studying Tudor England? Factual knowledge assessment |
| English Civil War | How convincing is S.R. Gardiner's interpretation of Oliver Cromwell? Factual knowledge assessment |
| The French Revolution | Explain the significance of the Storming of the Bastille |
| The Industrial Revolution | Factual knowledge assessment |

By the end of Year 8, students will build on their content knowledge:

The change and continuity in England from the 18th Century to the modern day, and the situation of England in global affairs during these years. Broadly, the curriculum in Year 8 covers:

| Topic Area | Assessment Point |
|-------------------------------------|--|
| Enslaved Peoples | What changed in the 19 th Century to achieve the abolition of slavery? |
| British Empire | How convincing is the interpretation about the British Empire? Factual knowledge assessment |
| First World War | Was Max Hastings right to blame Germany for the First World War? Factual knowledge assessment |
| Second World War | How useful is this source to a historian studying what life was like during the Blitz? Factual knowledge assessment |
| Race Relations in the USA over time | How far was peaceful protest the main reason for the development of race relations in the USA? |
| 20 th Century Terrorism | Factual knowledge assessment |

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

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

| Level of Mastery | Knowledge | Skills | Concepts |
|------------------|--|--|--|
| Surface | At this level students will produce work which contains limited knowledge of causes, change and continuity. Although general understanding is reached, the work will not give specific details surrounding an event. | Communicating about the past (narrative) | Cause and Consequence Change and Continuity |
| Deepening | Students at this level can see the big picture of change over time. They can select points of greatest change as well as areas of continuity. They will begin to show an understanding of how different groups of people can be affected differently and at different points in time. Students should be able to make use of evidence to make suggestions about what the past was like and begin to explain how it has been interpreted. | Communicating about the past (explanation) Using evidence Pursuing an enquiry with some independence | Change and Continuity Cause and Consequence Diversity Significance (towards the top of the level) |
| In Depth | Students at this level will have a very good understanding of change and continuity over time and how it impacts different groups at different points of time. They will be able to link causes together to give an increasingly complex explanation of why things happen. Evidence will be used effectively to support their points and students will begin to evaluate sources in order to make judgments on reliability of | Communicating about the past (analysis) Using and evaluating evidence Pursuing an enquiry with increasing independence | Change and Continuity Cause and Consequence Significance Interpretations of the Past |

| | | | |
|-----------------|---|--|---|
| | an interpretation in order to further extend their own answers to enquiry questions. | | Diversity |
| Profound | As above, but also students at this level should produce sustained and well-focused responses to enquiry questions which are highly analytical. The responses will include a range of specific and accurate evidence to explore the nature of change for different groups across a time period, consider the weight of a variety of causes and begin to explore significance in terms of short- and long- term implications. Responses and conclusions should demonstrate clear, justifiable and independent thinking and an excellent command of language. | <p>Communicating about the past (highly analytical)</p> <p>Using and evaluating evidence</p> <p>Pursuing an enquiry with independence (beginning to set their own questions)</p> <p>Gathering relevant accurate evidence to support response</p> | <p>Change and Continuity</p> <p>Cause and Consequence</p> <p>Significance</p> <p>Interpretations of the Past</p> <p>Diversity</p> |

Modern Foreign Languages

French

By the end of Key Stage 3, we believe that every child should know:

Year 7

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

Year 8

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

Spanish

By the end of Year 8, we believe that every child should know:

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

For students of French, by the end of Year 7, we believe that every child should be able to:

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

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

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

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

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

Importance of Language and Written Communication

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

Assessment Points

French Year 7: October (groups will be changed following this assessment), February, May

French Year 8: November, February, May

Spanish Year 8: November, February, May

Mastery Bands

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

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

Music

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

Year 7

By the end of Year 7, we believe that **every child should know:**

- How to use their voice, sounds, technology and instruments in creative ways
- Sing confidently, maintaining a pulse
- Suggest, follow and lead simple performance directions
- How to recognise the musical features of different styles of music

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

- Play basic chords on an instrument e.g. keyboard, ukulele, guitar
- Maintain an independent part whilst playing in an ensemble
- Know how to aim for musical quality e.g. clear starts, ends of pieces, technical accuracy
- Create simple rhythmic patterns, melodies and accompaniments
- Use basic music technology to play, compose and manipulate sounds

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

- **Elements of Music** – Samba percussion, body percussion and vocals
- **Reggae** – Playing chords on a choice of keyboard, ukulele or guitar
- **The Story of Western Art Music** – Using GarageBand to compose a piece that incorporates monumental features in the development of music
- **4 Chords (Musical Futures)** – Playing popular music as part of an ensemble
- **Dance Music/Club Dance** – Using GarageBand to compose rhythmic, harmonic and melodic parts
- **Blues** – 12 bar blues, improvisation, lyric writing

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

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

Year 8

By the end of Year 8, we believe that **every child should know:**

- How to play and use technology to enhance and support their work

- Confidently suggest, follow and lead performance directions
- How to recognise more complex musical features of different styles of music

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

- Play more complex chords on an instrument e.g. keyboard, ukulele, guitar
- Work effectively within an ensemble
- Know how to work towards effective musical detail
- Create more complex rhythmic patterns, melodies and accompaniments
- Use technology confidently to play, compose and manipulate sounds

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

- **Funk** – Performance project on hooks, riffs, extended chords and syncopation
- **Film Music and Leitmotifs** – GarageBand composition for a movie trailer
- **Band Skills (Musical Futures)** – Playing set pieces of popular music as part of an ensemble
- **Song writing** – Composing music and lyrics for different styles
- **Indian Classical & Bhangra** – Ensemble performance & composition project developing skills in South Asian music
- **Freestyle** – Developing ensemble performance & composition skills through arrangement

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

- **Funk** – Accurate and confident performance on an instrument/vocals within an ensemble
- **Film Music and Leitmotifs** – Creative idiomatic composition for a movie trailer, accurate and thoughtful placement of FX and balanced mixing
- **Band Skills (Musical Futures)** – Accurate and confident performance on an instrument/vocals within an ensemble
- **Song writing** – Creative and developing melodic and lyrical ideas that fit within a chord sequence
- **Indian Classical & Bhangra** – Performing Indian ragas and talas, choosing appropriate sounds in GarageBand, recording them and completing a similar process for Bhangra music. Accurate use of instrumentation, rhythm and texture.
- **Freestyle** – Accurate and confident performance on an instrument/vocals within an ensemble or creative and idiomatic composition using GarageBand

Further Information

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

Language / Written Communication

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

Number / Numeracy

In music lessons numeracy is supported in terms of counting beats, bars, phrases and the sub-division of beats. Within **music technology** lessons, students are looking for and recognising 4 and 8 bar phrase patterns and counting to play/compose a structured piece. Students also use listening skills to support their playing to maintain a strong sense of pulse.

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

PE

By the end of Key Stage 3, we believe that every child should know:

- How to prepare themselves physically and mentally before taking part in physical activity
- How to handle and use sports equipment safely
- How to perform the safe and correct technique for the core skills of a range of sports
- The basic rules and scoring systems for a range of sports
- Strategies to outwit an opponent in both individual and team sports
- The basic roles and responsibilities of some positions of the team sports
- The impact of exercise on their body and the importance of leading a healthy active lifestyle

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

- Demonstrate their ability to prepare themselves fully before taking part in physical activity
- Perform the core skills from a range of activities, demonstrating a degree of control and consistency in non-competitive situations
- Demonstrate their ability to make decisions to outwit an opponent
- Lead a small group of students through a physical activity (i.e. a warm-up)
- Work as a team to solve problems
- Assess their own and others' performances
- Demonstrate an aspiration to challenge themselves physically and mentally to achieve their potential
- Demonstrate values such as sportsmanship and fair play when playing competitive sport

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

Rugby, football, softball, athletics, health-related fitness, badminton, basketball, hockey, cricket, netball, trampolining, volleyball, Leadership, Outdoor Adventure Activities (OAA), gymnastics, tennis, dance, rounders and handball.

Assessment Points

Ongoing assessment of students' abilities and progress takes place in lessons throughout the key stage and their level of mastery is based on the YST model of 'ME' in PE within all the activities covered.

Language / Written Communication

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

Number / Numeracy

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

| Level of Mastery | 'Cognitive' (Thinking ME, Creative ME) | 'Physical' (Physical ME) | 'Healthy' (Healthy ME) | 'Social' (Social ME) | 'Affective' (Personal ME) |
|------------------|--|--|---|---|---|
| Surface | <ul style="list-style-type: none"> • Applies simple fundamental movement skills in an activity. • Uses simple tactics, strategies and ideas. • Outlines what is good and bad about a performance. • Organises equipment and communicates instructions to others. • Takes risks and learns from mistakes. • Follows simple rules/instructions in physical activity. | <ul style="list-style-type: none"> • Uses fundamental simple skills such as throwing, catching, running with some control and success. • Demonstrates a skill/movement when assisted or through instruction. • Performs simple skills in isolation with some control and accuracy. | <ul style="list-style-type: none"> • Completes short periods of exercise and can sustain effort in an activity without getting tired. • Dresses appropriately for the activity and environment. • Describes the effects of exercise/warm up on the body. • Identifies some of the major muscles of the body. • Performs a warm-up independently. | <ul style="list-style-type: none"> • Works cooperatively with others during lessons. • Communicates what is good about a performance to others. • Can warm up with others in a small group • Sets out and uses equipment safely • Can follow simple rules in an activity. | <p>Controls own behaviour in a physical activity setting.</p> <ul style="list-style-type: none"> • Demonstrates a positive approach to learning. • Has confidence to participate in physical activity. • Takes responsibility for own learning. • Listens to and follows instructions from others. |
| Deepening | <ul style="list-style-type: none"> • Compares performances, identifying strengths and improvements. • Makes suggestions on how to improve their own and others' performance. • Confidently leads small group activities. • Makes informed choices about engaging in physical activity. • Suggests ways of making an activity | <ul style="list-style-type: none"> • Demonstrates simple skills in more competitive situations (conditioned practices) with control and accuracy. • Chooses, links and combines skills with control and coordination. • Applies fundamental movement skills in different activities. • Applies simple tactics to activities and games. | <ul style="list-style-type: none"> • Can remain active for longer periods of time. • Participates in extra-curricular activities. • Understands why it is important to exercise regularly. • Identifies a range of components of fitness needed to be successful. | <ul style="list-style-type: none"> • Communicates and works collaboratively with others. • Confidently leads a small group warm up or activity. • Assists with officiating in lessons. • Listens to and responds to feedback from others. • Joins in with all activities even when they find them difficult. | <ul style="list-style-type: none"> • Shows fair play, respect and support for other pupils in the class. • Willing to ask for help when needed and answers questions in front of peers. • Demonstrates self-control and responsibility. • Controls feelings when winning or losing. • Chooses to take part in after-school activities. |

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| | <p>harder and more challenging.</p> <ul style="list-style-type: none"> • Makes connections between different ideas. | | | | |
| In Depth | <ul style="list-style-type: none"> • Analyses the performance of self and others creating plans to improve. • Suggests how different tactics and ideas can be applied in activities. • Demonstrates good levels of imagination and creativity in performances. • Suggests alternative ways to solve problems. • Reflects and acts on feedback. • Compares performances against previous ones, demonstrating improvements made. • Able to transfer knowledge, adapt and apply this to new/different activities. | <ul style="list-style-type: none"> • Performs more complex skills with control, accuracy and fluency. • Changes tactics, strategies and skills to suit changing competitive situations. • Able to choose, link and combine skills and techniques in different situations. • Demonstrates accurate and fluent skills and techniques. | <ul style="list-style-type: none"> • Is committed and participates in a wide variety of extra-curricular activities and competitive teams. • Understands and demonstrates the short- and long-term effects of exercise. • Shows an understanding of how to improve their health and fitness. • Explains the importance of a balanced lifestyle and the contribution of exercise and nutrition towards it. • Promotes active healthy lifestyle habits. | <ul style="list-style-type: none"> • Leads others with little support when organising or officiating activities. • Provides constructive feedback to others. • Sets realistic and challenging goals. • Regularly volunteers to help others. | <ul style="list-style-type: none"> • Manages emotions during challenging situations. • Supports others in their learning and recognises their needs. • Follows rules and etiquette in competitive games and activities. • Keeps trying even when they find things difficult or make mistakes. • Uses own experiences to support others. |
| Profound | <ul style="list-style-type: none"> • Uses and adapts advanced tactics, rules and ideas in different situations. • Reflects on choices made outlining what worked well, what could | <ul style="list-style-type: none"> • Chooses, links and combines advanced skills and techniques in a range of situations with exceptional control and coordination. | <ul style="list-style-type: none"> • Makes appropriate decisions and choices to attend community clubs in their own time. • Demonstrates resilience and physical fitness by remaining active for | <ul style="list-style-type: none"> • Consistently works independently and with others without the need for support. • Takes the initiative to lead when officiating or leading activities. | <ul style="list-style-type: none"> • Demonstrates high levels of self-confidence. • Demonstrates clear positive values when participating and leading. • Shows consistent positive learning behaviours |

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| | <p>have been better and why.</p> <ul style="list-style-type: none"> • Demonstrates effective decision-making under pressure in different activities. • Is able to use a variety of advanced tactics, ideas and strategies to overcome opponents. • Plans how to make an activity easier or harder to provide challenge. • Sets clear goals and evaluates progress towards them. | <ul style="list-style-type: none"> • Changes skills to suit different situations having a highly influential effect in competitive situations. • Accesses a range of extra-curricular/ community opportunities to extend and develop skills and techniques. | <p>sustained periods of time promoting health and fitness.</p> <ul style="list-style-type: none"> • Understands and uses the principles of training to improve fitness. • Applies understanding of H&F by participating in sustained physical activity within and outside of school. • Supports others to choose healthy behaviours. | <ul style="list-style-type: none"> • Motivates and encourages good values in others. • Shows high levels of confidence, organisation and communication when leading. • Sets up and runs practices and activities to improve a performance. • Confidently leads in the community on a regular basis. | <p>demonstrating a range of key values related to physical activity and lifestyle.</p> |
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Religious Studies

By the end of Key Stage 3, we believe that every child should know:

The nature, role and influence of religion in the world, and understand different beliefs and lifestyles. The curriculum will cover:

Year 7

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

Year 8

- **Understanding Islam** – Students will explore principal beliefs in teaching in Islam and in particular the importance of equality, community and self-discipline. They will understand how symbolic actions are expressions of belief. They will also look at specific ways in which Muslims express their beliefs through the way they live their lives, e.g. prayer, pilgrimage, fasting and community action, as well as approaches to ethical issues such as gender equality and war.
- **Christian and Buddhist Approaches to Suffering** – Students will look at how religious believers deal with the existence of suffering in the world. They will explore both the explanations for suffering and responses to it through the actions of believers.
- **Religion and Ethics** - Students will explore what makes something right or wrong and whether ethics is absolutist or relative. They will cover theories including Utilitarianism and Divine Command Theory. They will consider questions of personhood and relate these to practical questions concerning speciesism and organ donation. This will involve looking at different interpretations of religious teachings and weighing up their strengths and weaknesses.

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

- **Reflect** on the nature of beliefs, teachings and ultimate questions
- **Communicate** their own ideas using reasoned argument, both verbally and in writing
- **Interpret** and **evaluate** a range of sources, texts and authorities from a variety of contexts
- **Interpret** a variety of forms of religious and spiritual expressions
- **Explain** and **describe** religious practices and beliefs in preparation for the new GCSE specifications
- **Use evidence**, such as specific religious texts and teachings, to back up their own arguments and explanations of religious teachings

Assessment Points

Year 7

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

Year 8

- November : Key Beliefs and Practices of Islam
- Term 2 : Christian and Buddhist Approaches to Suffering
- Term 3: Religion and Ethics

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

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| In Depth | <p>Can explain in some detail with greater understanding, arguments for and against the existence of God.</p> <p>Can explain in some detail different aspects of Hindu and Christian worship. Can link understanding of the rituals with expressions of belief.</p> <p>Can explain the difference between beliefs and facts about Jesus. Can explain the significance of Jesus' life, miracles, teachings and resurrection to the believer.</p> <p>Can explain how the practices of Islam reflect beliefs in equality, self-discipline, and community, relating these to ethical issues such as gender equality and war.</p> <p>Can explain with understanding different interpretations of the story of the Fall and the role of Jesus in dealing with suffering. Can explain how the Buddhist approach differs.</p> <p>Can explain how there can be different interpretations of the Christian creation story. Can explain the impact of religious beliefs on approaches to moral issues</p> | <p>Can demonstrate explanatory skills, using a wide range of philosophical, technical and logical language in their debates.</p> <p>Can reflect on personal beliefs and practices.</p> | <p>Explanation, Compare, Contrast</p> <p>Nature of God, Trimurti, Trinity</p> <p>Miracles as a sign, literalist and non-literalist understanding</p> <p>Dukkha</p> |
| Profound | <p>Can analyse and link by comparing and contrasting various arguments for God's existence.</p> <p>Explanations are analytical, insightful and profound, and show the impact of worship on religious beliefs and practises.</p> <p>Can analyse the significance of Jesus' life, miracles, teachings and resurrection to the believer.</p> <p>Can explore the significance of the religious practices in Islam and can evaluate the importance of some of the concepts.</p> <p>Can demonstrate ability to explore and evaluate Buddhist and Christian approaches to suffering.</p> <p>Can analyse and evaluate different religious approaches to the creation story and explore in depth the implications this has for beliefs about human and animal life.</p> | <p>Can demonstrate analytic and evaluative skills using extensive range of philosophical, technical and logically profound debate.</p> <p>Can reflect on personal beliefs and practices on a profound level.</p> | <p>Extensive awareness of all of the above</p> |