



**JAMEAH GIRLS ACADEMY**

Key Stage 3

Curriculum Booklet

2020-2021

# Introduction to Our Curriculum System

At JGA, 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 to our learning. When we embrace challenges, persist in the face of setbacks, see effort - as the path to mastery requires, and learn from feedback, not only will we flourish, but we all gain a greater sense of personal satisfaction and individual choice.

Therefore, we have developed a Key Stage 3 Curriculum for our pupils 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:

- **Beginning**
- **Developing**
- **Secure**
- **Mastery**

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:

**Beginning** – 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]

**Developing** – 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 JGA on 100+ ]

**Secure** – **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 JGA on 110+]

**Mastery** – 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 JGA on 120+ or who work very hard and make rapid progress during Key Stage 3]

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

Depth of knowledge, understanding and skills	On target to achieve GCSE Grade
Beginning	1-3
Developing	4-5
Secure	6-7
Mastery	8-9

### JGA 1-9 system at Key Stage 3

The JGA Key Stage 3 assessment system is based on a grade scale of: 1 (lowest) to 9 (highest). The knowledge, understanding and skills needed for each grade have been set so that the grade a pupil is working at during Key Stage 3 broadly reflects the standard we would expect a pupil to be at in order to progress to achieve the same grade at GCSE.

For example, if a pupil achieves a grade 5 for a particular subject in Year 9 it puts them on track for achieving broadly a grade 5 in the same subject at GCSE.



The diagram above shows how the 1-9 grade system works from Year 7 to Year 11. The standards required for each grade will get progressively harder from one year to the next during Key Stage 3. This means that a pupil is making:

- **good progress** if they achieve the **same** grade in Year 7, 8 and 9 because the standard needed to achieve that grade gets progressively more challenging
- **rapid progress** if the grade they achieve increases in Year 7, 8 and 9
- **insufficient progress** if the grade they achieve falls during Key Stage 3.

A pupil's rate of progress often varies over time and may differ between subjects. Therefore, the grades a pupil achieves during Key Stage 3 gives the school an indicator of possible achievement at GCSE, they are not the school's definitive prediction of a pupil's GCSE results.

# 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 Key Stage 3. By sharing this information with you, we hope that you will be able to support your child and encourage them to develop a deeper understanding of the content, skills and knowledge covered. We firmly believe that it is vital at Key Stage 3 that our pupils study a rich, broad and balanced curriculum. All the subjects studied, together, will give all pupils the best chance of developing important study skills, life skills and the cultural capital to succeed at Key Stage 4 and beyond.

## Review the Basics

In Secondary School, the basics are still important. Your child should practise her times-tables regularly. Also, please continue to help your child to learn spellings and to regularly read and discuss books and their studies. This will help strengthen their numeracy and literacy and maximise their potential across the whole curriculum.

## How We Will Report to You

At the end of the first term, we have Parents Evenings, when you will meet your child's form tutor and subject teachers in person. You will also receive a report in January and July. From these reports, you will be informed about:

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

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

# CONTENTS

<u>English</u>	6
<u>Mathematics</u>	10
<u>Science</u>	13
<u>Art &amp; Design</u>	19
<u>Computing</u>	25
<u>Geography</u>	29
<u>History</u>	34
<u>Arabic</u>	38
<u>PE</u>	41
<u>Islamic Studies</u>	43
<u>Citizenship</u>	46

# English

## The English Department Vision

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

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

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

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

## Knowledge and Skills Developed at Key Stage 3

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

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

At JGA, skills of speaking and listening are valued highly. Students will learn to listen carefully, and will be able to express their thoughts, feelings and ideas in a range of contexts throughout the year, culminating in an inter-form story-telling competition in the summer term. At JGA, 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.

## Key Stage 3 Curriculum

**By the end of Year 9, 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 key stage 3, 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. 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. They will study:

- Poetry, prose & drama (chosen by individual teachers)
- Author study
- Continued study of Shakespeare
- Study of language change over time
- Fiction & non-fiction extracts
- Study of language and structure
- Study of spoken and written communication, and debating skills
- Spelling, punctuation and grammar
- Speaking and listening tasks
- Library lessons to promote the enjoyment of reading

## Mastery Bands: Reading

Level of Mastery	Number Grade	Knowledge	Examples of your writing
<b>Beginning</b>  <i>I understand the text.</i>	1-3	<ul style="list-style-type: none"> <li>I understand what happens in a text.</li> <li>I can refer to things that happen in the text.</li> <li>I begin to explain what a text implies.</li> </ul>	<ul style="list-style-type: none"> <li>For example...</li> <li>This means/shows...</li> <li>This implies...</li> </ul>
<b>Developing</b>  <i>I clearly understand the text and I think about the writer's choices.</i>	4-5	<ul style="list-style-type: none"> <li>I use quotes to support my ideas.</li> <li>I explain what the writer implies, or what a quote makes the reader think or feel.</li> <li>I try to use subject terminology.</li> </ul>	<ul style="list-style-type: none"> <li>This is shown when the writer writes, “ _ ”.</li> <li>This makes the reader think/feel...</li> <li>Adjective, verb, noun, simile, rhetorical question.</li> </ul>
<b>Secure</b>  <i>I show understanding of the writer's choices.</i>	6-7	<ul style="list-style-type: none"> <li>I carefully choose focused quotes to support my ideas.</li> <li>I pick out key words from the quote and explain what they specifically imply.</li> <li>I use some subject terminology accurately, and I start to explain why the writer has used it.</li> </ul>	<ul style="list-style-type: none"> <li>Use embedded quotes.</li> <li>The word “_____” is particularly powerful because...</li> <li>E.g. the use of lots of verbs creates a busy atmosphere.</li> <li>Metaphor, alliteration, power of three, adverb, short sentences.</li> </ul>
<b>Mastery</b>  <i>I show detailed understanding of the writer's choices.</i>	8-9	<ul style="list-style-type: none"> <li>I use a range of relevant quotes in each paragraph to support my ideas.</li> <li>I explain the effect of the writer's language choices on the reader.</li> <li>I use subject terminology accurately, and I sometimes explain why the writer has used it.</li> </ul>	<ul style="list-style-type: none"> <li>The writer has chosen this word/technique because...</li> <li>The writer uses this quote/technique to send the reader the message that...</li> <li>Hyperbole, personification, juxtaposition, onomatopoeia, compound/complex sentences.</li> </ul>

## Mastery Bands: Speaking

Level of Mastery	Number Grade	Knowledge
<b>Beginning</b>  <i>I can express straightforward ideas.</i>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• I can state straightforward ideas and add some detail.</li> <li>• My speech has sections.</li> <li>• I use vocabulary that matches my situation.</li> <li>• I speak clearly and make some eye contact.</li> </ul>
<b>Developing</b>  <i>I begin to consider my effect on the audience.</i>	<b>4-5</b>	<ul style="list-style-type: none"> <li>• I can explain my ideas in some detail.</li> <li>• I carefully plan the opening and ending of my speech.</li> <li>• I sometimes choose vocabulary to have an effect on my audience.</li> <li>• I sometimes use pauses or gestures to increase the power of my speech.</li> </ul>
<b>Secure</b>  <i>I can express myself effectively.</i>	<b>6-7</b>	<ul style="list-style-type: none"> <li>• I explore a range of detailed ideas.</li> <li>• My opening and ending are effective, and I link my sections together.</li> <li>• I choose a range of vocabulary to have an effect on my audience.</li> <li>• I regularly use pauses and gestures to increase the power of my speech.</li> </ul>
<b>Mastery</b>  <i>I can express myself in a sophisticated manner.</i>	<b>8-9</b>	<ul style="list-style-type: none"> <li>• I explore a wide range of detailed ideas.</li> <li>• I link my sections together carefully, including the ending back to the beginning.</li> <li>• I choose a range of vocabulary and techniques to have an effect on my audience.</li> <li>• I use a range of non-verbal techniques to increase the power of my speech.</li> </ul>

## Mastery Bands: Writing

Level of Mastery	Number Grade	Content	Accuracy
<b>Beginning</b>  <i>My ideas are clear.</i>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• I express a few ideas clearly.</li> <li>• I use some paragraphs.</li> <li>• I sometimes choose my language deliberately to develop my meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• I sometimes use full stops and capital letters correctly.</li> <li>• I sometimes use other punctuation like ? or !</li> <li>• I use simple vocabulary and spell some basic words correctly.</li> </ul>
<b>Developing</b>  <i>My ideas are developing, and my writing is accurate.</i>	<b>4-5</b>	<ul style="list-style-type: none"> <li>• I think about what would interest my audience.</li> <li>• I have a few good ideas, and I mostly use paragraphs accurately.</li> <li>• I choose vocabulary to make my writing more interesting.</li> </ul>	<ul style="list-style-type: none"> <li>• I mostly use full stops and capital letters correctly.</li> <li>• I sometimes use other punctuation accurately, e.g. commas, question marks, exclamation marks.</li> <li>• I vary the lengths of my sentences.</li> <li>• I sometimes use more complex vocabulary and I sometimes spell it accurately.</li> </ul>
<b>Secure</b>  <i>My writing is deliberate and structured.</i>	<b>6-7</b>	<ul style="list-style-type: none"> <li>• I use ideas which are designed to interest my audience.</li> <li>• My writing has a clear opening and ending, and I use paragraphs throughout.</li> <li>• I vary my vocabulary and use language techniques to make my writing more effective (e.g. to persuade or to describe).</li> </ul>	<ul style="list-style-type: none"> <li>• I mostly use full stops and capital letters correctly.</li> <li>• I try to use other punctuation, e.g. speech marks, colons and semi- colons.</li> <li>• I try to vary the lengths of my sentences for effect.</li> <li>• I challenge myself to use a range of vocabulary, and I mostly spell it accurately.</li> </ul>
<b>Mastery</b>  <i>My writing is detailed and stylish.</i>	<b>8-9</b>	<ul style="list-style-type: none"> <li>• I use a range of ideas designed to interest my audience.</li> <li>• My writing has an effective opening, middle and ending, which are linked together.</li> <li>• I use a range of language and vocabulary to make my writing more effective (e.g. to persuade or to describe).</li> </ul>	<ul style="list-style-type: none"> <li>• I almost always use full stops and capital letters correctly.</li> <li>• I sometimes use other punctuation accurately, e.g. speech marks, colons and semi-colons.</li> <li>• I vary the lengths of my sentences for effect.</li> <li>• I use some ambitious vocabulary and I sometimes spell it accurately.</li> </ul>

# 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	Number Grade	Knowledge	Skills
Entry / Beginning	1-3	Draw straight lines of a given measurement	Use a ruler accurately
Developing	4-5	Find perimeters of simple shapes and find areas by counting squares	Ability to estimate
Secure	6-7	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
Mastery	8-9	Deduce and use formula for surface area of prisms	Break a problem into smaller tasks

## Language / Written Communication

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

# Science

## Scientific Thinking in Year 7

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

### Biology

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

### Chemistry

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

### Physics

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

## Scientific Thinking in Year 8

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

### Biology

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

### Chemistry

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

### Physics

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

### **Investigation Skills in Key Stage 3**

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

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

#### **Assessment Points**

Students will be given both a test and an opportunity to complete a full investigation in September of Year 7. At the end of each topic in Science, students will alternate between sitting either a formal exam- style test or an extended mastery task taking the form of either a full investigation or an extended piece of writing. Both of these address a student's knowledge and understanding which will be assessed according to the mastery bands outlined below. Students also sit a one-hour exam in the January of Year 8, covering the whole of Year 7 content and practical skills.

## Investigation Skills

Level of Mastery	Number Grade	Knowledge	Skills	Concepts
<b>Beginning</b>  Science skill: <i>Identifying and Describing</i>	<b>1-3</b>	<i>Students can:</i> <ul style="list-style-type: none"> <li>☐ Identify questions to be investigated</li> <li>☐ Identify things that can vary in an investigation</li> <li>☐ Describe what a risk assessment is</li> <li>☐ Describe what a mean is</li> <li>☐ Add bars to a graph</li> <li>☐ Identify what should be in a conclusion</li> <li>☐ Suggest one improvement to an investigation</li> </ul>	Identifying factors that can vary  Plotting of a bar graph	Variables Means Conclusions
<b>Developing</b>  Science skill: <i>Explaining</i>	<b>4-5</b>	<i>Students can:</i> <ul style="list-style-type: none"> <li>• Explain how scientists develop ideas to investigate problems</li> <li>• Identify and explain the independent, dependent and control variables for an investigation</li> <li>• Explain whether data is accurate or precise</li> <li>• Explain what a risk assessment is</li> <li>• Calculate a mean of two values</li> <li>• Add data to a graph or chart</li> <li>• Describe and begin to explain a pattern in data using their graph</li> <li>• Explain the stages in evaluating data</li> </ul>	Plotting of line graph Calculating mean Identifying variables	Risk assessment Variables Accuracy Precision

<b>Secure</b>  Science skill: <i>Analysing</i>	<b>6-7</b>	<i>Students can:</i> <ul style="list-style-type: none"> <li>• Analyse questions and explain that some can be investigated and others cannot</li> <li>• Suggest values for variables within an investigation</li> <li>• Recognise what makes data accurate and precise</li> <li>• Analyse a practical to identify risks in an experiment</li> <li>• Calculate a mean from 3 repeats</li> <li>• Present data in tables and graphs</li> <li>• Interpret data to draw a conclusion</li> <li>• Suggest ways of improving a practical investigation</li> </ul>	Identifying risks for an investigation  Drawing scales for graphs	Evaluating data Controlling risks
<b>Mastery</b>  Science skill: <i>Linking</i>	<b>8-9</b>	<i>Students can:</i> <ul style="list-style-type: none"> <li>• Suggest examples of independent, dependent and control variables in unfamiliar situations</li> <li>• Explain the difference between accurate and precise data, linking this with examples</li> <li>• Write appropriate risk assessments for an investigation, linking ideas about safe working to the relevant practical</li> <li>• Calculate a mean for repeats in a range of situations</li> <li>• Design appropriate tables and graphs</li> <li>• Analyse data from an investigation and link to previous knowledge to draw a detailed conclusion</li> <li>• Compare and contrast data and suggest why data might be different</li> <li>• Explain ways of improving data and practical</li> </ul>	Analysing and interpreting data  Designing suitable ways to present this Data	Precision Accuracy Application of ideas

## Scientific Thinking

Level of Mastery	Number Grade	Knowledge	Skills	Concepts
<b>Beginning</b>  Science Skill: <i>Identifying and Describing</i>	1-3	Students can: <ul style="list-style-type: none"> <li>Identify the question to be answered</li> <li>Describe a scientific problem and the main factors affecting it</li> </ul>	Describing the problem	The problem is that...
<b>Developing</b>  Science skill: <i>Explaining</i>	4-5	Students can: <ul style="list-style-type: none"> <li>Describe what is happening in detail</li> <li>Explain an answer to a scientific problem using key terms from the topic</li> </ul>	Explaining what is happening	A possible answer to the problem is...
<b>Secure</b>  Science skill: <i>Analysing</i>	6-7	Students can: <ul style="list-style-type: none"> <li>Explain how things are happening and give a suitable reason why this may be the case</li> <li>Analyse why things are happening and use scientific terminology</li> </ul>	Identifying why and how things could happen	I think that....because...
<b>Mastery</b>  Science Skill: <i>Linking</i>	8-9	Students can: <ul style="list-style-type: none"> <li>Explain the answer to a problem making links to other topics and using science terminology from across the topics</li> <li>Understand that some problems do not have a simple answer and that there may be more than one Explanation</li> </ul>	Linking ideas from other topics to reach a (or many) possible conclusions	It may be that....because... however.....

**Language and written communication** are 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** are 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

## **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

JGA Artist Journey

Level of Mastery	Number Grades	Ideas/Concepts	Experiment/Explore	Skills/Making	Personal Response
Beginning	1-3	<p>Beginning to <b>look, gather</b> and assemble suitable information and <b>visual resources</b> to inform the development of their own artwork.</p> <p>Beginning to <b>compare and comment</b> on different ideas, methods and approaches used by artists, craftspeople and designers, relating to the <b>contexts</b> in which the work was made.</p> <p>Some ability to use some <b>specialist subject language</b> to engage with the work of others and own ideas</p>	<p>Beginning to select pencils, brushes, fine or broad <b>media and tools</b> to <b>control</b> a range of <b>materials and techniques</b> when creating their work.</p> <p>Showing some ability to explore drawing, painting and modelling materials, experimenting with <b>line, shape, tone, colour, texture, form and space.</b></p> <p><b>Working responsibly</b> with an awareness of personal safety and thoughtful respect when using materials, tools and equipment and moving around the studios, <b>responsibly clearing away</b> after practical activities under guidance.</p>	<p>Beginning to use a basic range of <b>techniques</b> to carefully <b>record</b> with some <b>accuracy of line, shape, tone, colour, scale and proportion</b> from <b>looking, observation and imagination.</b></p> <p>Beginning to show some ability to <b>communicate ideas and meaning</b> through visual form, showing some links to gathered visual resources.</p>	<p>Some ability to present a personal, informed and meaningful <b>artistic response</b> to a project theme.</p> <p>Beginning to show <b>a sketchbook journey</b> exploring a creative art theme.</p> <p>Some ability to <b>reflect on and discuss</b> their own work and that of others who might adapt and refine their ideas, skills and processes.</p>

<p><b>Developing</b></p>	<p><b>4-5</b></p>	<p>A generally consistent ability <b>to look, gather and assemble</b> suitable information and <b>visual resources</b> to inform the development of their own artwork.</p> <p>Student shows a generally consistent ability to <b>compare and comment</b> on different ideas, methods and approaches used by artists, craftspeople and designers, relating to the <b>contexts</b> in which the work</p>	<p>Generally consistent ability to independently select pencils, brushes, fine or broad <b>media and tools</b> to control a range of <b>materials and techniques</b> when creating their work with <b>increasing control and purpose</b>.</p> <p>Showing a generally consistent ability to work spontaneously with drawing, painting and modelling materials, experimenting with <b>line, shape, tone, colour, texture, form and space</b>.</p>	<p>Carefully exploring a range of <b>techniques</b> to record with general consistency <b>accuracy of line, shape, tone, colour, scale and proportion</b> from <b>looking, observation and imagination</b>.</p> <p>Generally consistent ability to <b>communicate ideas and meaning</b> 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 <b>realise intentions</b>.</p> <p>Show a <b>generally consistent sketchbook journey</b> exploring a creative art theme.</p> <p>Generally consistent ability to <b>reflect on and discuss</b> their own work and that of others using <b>some specialist art language</b>, explaining who</p>
		<p>was made.</p> <p>Generally consistent ability to use some <b>specialist subject language</b> to engage with the work of others and own ideas.</p>	<p>Working <b>safely</b> as part of a team, with a developing understanding of techniques and the actions required to successfully follow each artistic process, <b>responsibly clearing away</b> after practical activities.</p>		<p>adapts and refines their ideas, skills and processes.</p>

Secure	6-7	<p>A consistent ability to <b>look, scrutinise, gather</b> and assemble suitable information and <b>visual resources</b> to inform the development of their own artwork.</p> <p>Student shows a consistent ability to <b>compare and comment</b> on different ideas, methods and approaches used by artists, craftspeople and designers, recognising the varied characteristics of how different historical, social and cultural <b>contexts</b> convey meanings and ideas.</p> <p>Consistent ability to use <b>specialist subject language</b> to engage with the work of others and own ideas.</p>	<p>Consistent ability to independently select pencils, brushes, fine or broad <b>media and tools</b> to control a range of <b>materials and techniques</b> when creating their work with control and purpose, taking and learning from <b>creative risks</b>.</p> <p>Showing a consistent ability to <b>work spontaneously</b> with drawing, painting, photography and modelling materials, experimenting with <b>line, shape, tone, colour, texture, form and space</b>.</p> <p>Work <b>safely</b> as part of a team, with an understanding of techniques and the actions required to successfully follow each artistic process with attention to detail, <b>independently clearing away</b> after practical activities.</p>	<p>Independently <b>selecting and exploring</b> a range of techniques to <b>record with consistent accuracy</b> of line, shape, tone, colour, scale and proportion from <b>looking, observation and imagination</b>.</p> <p>Consistent ability to <b>communicate ideas and meaning</b> through visual form, linking to gathered visual resources.</p>	<p>A <b>consistent ability</b> to present a personal, informed and meaningful response <b>realising intentions</b>.</p> <p>Present a consistent <b>sketchbook journey</b> exploring a creative art theme.</p> <p>Consistent ability to <b>reflect on and discuss</b> their own work and that of others using some <b>specialist art vocabulary</b>, explaining who influences, adapts and refines their ideas, skills and processes.</p>
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<p><b>Mastery</b></p>	<p><b>8-9</b></p>	<p>A highly developed ability to <b>look, scrutinise intelligently</b> and engage within a <b>playful</b> way, assembling a wide range of <b>visual</b></p>	<p>Highly developed ability to <b>independently select</b> and <b>control</b> a wide range of materials, techniques and <b>artistic processes</b> appropriate to</p>	<p>Independently <b>selecting and exploring</b> a range of techniques to <b>record with a highly developed accuracy</b> of line, shape, tone, colour, scale and</p>	<p><b>A highly developed ability</b> to present a personal, informed and meaningful response, <b>realising intentions.</b></p>
		<p><b>resources</b> to inform the development of their <b>own artwork.</b></p> <p>Student shows a highly developed ability to <b>compare and comment</b> on different ideas, methods and approaches used by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural <b>contexts</b>, and convey meanings and ideas.</p> <p>Confidently uses <b>specialist subject language</b> to engage with the work of others and own ideas.</p>	<p>intentions. Taking <b>creative risks</b> by experimenting with a range of media relevant to intentions.</p> <p>Showing a highly developed ability to <b>work spontaneously</b> with drawing, painting, photography and modelling materials, experimenting with <b>line, shape, tone, colour, texture, form and space.</b></p> <p>Taking a <b>lead role in the art studios</b>, displaying an understanding of techniques and the actions required to successfully follow each artistic process with attention to detail, <b>independently clearing away</b> after practical activities.</p>	<p>proportion from looking, observation and imagination.</p> <p>Highly developed ability to <b>communicate ideas and meaning</b> through visual form, consistently linking to gathered visual resources throughout.</p>	<p>Present a highly developed <b>sketchbook journey</b>, exploring a creative art theme, making links with research and own ideas.</p> <p>Highly developed ability to <b>reflect on and discuss</b> own work and that of others, using <b>specialist art vocabulary</b>, explaining who influences, adapts and refines their ideas, skills and processes; using subject-appropriate language <b>fluently to express ideas</b> gathered through research and personal interpretation.</p>

## **Language and Written Communication**

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

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

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

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

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

## **Numeracy**

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

# Computing

Computing at JGA aim to provide every student with the opportunity to develop skills, knowledge and understanding of all aspects of computing as part of a broad and balanced curriculum. We achieve this by providing students with a solid platform of technical skills that will support successful use of ICT at secondary school as well as teaching how computers and computer systems work, and how they are designed and programmed. Students will be encouraged to develop their computational thinking skills and apply these in order to become well-equipped digitally literate individuals in their later lives.

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

## Computer Science

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

## E-Safety

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

## Digital Communication and Literacy

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

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

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

- Understand the building blocks of computing

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

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

**By the end of Year 9, we believe that every child should be able to:**

- Understand how cyber security is achieved
- Competently program using Python
- Understand and read infographs
- How companies use data sets to visualise analytics

### **Assessment Points**

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

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

### **Enrichment**

- Competitions such as UK Bebras, physical computing sessions.
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### **Literacy**

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

### **Numeracy**

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

Level of Mastery	Number Grades	Algorithms	Hardware and Processing	Programming and Coding	Communication and Networks	Data and Data Representation
<b>Beginning</b>	<b>1-3</b>	<p>I know that an algorithm is the base of a program.</p> <p>I can design a simple algorithm. I can find errors in algorithms.</p> <p>I can predict an outcome.</p> <p>I can use a loop and an 'if' statement within a program.</p> <p>I can design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else.</p> <p>I can use diagrams to express solutions.</p> <p>I can use logical reasoning to predict outputs, showing an awareness of inputs.</p>	<p>I know the different parts of a computer and am able to label them.</p> <p>I know that I can use a range of input and output devices for given tasks.</p> <p>I know how programs specify the function of a computer.</p> <p>I know the difference between hardware and application software.</p>	<p>I know that in binary there are only two states - on and off - which are represented by a 1 (on) and 0 (off).</p> <p>I know that computers use binary to understand what to do.</p> <p>I can solve a simple (3-4 lines of code) computational problem with guidance. I can create code, to perform basic operations on variables, using blocks.</p>	<p>I can navigate the web and can carry out simple web searches.</p> <p>I can use computers safely and responsibly, and know how to report unacceptable content when online.</p> <p>I know what is acceptable and unacceptable behaviour when using technologies and on-line services.</p>	<p>I know the different types of data - text and number - and use these effectively.</p> <p>I know that application programs can work with different types of data.</p> <p>I know that data can be structured in tables to make it useful.</p> <p>I know the difference between data and information.</p> <p>I know that the function of 'sort', can improve the efficiency for an end user when searching for information in databases.</p> <p>I can perform simple searches for information.</p>
<b>Developing</b>	<b>4-5</b>	<p>I can show an awareness of tasks best completed by humans or computers.</p> <p>I can design solutions by decomposing a problem and create a sub-solution for each of these parts (decomposition).</p> <p>I know that iteration is the repetition of a process such as a loop.</p> <p>I know that different algorithms exist.</p> <p>I can represent solutions using a structured notation.</p>	<p>I know the main functions of an operating system and why these are important.</p> <p>I know why computers are used.</p> <p>I know the difference between wireless and mobile networks.</p>	<p>I can change a binary number into denary and vice versa.</p> <p>I can explain that binary is at the base of all actions on a computer.</p> <p>I can perform binary addition.</p> <p>I can solve a basic computational problem with guidance.</p> <p>I can use some programming techniques in a written language such as Python, JavaScript etc. including selection.</p>	<p>I know how to effectively use search engines, and I know how search results are selected.</p> <p>I can show an awareness of, and can use a range of, internet services e.g. VOIP. I can use computers safely and responsibly, and I know a range of ways to report concerns.</p>	<p>I can perform more complex searches for information, using Boolean and other operators.</p> <p>I know how to analyse and evaluate data. I know that computers use binary to represent all data.</p> <p>I know that computers transfer data in binary.</p> <p>I know that data can be transferred from binary to denary to hexadecimal.</p>
<b>Secure</b>	<b>6-7</b>	<p>I know that for some problems I can share the same characteristics and use the same algorithm to solve them.</p> <p>I can identify the different outcomes of an algorithm based on the task.</p>	<p>I know the concepts behind the fetch-execute cycle.</p> <p>I know that there is a range of operating systems and application software for the same hardware.</p>	<p>I can change a denary number into a hexadecimal number.</p> <p>I can independently solve a basic/simple computational problem.</p> <p>I can solve a fairly complex computational problem.</p> <p>I have a good understanding of programming techniques in a written language such as Python, JavaScript etc. using both selection and repetition.</p>	<p>I know what a network is and understand that there are different types of network topologies.</p> <p>I can use technologies and online services securely, and I am confident to identify and report inappropriate concerns.</p>	<p>I know how numbers, images and sounds use the same bit patterns.</p> <p>I know the relationship between resolution and colour depth, including how this affects the size of the file.</p> <p>I can convert data from binary to denary to hexadecimal and understand why it is relevant.</p>

<b>Mastery</b>	<b>8-9</b>	<p>I can evaluate the effectiveness of an algorithm and how an algorithm works, using logical reasoning.</p> <p>I can represent algorithms using a structured language.</p> <p>I can use Pseudocode effectively as a structured language.</p>	<p>I know the von Neumann architecture in relation to the fetch-execute cycle, including how data is stored in memory.</p>	<p>I can explain the difference between low- and high-level programming.</p> <p>I can solve complex computational problems by breaking it into smaller ones.</p> <p>I can evaluate and explain my code. I can explain how my program works using technical language.</p>	<p>I know that data on the internet requires careful protection of online identity and privacy.</p> <p>I can explain the reason for hardware and protocols within a network system.</p>	<p>I can explain and understand the relationship between data representation and data quality.</p> <p>I can confidently convert data from binary to denary to hexadecimal and understand why it is relevant.</p>
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# Geography

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

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

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

- Enquiry:** asking questions using the 4 Ws and 2 Hs for pictorial presentations of varying geographical features and places. Spatial skills: analyse and comprehend phenomena related to places, people and space Using, extracting and manipulating statistical/pictorial data for geographical purposes. Drawing comparisons
- What do Geographers do? What is Geography?** How to ask questions in Geography? What types of data will you come across in Geography? to know location of places in UK, USA and Europe.
- Map Skills:** Locating places on maps using co-ordinates and using 4 and 6 figure grid references. To understand scale of a map and its purpose. To be able to identify height on maps. Use symbols and direction in relation to maps.  
Different types of maps and their uses. Development of maps. locating places in the world using longitude and latitude. Understand and use features of maps such as scale, grid references, symbols and height.
- The Planet as a Natural Resource:** Identify the Earth's spheres and learn how they are interconnected. 3 Categories of rocks and weathering. How soil is the root of life. Role of Ecosystems/biomes with emphasis on the study of the Rainforest biome. Study of the different natural resources and renewable/non-renewable resources and link it to the concept of sustainability.
- What is an Economy – from global to local.** Classify jobs according to sector. Understand economic systems at a variety of scales. The impact of the economy on the environment. Use statistical data to draw a graph to show how the UK economy has evolved. Decision making- locate a factory and justify choices. Compare an OS map with an aerial photo to locate a car plant and port. Use new terminology. Understand the concepts of the economy - consider ports, globalisation, interconnection and interdependence of the global economy

through trade.

- **Weather and Climate:** Use the synoptic code and weather charts to analyse weather. Interpret climate graphs for the UK and the World. Compare data from graphs and climate maps. Describe trends and patterns in the weather. Use new terminology. (Enquiry: investigate weather patterns in locality).
- Understand the difference between weather and climate and know their basic underlying principles, processes and measures. Understand how weather affects our daily lives. Look at the role of the Met Office and encourage interest in our surroundings eg: observing the cloud types.
- **The Geography of Russia:** To know about the physical landscape of Russia, its climate and natural environment, and connecting this to the human geography of Russia and its place in the global world.

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

- **Why are Rivers important?** What rivers are, and their features. How river landforms are created by weathering, erosion and transportation. To know why rivers are important to people and how rivers create floods.
- **What is Development?** Use a Development Compass Rose to classify indicators of Development. Interpret statistics and appreciate different models of development measures. Use the Dollar Street website and maps to investigate the patterns of development. Communicate viewpoints on the concepts discussed on what constitutes development.
- Understand how development occurs and variable rates across different regions in the world. Identify reasons for poverty and why inequality occurs. Understand how organisations work to support development through Aid work at different scales. Explore the Sustainable Development Goals.
- **How are populations changing?** Interpret statistics, graphs, models, population density pyramids to investigate population. Use a range of historical data. Compare old OS maps to current maps to track changes. Identify and explain the world pattern of population distribution. Understand and develop ideas about change, growth, migration and urbanisation. Understand that change occurs at different rates in different places. Apply the Demographic Transition Model. Understand how governments try to control population size and reasons for migration. Understand how population change, natural resources and development are interconnected.
- **Where the Land meets the Sea:** how coastal landforms are created and changed over time by erosion, deposition and transportation. Explore coastal management strategies and identify coastal landforms on OS maps and photos.
- **Asia's diverse and dynamic transformation.** The diversity of the climate across Asia and the impacts of flooding. To understand the distribution of biomes and population distribution across Asia. To explore urbanisation and the Asia as a global economic region.

**By the end of Year 9, we believe that every child should know:**

- **What do we know about Volcanoes and Earthquakes?** Understand how our understanding of plate tectonics, scientific theories have evolved over time through a series of discoveries. Understand how people respond to an Earthquake and how risk is managed through strategies in earthquake and volcanic zones and how the economy and development also contributes to this reality. Interpret atlas maps, eyewitness accounts, scientific evidence, public information material to investigate plate tectonics.
- **What are the opportunities and challenges facing Africa?** Interpret climate maps, graphs and photos to investigate Africa. Use latitude and longitude to locate places in Africa. Trace historical and political changes in Africa and how these affected developments. Think critically about different viewpoints and challenge stereotypes. Understand the physical landscape, patterns of biomes and the climate of Africa. Consider how Africa's past, the slave trade and colonisation continue to affect the present. Understand and apply knowledge of population distribution, development, change, urbanisation, trade and economic growth to Africa. Consider how these concepts are interconnected.
- **How does Ice change the World?** The formation of ice glaciers, identifying glaciers on maps and the

distribution of ice in the world are explored.

- **Why is the Middle East an important World region?** The physical and human landscape of the region. The conflicts and controversy and its importance to the global world.
- **The Future of the Planet.** Investigating climate change, the evidence, causes, consequences and future options.

**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

Level of Mastery	Number Grades	Knowledge	Skills	Concepts
<b>Beginning</b>	<b>1-3</b>	<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 Physical</p> <p>Processes</p> <p>Human</p> <p>Processes</p>

<b>Developing</b>	<b>4-5</b>	<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>Correct use of appropriate geographical terminology.</p>	<p>To be able to execute 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</p> <p>Processes</p> <p>Human</p> <p>Processes</p>
<b>Secure</b>	<b>6-7</b>	<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>To be able to confidently use most OS map skills with very few mistakes.</p> <p>To be able to successfully find places using latitude and longitude references.</p>	<p>Cause, Effect and Management</p> <p>Scale</p> <p>Physical</p> <p>Processes</p> <p>Human</p> <p>Processes</p>

		<p>Responses show good understanding. Misinterpretations are rare.</p> <p>Good use of appropriate geographical terminology.</p>	<p>To be able to successfully draw different types of maps and graph with a high degree of accuracy.</p>	<p>Sustainable Development</p>
<b>Mastery</b>	<b>8-9</b>	<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

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

- The development of the Church, state and society of Medieval Britain 1066-1509 [local and world studies]
- The development of Church, state and society in Britain 1509-1745 in World Study.

Broadly, the curriculum in Year 7 covers:

Topics

1. Introduction to History in KS3
2. Medieval England- William of Normandy
3. Life in the Middle Ages: Peasants/Black death and Challenges to Authority
4. Why did people go to the Crusades?
5. Protestant reformation
6. English Civil War

## **Knowledge and Skills**

- History Skills: Chronological terms, Timelines, BC AD, Types of sources,
- Britain in 1066
- Battle of Hastings and the Norman Conquest: Castles, Feudal system and doomsday book.
- Development of church, state and society in middle ages. Peasants revolt and black death. And challenges to authority
- Richard III and crusades.
- Tudor England: Break from Rome and King Edward/ Queen Mary,
- English Civil War: Why did the English kill their king
- Put dates in the order of Chronology
- Pick out key information from a basic source. Recognise similarities and differences
- Causation: recognise the causes and consequences of events in History.
- Using sources to determine reliability and usefulness
- Looking at the personal and contextual factors of change and continuity. Using interpretation and sources to derive key facts and information.
- Causation and Significance: Identify and link multiple causes which create a stream of consequences.
- Islamic link of the crusades and look at interpretations of an event from different perspectives
- Continuity and Change: Impact of key individuals on society. Analyse and identify long term/short term consequences of key events. Begin to rank causes in importance.
- Concept of long term and short term.

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

- Ideas, political power, industry and empire: Britain, 1745-1901 inc. Local History
- Challenges for Britain, Europe and the wider world from 1901 to the present day.

Broadly, the curriculum in Year 8 covers:

Topics

- French Revolution
- British Empire
- Slave Trade
- Local Study: Industrial Revolution
- Women's Suffrage
- WW1

## Knowledge and skills

- French revolution: How much has it changed France? Look at the Power struggle between periods and nations.
- Origins and Fall of the British Empire. Impact of empire, positives and negatives.
- Slave trade: why was it abolished?
- Industrial Revolution: Local study of Industrial revolution in Leicester
- Cause of WWI, The spark, war propaganda, trench warfare, Women in the War, Armistice
- Women' Suffrage: How women won the vote
- Change and Continuity: Development between two periods. The pace and extent of change.
- Appreciating world views, putting perspectives in context, and evidence.
- Looking at evidence and reaching conclusions
- Causation: The rise and fall of trade, Linking the causes and consequences on a personal and global level of slave trade.
- Change and continuity Source interpretation- Heritage schools' local study on Arthur Wakerley
- Significance, Evidential understanding Causation
- Use of Sources: Understanding significance of events.
- Writing accounts of people and events based on knowledge learnt.

Year 9

- **Challenges for Britain, Europe and the wider world 1901 to the present day. Inc. Local Study & World Studies**

Topics

1. Britain in 1920's
2. Germany 1890-1924 Pre-war and post war problems
3. Germany 1924-1932 Steersman era/ road to Hitler's power
4. Germany 1932-1945 Hitler & the Nazis
5. Nazi Germany
6. Cold War

## Knowledge and Skills

- Establishment of German empire, Kaisers world policy, Navel Laws. Impact of War Treaty of Versailles political and economic problems, CHANGE AND CONTINUITY: Historical interpretations: Analyse, Evaluate and make Judgements Historical enquiry: Key characteristic, features and events, analyse events.
- Munich Putsch Recovery of the Weimar Republic Growth of the Nazi Party Hitlers wins the election, enabling Act, Reichstag fire, Hitler becomes chancellor then Fuhur
- Economic changes Social policy and practice Control and resistance
- Relations between countries during the World wars AND Causes of the Cold War AND Involvement of other countries in the Cold War, evaluate change and continuity, make connections and draw contrasts between events. One event or change leads to another. Look at key individuals and their impact. Explain the strengths and weaknesses of sources

**By the end of Year 8 and 9, 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 causes 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.
- 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.
- 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.
- 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.
- Explain the significance of events by looking at the changes that resulted from them. They can select and justify criteria for making judgements about significance.
- 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.
- To be able to demonstrate on SIMILARITIES AND DIFFERENCES and CAUSATION: Historical interpretations: Analyse, Evaluate and make Judgements Historical enquiry: Key characteristics, features and events, analyse events.
- Evaluate change and continuity, make connections and draw contrasts between events. One event or change leads to another. Look at the key individuals and their impact. Explain the strengths and weaknesses of sources and explain their reliability and usefulness for historians.

#### **Importance of Language and Written Communication**

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

<b>Level of Mastery</b>	<b>Number Grades</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Concepts</b>
<b>Beginning</b>	<b>1-3</b>	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
<b>Developing</b>	<b>4-5</b>	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)

<b>Secure</b>	<b>6-7</b>	Students at this level will have a very good understanding of change and continuity. over time and how it impacts differently	Communicating about the past (analysis)	Change and Continuity
		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 the reliability of an interpretation in order to further extend their own answers to enquiry questions.	Using and evaluating evidence  Pursuing an enquiry with increasing independence	Cause and Consequence  Significance  Interpretations of the Past  Diversity
<b>Mastery</b>	<b>8-9</b>	As above, but also students at this level should produce sustained and well-focused responses to enquiry questions which are highly analytical. The responses will include a range of specific and accurate evidence to explore the nature of change for different groups across a time period, consider the weight of a variety of causes and begin to explore significance in terms of short- and long- term implications. Responses and conclusions should demonstrate clear, justifiable and independent thinking and an excellent command of language.	Communicating about the past (highly analytical)  Using and evaluating evidence  Pursuing an enquiry with independence (beginning to set their own questions)  Gathering relevant accurate evidence to support response	Change and Continuity  Cause and Consequence  Significance  Interpretations of the Past  Diversity

# Modern Foreign Languages: Arabic

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
  - Food and drink, related items
  - Shopping and clothing items
  - Sports and leisure pursuits and time phrases
  - Descriptions of the weather and use of coordinates
  - Jobs, workplaces 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

## Year 9

- Know key vocabulary, confidently read and write short sentences, answer questions looking at a short passage, understand key points of a simple, short text.
- Know when and how to use descriptions, know how to respond to basic questions responding to a paragraph
- Know how to correctly read a short text and how to respond in full sentences, know how to translate correctly without missing key meaning
- Know how to answer about to a specific topic,
- Simple descriptive writing (short sentences), Comprehension, Listening (vocab)
- Descriptive writing (short paragraph), Evaluating (short paragraph), Comprehension, Listening/ Speaking (role-plays)
- Descriptive writing (1st/ 2nd person), Comprehension - can understand the key message, Listening (vocab)
- Descriptive writing (connectives/ longer paragraphs), Comprehension, listening (conversations), Responding
- Descriptive writing (different tenses)

**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., 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 two 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.

## 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	Number Grades	Knowledge	Skills	Concepts
<b>Beginning</b>	<b>1-3</b>	At this level students should recognise individual words and short/set phrases on a variety of topics.	<u>Understand</u> key vocabulary in spoken and written form.  <u>Recall</u> and accurately <u>produce</u> key words and short phrases in written and spoken form.	Masculine/ Feminine Singular/ Plural  Grammatical terminology eg noun, verb, adjective
<b>Developing</b>	<b>4-5</b>	At this level students should be familiar with sentences constructed using basic, previously learned, vocabulary.	<u>Understand</u> longer extracts of spoken and written target language.  Be able to <u>use</u> key phrases and vocabulary in a sentence with increased independence.  <u>Apply</u> the rules of adjectival agreement to a given context.	Word  order  Negatives  Adjectival agreements  1 <sup>st</sup> person of key verbs
<b>Secure</b>	<b>6-7</b>	At this level students know how to link ideas with connectives to produce extended descriptive sentences.  Students will also know key opinion phrases and justifications.	<u>Understand</u> longer passages of text and <u>identify</u> specific information.  <u>Recall</u> and <u>produce</u> extended pieces of writing and interact with an increasing level of independence.  Use of at least <u>two time frames</u> in written and spoken work.	Adjectival agreements  1 <sup>st</sup> and 3 <sup>rd</sup> person of key verbs  Reference to <u>either</u> the past <u>or</u> the future tense

<b>Mastery</b>	<b>8-9</b>	<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 3<sup>rd</sup> person (singular and plural)</p> <p>Use of present, past and future tenses</p>
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# PE

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

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

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

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

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

Hockey, netball, athletics, basketball, multi-skills, leaders, and football

### **Assessment Points**

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

### **Language / Written Communication**

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

### **Number / Numeracy**

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

Level of Mastery	Number Grades	Knowledge	Skills
<b>Beginning</b>	<b>1-3</b>	Decision making is only <b>occasionally effective</b> and performance is only <b>occasionally adaptive</b>  <b>Some</b> ability to make tactical and strategic decisions	The quality of technique is <b>maintained</b> for <b>some</b> skills within a sporting activity.  The student <b>occasionally</b> demonstrates the ability to <b>select</b> and <b>apply appropriate skills</b> , but only occasionally outwits opponents and is often outwitted themselves.
<b>Developing</b>	<b>4-5</b>	Decision making is <b>inconsistent</b> and <b>sometimes</b> able to <b>adapt</b> depending on situations  <b>Shows</b> ability to make <b>effective</b> tactical and strategic <b>decisions</b>	The quality of technique is <b>maintained</b> for <b>most</b> skills.  The student demonstrates <b>some</b> ability to <b>select</b> and <b>apply appropriate skills</b> , <b>sometimes</b> outwitting opponents.
<b>Secure</b>	<b>6-7</b>	Decision making is <b>usually effective</b> and usually <b>able to adapt</b> .  Shows ability to make <b>effective</b> tactical and strategic <b>decisions</b> relevant to their positions.	The quality of technique is <b>maintained</b> for <b>all</b> skills.  The student demonstrates <b>some</b> ability to <b>select</b> and <b>apply</b> the most appropriate skills, <b>often</b> outwitting opponents.
<b>Mastery</b>	<b>8-9</b>	Decision making is <b>consistently effective</b> and usually <b>able to adapt</b> in the most challenging and <b>pressured situations</b>  Shows ability to make <b>effective</b> tactical and strategic <b>decisions</b> relevant to their positions.	The quality of technique is maintained for <b>all</b> skills throughout <b>all</b> practices  The student demonstrates <b>high level of ability</b> to <b>select</b> and <b>apply</b> the <b>most appropriate skills</b> and is usually <b>effective</b> when outwitting opponents.

# Islamic 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

- Types of water, which can be used to purify
- Types of impurities and their rulings in regards to salah and purification
- The wajib acts of salah, including the rulings regarding sajdah sahw
- Maturity in girls; The different types of bleeding a woman experiences and their rulings
- Funeral rites; method of bathing, shrouding and burying the dead
- Shamail: the appearance of our Beloved Messenger Muhammad (saw)
- Abu Bakr (ra); His life and achievements
- The mothers of the believers
- The story of Yunus (as)
- The story of Dawud (as) and Sulayman (as)
- Beliefs regarding:
  - The Prophets and their ranking
  - The Sahabah and their ranking
  - Miracles
  - The night journey and ascension
- Spiritual disease:
  - Envy
  - Pride
  - Backbiting and gossiping
- Modesty
- Moderation in expenditure
- Importance of women in society
- Personal hygiene

## Year 8

- Mustahab and makrooh acts of salah
- Rulings regarding a sutrah
- The method and ruling of:
  - Sajdah Tilawah
  - Taharri
  - Qasr salah
  - Salatul khusuf and khusuf
  - Salatul Maridh
  - Salatul Madhur
- Rulings regarding Itikaf
- Rulings regarding Zakah
- Importance of eating halal food
- Rulings of Udhiyah
- Umar (ra); his life and achievements
- The story of Zakariyyah (as) and Yahya (as)
- Beliefs regarding:
  - Qadha & Qadr
  - Life after death
  - Resurrection

- The harms of spreading rumours
- The value of time and good time management
- Virtues of knowledge
- Benefits of durud
- 5 branches of faith: social manners
- Etiquettes of taking oaths & answering questions
- Etiquettes of using a phone & internet

## YEAR 9

- Types of nafl salah and their virtues
- Importance of khushu and how to achieve it
- Marriage; Its purpose and the rulings regarding nikah
- Divorce; the types and their rulings
- Buyu & Ijarah (rulings of trading and leasing)
- Taqlid and the four Imams
- Beliefs regarding:
  - Allah and his attributes
  - Mutashabihat
  - Istiwa
  - Iman
  - Importance of consulting the scholars
- Shamail: The characteristics and simplistic life of Our Beloved prophet (saw)
- Uthman (ra): His life and achievements
- Ali (ra): His life and achievements
- The story of Ayyub (as)
- Islam in Spain
- The Ottomans and their contribution to the world
- Virtuous traits:
  - Taqwa
  - Tawakkul
  - Tawbah
- Modesty
- The manners of discussions & debates
- The manners of conducting business

### 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

<b>Level of Mastery</b>	<b>Number Grades</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Concepts</b>
<b>Beginning</b>	<b>1-3</b>	<p>At this level students will demonstrate limited knowledge of terminologies and rulings.</p> <p>Although general understanding of topics is reached, the work will not give specific details.</p>	<p>Can demonstrate basic knowledge, in written and verbal form.</p>	<p>Fact, Opinion, Belief, Truth, God</p>
<b>Developing</b>	<b>4-5</b>	<p>At this level students will demonstrate a good understanding of terminologies and rulings.</p> <p>A good understanding of topics is reached with some detail and referencing.</p>	<p>Can demonstrate descriptive skills, using more technical and philosophical language.</p> <p>Can establish some evidence and a good level of detail.</p>	<p>Creation, Cause and Effect, Design</p>
<b>Secure</b>	<b>6-7</b>	<p>At this level students will be able to demonstrate a clear understanding of the terminologies and rulings.</p> <p>Clear and focused understanding is reached with detail.</p>	<p>Can demonstrate explanatory skills, using a wide range of philosophical, technical and logical language in their explanations.</p> <p>Can reflect on personal beliefs and practices.</p>	<p>Explanation, Compare, Contrast</p>
<b>Mastery</b>	<b>8-9</b>	<p>At this level students will demonstrate in-depth knowledge of terminologies and rulings. They will be able to back up their answers with clear, logical responses with references.</p>	<p>Can demonstrate analytical and evaluative skills using an extensive range of philosophical, technical and logically profound detail. Can reflect on personal beliefs and practices on a profound level.</p>	<p>Extensive awareness of all of the above</p>

# Citizenship

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

**In Citizenship:**

- The British Values and relate them to the real world.
- The precious liberties enjoyed by the citizens of the United Kingdom.
- The development of the political system of a democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.
- The operation of Parliament, including voting and elections, and the role of political parties
- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.
- The importance of justice system, its independence.
- The Justice system: The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- The functions and uses of money, the importance and practice of budgeting, and managing risk.

**In PSHE:**

**(Careers)**

In Year 7:

- Introduction to Careers
- Thinking about your future
- Go for Gold
- Skills Development and becoming a young professional

In Year 8:

- Understanding Scores
- Career Pathways
- Building an App
- Enterprise

In Year 9

- Personal development reflection and target setting
- Prepare your CV
- Citizenship activity-Exploring range of current topics
- Big business challenge
- STEP series

**Health and Wellbeing**

- **Aspects of Self concept**

*In Year 7:*

To understand what can affect wellbeing and resilience

The impact that media and social media can have on how people think about themselves and express themselves

*In Year 8:*

simple strategies to help build resilience to negative opinions, judgements and comments

- To recognise and manage internal and external influences on decisions which affect health and wellbeing

- **Aspects of Mental health and Emotional Wellbeing**

*In Year 7:*

How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary the characteristics of mental and emotional health and strategies for managing these

*In Year 8:*

the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns  
strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

*In Year 9:*

A range of healthy coping strategies and ways to promote wellbeing and boost mood.

The causes and triggers for unhealthy coping strategies, and the need to seek help for themselves or others as soon as possible.

How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

- **Important Healthy lifestyles choices**

*In Year 7:*

The importance of sleep and strategies to maintain good quality sleep

To recognise and manage what influences their choices about physical activity

The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

*In Year 8:*

What might influence decisions about eating a balanced diet and strategies to manage eating choices

The importance of taking increased responsibility for their own physical health

The purpose of vaccinations offered during adolescence for individuals and society

*In Year 9:*

Strategies for maintaining personal hygiene, including oral health, and prevention of infection

How to access health services when appropriate

- **Harms of Drugs, Tobacco and Alcohol**

*In Year 7:*

the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics

to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use

*In Year 8:*

Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers. Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use.

*In Year 9:*

the personal and social risks and consequences of substance use and misuse including occasional use.

The law relating to the supply, use and misuse of legal and illegal substances.

About the concepts of dependence and addiction including awareness of help to overcome addictions

- **Managing risks and personal safety**

*In Year 7:*

how to identify risk and manage personal safety in increasingly independent situations, including online ways of assessing and reducing risk in relation to health, wellbeing and personal safety.

*In Year 8:*

the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling

*In Year 9:*

how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators