

## English

Learning in Year 7 English involves reading a wide range of literary texts, writing for a variety of purposes and speaking confidently to different audiences. Students learn the basics of textual analysis and they use their understanding of the writer's craft to shape their own writing. Throughout the year, students nurture an appreciation of literature and develop as successful and commanding communicators.

- **Autumn 1: Trailblazers in Literature** – using 'Wonder' by R. J. Palacio, 'I am Malala' by Malala Yousefzai and The Journals of Captain Robert Scott to examine how writers use language for effect before writing a chapter from our own autobiography.
- **Autumn 2: Arthurian Legend** – reading modern translations and extracts from original stories from the legends of King Arthur.
- **Spring 1: 'Rooftoppers' by Katherine Rundell** - using the novel as a stimulus for persuasive writing.
- **Spring 2: Introduction to Shakespeare** – reading and analysing extracts from plays, preparing to examine full plays from the next year.
- **Summer 1: Dystopian Fiction** – writing creatively using extracts from dystopian texts such as 'The Hunger Games' and 'Maze Runner' for inspiration.
- **Summer 2: Identity Poetry** – beginning to examine how poets employ language, structure and form for effect in modern and traditional poetry.

In Year 8 English, students build on the foundation skills developed in Year 7 to prepare for GCSE. Students read a range of challenging texts including a nineteenth century novel, a full Shakespearean play and a selection of Romantic poetry. Throughout the year, students nurture an appreciation of literature and develop as successful and commanding communicators.

- **Autumn 1 and 2: Shakespeare** – reading a full Shakespearean play developing close analysis and annotation skills.
- **Spring 1: Viewpoints** – critically examining how non-fiction writers develop an argument in their writing.
- **Spring 2: Poetry: William Blake** – consolidating our understanding of poetic techniques and beginning to use contextual information to inform our reading of poetry.
- **Summer 1: Nineteenth Century Novel** – reading a nineteenth-century novel, developing an appreciation of how writers in this period employed language and structure for effect.
- **Summer 2: Short Stories** – examining the form of short stories over time and employing the writers' techniques in our own writing.

All students study GCSE English Language and GCSE English Literature. This leads to 2 separate qualifications.

## Mathematics

Learning in Year 7 Maths involves building on prior skills, developing mathematical language, and learning the 4 main skills in mathematics. Students will follow a mastery curriculum for mathematics which ensures they both build on skills and retain information for a long duration. Alongside their maths lessons students will engage in problem solving activities which include both physical and written tasks.

- **Autumn 1: Language in Mathematics and Place value**– Students will explore mathematical language and distinguish between classroom talk and subject talk. This will enrich students' understanding of mathematics. Place value is revisited using the correct mathematical language and applied to more complex problems.
- **Autumn 2: Addition and Subtraction**– Students build on skills starting with adding and subtracting: numbers; decimals and negative numbers. More complex skills are applied when learning: perimeter of 2D and 3D shapes, including circumference of a circle and compound shapes; addition and subtraction of fractions.
- **Spring 1: Multiplying and dividing**- Students build on skills starting with multiplying and dividing: numbers, decimals and negative numbers. More complex skills are applied when learning: area of 2D and 3D shapes, including area of a circle and compound shapes; multiplying and dividing of fractions; fractions of an amount. To stretch students' knowledge further within this skill the unit will end with learning HCF and LCM at an appropriate level.
- **Spring 2: Handling Data** – Students will learn in depth how to devise a questionnaire, how to identify a biased question, different sampling methods. Students will investigate strengths and weakness of method of collecting data. Students will be taught how to contrast and read graphs. To extend students' knowledge further they will be taught averages of data.
- **Summer 1: Handling data project**– Students are given the opportunity to devise their own project from a selection of research questions. They will collect raw data, produce their data through graphs, check authenticity of their research and present their research to their peers. In addition to their mathematics lessons, students will be given a lesson on presentation skills to help develop their skills further and boost their confidence in front of an audience.
- **Summer 2: Bridging year 8, problem solving**– Students will study a range of topics to help close the gap between Year 7 and 8 and develop their problem solving skills further. This will include; 'moneysense' ; application of mathematics; banking; computing and links to other subjects.

Learning in Year 8 Maths involves students build on the foundation skills developed in Year 7 to prepare for GCSE.

- **Autumn 1: Ratio, transformations, rounding numbers, conversion, constructing** – Students to develop their skills further
- **Spring 1: Algebra**– Students will apply the main 4 skills to algebra topic which will complement their transition to GCSE.
- **Spring 2: Further algebra and use of calculator** – Students will start to grasp techniques and understand how to use formulas.
- **Summer 1: Problem solving** – By the summer term students would have completed the curriculum map for Year 8 and start to build on GCSE skills. Students will apply their mathematical knowledge whilst answering problem solving questions.
- **Summer 2: Problem solving**– Students will participate in a series of physical problem solving, allowing them to understand methods outside of the classroom.

All students will study Mathematics GCSE from Year 9 to Year 11, which continues the mastery curriculum.

## Science

Learning in Year 7 Science aims to bridge the gap between Key Stage 2 and 3, spark enthusiasm and engage students into Science. Students will develop an understanding of Biology, Chemistry and Physics topics through a logical teaching order of content. Students will acquire investigative, analytical, communication, enquiry and problem solving skills which are vital for all Scientists at all stages of their work.

- **Autumn 1:** Biology – Cells, Chemistry - Particle Model, Physics – Space
- **Autumn 2:** Biology – Movement, Chemistry – Acid and Alkalis, Physics – Waves: Sound
- **Spring 1:** Physics – Waves: Light, Chemistry – Separating Mixtures, Biology – Plant Reproduction
- **Spring 2:** Biology – Human Reproduction, Chemistry – Earth, Physics – Forces and Motion
- **Summer 1:** Revision and Consolidation
- **Summer 2:** Experiment Skills

Learning in Year 8 Science involves building on the foundation skills developed in Year 7. Students will engage with topics of increased challenge to help prepare for success at GCSEs.

- **Autumn 1 and 2:** Biology – Digestion, Chemistry – Periodic Table, Elements and Metals and Non Metals, Physics – Voltage and Resistance and Current
- **Spring 1 and 2:** Biology – Breathing, Respiration and Photosynthesis, Chemistry – Types of Reactions, Physics – Contact Forces and Pressure
- **Summer 1:** Biology: Variation, Evolution, Inheritance and Interdependence, Physics: Energy Costs, Energy Transfer, Work and Heating and Cooling
- **Summer 2:** Revision, consolidation and experiment skills.

All students will study either AQA Double or Triple Science GCSE in Years 9-11, leading to 2 or 3 qualifications.