

Curriculum Planning Document

Subject	ART and Design
Year group	7
Unit Title	Inspired by Nature

Aims of this unit, include **Intent/ Implementation / Impact**

The Key Stage 3 Art Curriculum is designed to allow students to work towards key areas of study Art and Design: **Research and Develop, Explore and Refine, Observe and Record, Respond and Present**

This Unit allows students opportunities to explore a diverse range of Artists, contexts and references as they develop their own response.

This Unit is designed for students to gain experience using the elements of Art with a multi-disciplined approach as they respond to relevant inspiration points. The curriculum is planned to develop key skills and knowledge to make the necessary progress towards Key Stage 4.

This Unit is planned to give students an insight into the overarching ideas, skills, techniques and visual literacy used by artists as part of a creative cycle, with an aim to understand how this leads to transferable skills and influences career pathways.

In Art lessons we aim to build confidence, encourage students to take ownership of their work and to develop their own creative thinking. Young people should enjoy their learning and be proud of the work they have produced.

Observational Drawing:

Introduction to observational drawing techniques.

Clay techniques and Relief:

Explore texture and relief through the Clay Medium.

Printmaking:

Explore mark-making and pattern through relief printmaking.

Painting techniques and learning about colour:

Learn about colour theory and painting techniques. Trial and Experiment with methods demonstrated.

Painting Outcome - Application of painting technique:

Create Individual student outcome inspired by microscopic images

Apply knowledge of painting techniques practised previously.

Experiments with Materials inspired by microscopic images:

Explore Tactile materials and collage.

Explore a range of adventurous drawing techniques and materials.

Emerging	<p>DEVELOP:</p> <ul style="list-style-type: none"> ● I can visually respond to the work of Artists. E.g Make a copy, use their style in my work ● I can understand the inspiration points of a range of artists. ● I can recognise the purpose of different types of drawing. <p>REFINE:</p> <ul style="list-style-type: none"> ● I can use printmaking to develop images, I have an emerging understanding of line and mark-making. ● I can use clay and other tactile materials, I have an emerging understanding of texture and pattern.
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	<ul style="list-style-type: none"> ● I can explore colour and tone to practise different paint techniques. <p>RECORD:</p> <ul style="list-style-type: none"> ● I can record what I see from observation, I have an emerging understanding of a range of drawing techniques. ● I can begin to express my ideas, I have an emerging understanding of the formal elements of Art. <p>PRESENT:</p> <ul style="list-style-type: none"> ● I can follow techniques demonstrated, I have an emerging understanding of different Art materials to create my own artwork. ● I can document my artistic journey.
Developing	<p>DEVELOP:</p> <ul style="list-style-type: none"> ● I can visually respond to and analyse the work of Artists to inform my own creative outcomes. ● I can understand the creative journey and intention of a range of artists to support my own ideas. ● I can recognise the purpose of different types of drawing. <p>REFINE:</p> <ul style="list-style-type: none"> ● I can use printmaking to process images through line and mark-making. ● I can use clay and other tactile materials to explore texture and pattern. ● I can use a range of paint techniques to explore colour and tone. <p>RECORD:</p> <ul style="list-style-type: none"> ● I can record what I see from observation using appropriate drawing techniques. ● I can express my ideas using the formal elements of Art. <p>PRESENT:</p> <ul style="list-style-type: none"> ● I can apply my knowledge of Art materials and techniques to create personal artwork in response to a range of starting points. ● I can articulate and document my artistic journey.
Securing	<p>DEVELOP:</p> <ul style="list-style-type: none"> ● I can effectively respond to and analyse the work of Artists, informing my own successful creative outcomes. ● I can effectively understand the creative journey and intention of a range of artists to support my own ideas. ● I can effectively recognise the purpose of different types of drawing and implement these in my working methods. <p>REFINE:</p> <ul style="list-style-type: none"> ● I can effectively use printmaking techniques to process images through line and mark-making, producing successful outcomes. ● I can effectively use clay and other tactile materials to explore texture and pattern producing successful outcomes. ● I can effectively use a range of paint techniques to explore colour and tone producing successful outcomes. <p>RECORD:</p> <ul style="list-style-type: none"> ● I can effectively record from observation using appropriate drawing techniques producing successful outcomes. ● I can effectively express my ideas using the formal elements of Art producing successful outcomes. <p>PRESENT:</p> <ul style="list-style-type: none"> ● I can effectively apply my knowledge of Art materials and techniques to create personalised artwork in response to a range of starting points. ● I can articulate and document my artistic journey through quality written, verbal and visual responses.
Exceeding	<p>DEVELOP:</p> <ul style="list-style-type: none"> ● I can perceptively respond to and critically analyse the work of Artists to make well informed and sophisticated creative outcomes. ● I can understand more complex creative journeys including the context and intention of a range of artists to support my own ideas. ● I can successfully recognise the purpose of different types of drawing and implement these

methods in my own work.

REFINE:

- I can confidently use printmaking techniques to process images using line and mark-making to create dynamic and well- refined outcomes.
- I can confidently use clay and other tactile materials to explore texture and pattern, creating well-considered and expressive outcomes.
- I can confidently apply a range of paint techniques to explore colour and tone, showing high levels of skill and accuracy.

RECORD:

- I can successfully record from observation to a high level of accuracy using appropriate, bold and energetic drawing techniques.
- I can successfully express my ideas using the formal elements of Art in an original way.

PRESENT:

- I can effectively apply my knowledge of Art materials and techniques to create skilled and personal artwork in response to a range of starting points demonstrating an exceptional quality.
- I can articulate and document my artistic journey through high quality written, verbal and visual responses.

Curriculum Planning Document

Subject	Computing
Year group	7
Unit Title	Impact of Technology

Aims of this unit

This unit has been designed to ensure that students are given sufficient time to familiarise themselves with the school network. It also allows the teacher to discuss appropriate use of the school network, and to update and remind students of important online safety issues.

Whilst completing this unit, students will also learn how to use presentation software effectively.

In terms of online safety, this unit focuses on respecting others online, spotting strangers, and the effects of cyberbullying.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can use software under the control of the teacher to create, store and edit digital content using appropriate file and folder names. ● I can find content from the world wide web using a web browser. ● I know the importance of communicating safely and respectfully online, and the need for keeping personal information private. ● I know what to do when concerned about content or being contacted.
Developing	<ul style="list-style-type: none"> ● I can use technology with increasing independence to purposefully organise digital content. ● I can navigate the web and can carry out simple web searches to collect digital content. ● I can show use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. ● I can talk about my work and make improvements to solutions based on feedback received.
Securing	<ul style="list-style-type: none"> ● I can collect, organise and present data and information in digital content. ● I can create digital content to achieve a given goal through combining software packages ● I know what is acceptable and unacceptable behaviour when using technologies and online services. ● I can make appropriate improvements to solutions based on feedback received, and can comment on the success of the solution.
Exceeding	<ul style="list-style-type: none"> ● I know how to effectively use search engines to collect digital. ● I can show responsible use of technologies and online services, and I know a range of ways to report concerns. ● I know the audience when I am designing and creating digital content. ● I can use a criteria to evaluate the quality of solutions and can identify improvements making some refinements to the solution, and future solutions.

Curriculum Planning Document

Subject	Drama
Year group	7
Unit Title	Drama Fundamentals

Aims of this unit, include Intent/ Implementation / Impact
<p>This unit intends to introduce students to a variety of drama techniques, creating foundation knowledge for all students. Students will explore each technique and apply their new knowledge to a performance in both group and individual performances.</p> <p>The impact of this will be a fundamental knowledge of the subject and its varying techniques, along with improved analytical, evaluative, creative thinking and communication skills.</p> <p>This unit will be assessed through a performance and a short written task.</p>

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can state some of the techniques introduced this half term ● I can define some of the techniques introduced this half term ● I can create a character for myself ● I can create performances as part of a group ● I can perform on stage in front of others with limited physical and vocal control ● I can participate as an audience member to analyse and evaluate a performance
Developing	<ul style="list-style-type: none"> ● I can state most of the techniques introduced this half term and apply some to performance ● I can define most of the techniques introduced this half term and apply some to performance ● I can create a character for myself ● I can create performances as part of a group ● I can perform on stage in front of others with adequate physical and vocal control ● I can participate as an audience member to analyse and evaluate a performance
Securing	<ul style="list-style-type: none"> ● I can state all of the techniques introduced this half term and apply them to performance ● I can define all of the techniques introduced this half term and apply them to performance ● I can create a character for myself and/or others ● I can create performances as part of a group and/or alone ● I can perform on stage in front of others with secure physical and vocal control that is <i>mostly</i> sustained ● I can participate as an audience member to analyse and evaluate a performance
Exceeding	<ul style="list-style-type: none"> ● I can state all of the techniques introduced this half term and apply them to performance ● I can define all of the techniques introduced this half term and apply them to performance ● I can create a character for myself and/or others ● I can create performances as part of a group and/or alone ● I can perform on stage in front of others with confident physical and vocal control that is <i>always</i> sustained ● I can participate as an audience member to analyse and evaluate a performance

Curriculum Planning Document

Subject	Drama
Year group	7
Unit Title	<u>The Terrible Fate of Humpty Dumpty</u>

Aims of this unit, include **Intent/ Implementation / Impact**

This unit intends to introduce students to a well-known story with a modern day twist. The Terrible Fate of Humpty Dumpty provides an accessible entry for all students when first approaching the use of a script in Drama. Students will use the foundation knowledge they developed in the first half term and apply this to the writing of David Calcutt in a text that explores themes of bullying, peer pressure, family and the rule of law. The use of improvisation, hot-seating, narration and thought-tracking are integral to developing an understanding of the character's intentions. For students wanting to exceed expectations, they should also be aware of how scripts are formatted and how this impacts a performance, for example, how to perform whilst following the stage directions. Each lesson aims to provide students with an opportunity to extend their learning through 'Champion Tasks', and students who want to go further may be interested in reading additional texts by Calcutt, or texts with similar themes.

The impact of this will be a secondary knowledge of the subject and its varying performance types (script work), along with improved analytical, evaluative, creative thinking and communication skills.

This unit will be assessed through a performance and a short written task.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can use rehearsal time to explore some of the characters in the play we have studied ● I can use hot-seating to ask/answer questions as some of the characters in the play we have studied ● I can state some of the themes from the play we have studied ● I can read from a script and perform key extracts ● I can participate as an audience member to analyse and evaluate a performance
Developing	<ul style="list-style-type: none"> ● I can use rehearsal time to explore most of the characters in the play we have studied ● I can use hot-seating to ask/answer questions as most of the characters in the play we have studied ● I can state most of the themes from the play we have studied ● I can read from a script and perform key extracts with consideration to the stage directions ● I can participate as an audience member to analyse and evaluate a performance
Securing	<ul style="list-style-type: none"> ● I can use improvisation to explore some of the characters in the play we have studied ● I can use hot-seating to ask/answer prepared questions as all of the characters in the play we have studied ● I can state all of the themes from the play we have studied ● I can read from a script and perform key extracts while following most of the stage directions ● I can participate as an audience member to analyse and evaluate a performance
Exceeding	<ul style="list-style-type: none"> ● I can use improvisation to explore all of the characters in the play we have studied ● I can use hot-seating to ask/answer improvised questions as all of the characters in the play we have studied ● I can state all of the themes from the play we have studied and apply them to a scene ● I can read from a script and perform key extracts while following all of the stage directions ● I can participate as an audience member to analyse and evaluate a performance

Curriculum Planning Document

Subject	Design & Technology
Year group	7
Unit Title	Introduction to the workshop

Aims of this unit, include **Intent/ Implementation / Impact**

The aims of this unit are to introduce students to: workshop health and safety; the design process; hand tools and machinery; the properties of plastic; sustainability; and influential designers. Students will develop skills, knowledge and understanding through two design and make tasks, developing and refining their skills throughout the unit.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can understand the H&S rules ● I can design ideas which include some of the points of the specification ● I can describe all the main stages of manufacture in the correct order ● I can label a few of the tools and equipment ● I can produce diagrams ● I can cut some simple shapes that look mostly like my original design ● I can saw within 3 to 4mm of the original design ● I can show some evidence of filing and wet and drying the edges of my acrylic
Developing	<ul style="list-style-type: none"> ● I can be safe in the workshop and know most of the H&S rules ● I can design ideas which include most of the points of the specification ● I can describe all the main stages of manufacture in the correct order ● I can label some of the tools and equipment ● I can produce clear diagrams ● I can cut a few shapes that are a little complex and look like the original design. ● I can saw within 2 to 3mm of the original design ● I can file the edges of my acrylic so that it has no chips and most of it is smooth and shiny
Securing	<ul style="list-style-type: none"> ● I can demonstrate how to be safe in the workshop ● I can design creative ideas which include all the points of the specification ● I can describe all the main stages of manufacture in full sentences and in the correct order ● I can label most of the tools, equipment and processes ● I can produce diagrams that are well drawn and coloured ● I can cut some complex shapes that closely resemble the original design ● I can saw within 1 to 2mm of the original design ● I can file the edges of my acrylic so that it has no chips or deep grooves and most of it is smooth and shiny

<p>Exceeding</p>	<ul style="list-style-type: none"> ● I can demonstrate how to be safe in the workshop and implement the H&S rules to others ● I can design creative and original ideas which include all the points of the specification and show that I've thought about the techniques, tools and equipment I will use ● I can describe all the main stages of manufacture in detailed full sentences and in the correct order ● I can label all tools, equipment and processes ● I can produce diagrams that are detailed, well-drawn and coloured neatly ● I can cut complex shapes that very closely resemble the original design ● I can saw within 1mm of the original design. ● I can file the edges of my acrylic so that it has no chips or deep grooves and they are smooth and shiny
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Curriculum Planning Document

Subject	English
Year group	7
Unit Title	Rooftoppers – Creative Writing

Aims of this unit, include **Intent/ Implementation / Impact**

- To develop knowledge of vocabulary, grammar and form
- To develop their knowledge of literary and rhetorical devices
- To consider how their writing reflects the audiences and purposes for which it was intended
- Class reader activities
- Empathy writing
- Developing awareness of different forms and non-fiction texts

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<p>AO5:</p> <ul style="list-style-type: none"> ● I can communicate basic ideas with an inconsistent sense of purpose, form and audience. ● I can structure my writing with a limited sense of sequencing <p>AO6:</p> <ul style="list-style-type: none"> ● I can mark some sentences with capital letters and full stops correctly. ● I make some use of question marks and exclamation marks ● I can choose basic vocabulary with some inconsistency ● I can spell some simple words
Developing	<p>AO5:</p> <ul style="list-style-type: none"> ● I can communicate a few ideas with some control and with a developing awareness of purpose, form and audience. ● I can group ideas with straightforward links, with developing awareness of paragraphing and structure. ● I can employ simple linguistic devices. <p>AO6:</p> <ul style="list-style-type: none"> ● I can use simple and compound sentences ● I can use a range of punctuation, although it is sometimes inaccurate. ● I can choose relevant and appropriate vocabulary ● I mostly spell simple words accurately with some awareness of irregular spellings
Securing	<p>AO5:</p> <ul style="list-style-type: none"> ● I can communicate ideas with control and awareness of purpose, form and audience. ● I can structure my writing by linking relevant ideas, with use of appropriate discourse markers to link my paragraphs. ● I am developing my use of linguistic devices. <p>AO6:</p> <ul style="list-style-type: none"> ● I can use a variety of sentence structures for purpose and effect including an attempt at some complex sentences. ● I use a generally accurate range of punctuation.

	<ul style="list-style-type: none"> ● I choose a range of vocabulary, sometimes for deliberate effect. ● I spell simple words accurately.
<p>Exceeding</p>	<p>AO5:</p> <ul style="list-style-type: none"> ● I can communicate ideas with increasing success with a tone, style and register that are generally appropriate to the purpose form and audience. ● I can employ clear, coherent paragraphs with a range of connected ideas. ● I employ a range of successful linguistic devices. <p>AO6:</p> <ul style="list-style-type: none"> ● I can use an increasing variety of sentence structures for purpose and effect, including complex sentences. ● I can choose a clear range of punctuation. ● I choose an increasingly varied and effective range of vocabulary. ● My spelling is increasingly accurate, including my use of complex and irregular words

Curriculum Planning Document

Subject	Food Preparation and Nutrition
Year group	7
Unit Title	Healthy Eating

Aims of this unit, include Intent / Implementation / Impact

We provide a **broad, balanced, inspiring** and **relevant** Food curriculum for our students at Pinner High School. It aims to develop **passion, independence, resilience, creativity and instil a love of learning** in our students from their very first encounter with the subject, in year 7. The Food curriculum aims to provide students with **invaluable life skills** and **knowledge required** to cook nutritious and healthy dishes for themselves and others. It will also enable students to **make informed choices** about their future in particular **further studies** and wider **career opportunities**. The Food curriculum is not only planned for students to achieve top grades in examinations but also to equip them to become **well rounded, confident, life-long learners** with effectual **transferable skills** who will make valuable contributions to the society in which they live.

In this unit, students **develop** an **understanding of** and **apply** the **principles of health and nutrition**. They **learn to cook a variety of dishes, predominantly** savoury dishes to **feed themselves and others** in a **healthy and varied way**. Students **develop competence** in using a range of cooking techniques, utensils and electrical equipment, different methods of heat transfer and awareness of how to use their senses to season dishes well and combine ingredients. They also learn to adapt recipes to meet the nutritional needs of different groups of people. Understand the source, seasonality and characteristics of a broad range of ingredients.

	Skills / Knowledge / Understanding / Application / Evaluation
Emerging	<ul style="list-style-type: none"> I can know what equipment to use to measure liquids, dry and small quantities of ingredients. I can work safely and hygienically when preparing and cooking food. I can use basic preparation and cooking techniques with some assistance. I can label the parts of the Eatwell guide. I can state what I like and what I don't like about my product.
Developing	<ul style="list-style-type: none"> I can choose equipment to measure liquids, dry and small quantities of ingredients. I can state the importance of working safely and hygienically when preparing and cooking food. I can demonstrate basic preparation and cooking techniques on my own. I can explain why a variety of nutrients, water and fibre are needed for a healthy balanced diet. I can explain the good and bad points of my product.
Securing	<ul style="list-style-type: none"> I can calibrate weighing scales and use other equipment to measure liquids, dry and small quantities of ingredients. I can discuss the importance of working safely and hygienically when preparing and cooking food. I can prepare food using some cooking skills, techniques and methods of cooking with confidence. I can apply the principles of nutrition and health to make recipes healthier.. I can discuss the success of my product while considering areas for improvement.
Exceeding	<ul style="list-style-type: none"> I can calibrate weighing scales and use other equipment to measure liquids, dry and small quantities of ingredients accurately. I can explain the importance of working safely and hygienically when preparing and cooking food. I can demonstrate a range of cooking skills, techniques and methods of cooking with confidence. I can use the nutritional information on food labels to make wise food choices I can use sensory testing vocabulary to evaluate and analyse the food I have made in detail while considering the views of the users.

Curriculum Planning Document

Subject	Geography
Year group	7
Unit Title	Map Skills

Aims of this unit, include **Intent/ Implementation / Impact**

To develop student's awareness of key geographical skills (mapping) through an exploration of different types of maps

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I know the purpose of contour lines and can point to them on a map ● I can point to the scale on a map ● I can name at least 5 map symbols and identify their features on a map ● I know the four-point compass rose ● I understand what 4-figure grid references are ● I know what 6-figure grid references look like
Developing	<ul style="list-style-type: none"> ● I understand how contour lines can be used to show height on a map ● I understand why a scale can be used ● I can identify and name 10 map symbols ● I know the four- and eight-point compass rose ● I understand what 4-figure grid references are and how they are used ● I can understand what 6-figure grid references are and why they are used
Securing	<ul style="list-style-type: none"> ● I can describe how contours relate to geographical features ● I understand the term 'scale' in different geographical contexts ● I can use map symbols to identify features ● I know the four- and eight-point compass rose and can use compass bearings to give directions ● I can use 4 figure grid references to describe where different areas are on a map ● I can use 6-figure grid references accurately to identify where different places are on a map
Exceeding	<ul style="list-style-type: none"> ● I can use contour lines to create a steep and gentle profile ● I can identify which scale a map is using and can use ratio to work out distances between areas ● I am able to describe opportunities in an area by looking at map symbols ● I know the four, eight- and sixteen-point compass rose and can use compass bearings to give directions ● I can use 4 figure grid references to describe where different areas are on a map and identify where land is more steep ● I can use 6-figure grid references accurately to identify where different places are on a map and can explain why they are more accurate than 4 figure grid references

Curriculum Assessment Document

Subject	<u>History</u>
Year group	<u>Year 7</u>
Term 1	<p><u>Units:</u> Unit 1: How far did Anglo-Saxon England survive the Norman Conquest? <i>Change and continuity</i></p> <p>Unit 2: Why was Empress Matilda unable to become Queen of England in 1139? <i>Causation</i></p> <p>Unit 3: How did the Silk Roads change shape our world? <i>Sources/ Evidence</i></p> <p>Unit 4: How powerful were Medieval Kings? <i>Change/continuity</i></p>

Aims of these units, include **Intent/ Implementation / Impact**

All history lessons are taught through enquires. All enquires focus on a second order concept to help students build their skills in how to understand history as a discipline, rather than just a series of events. In this term students will understand how power in Medieval England changed over time. Students will firstly start to use change and continuity vocabulary to explain how far did life in Anglo Saxon England change after the Norman Conquest. Then students will explore who held power in Medieval England through learning about Mathilda's inability to claim the throne as she was women in 1139. Students then start to explore the how the world was connected during the medieval period through understanding the Silk Roads. Students will examine how people, goods and ideas travelled along the Silk Roads. Then finally students will return to examine who held power in Medieval England through looking at story of Thomas Beckett, the creation of Magna Carta and Peasants Revolt, students should start to see how the Kings absolute power is challenged by both the Church and people. All enquires build on prior knowledge to help students reach judgements to answer the overall enquiry question and make connections to previous units. Students by the end of term one should have clearer understanding of key historical terms such as power and migration.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> • I can make some inferences from historical sources to describe Medieval England and life on the Silk Roads • I can make some observations from scholarship to describe the Matilda's life • I can use simple and generalised knowledge in my writing to answer the enquiry questions • I can describe what life was like in Medieval England and along the Silk Roads • I can use some change and continuity vocabulary to explain how Medieval England has changed • I can start to make simple judgements about who holds power in Medieval England and why the Silk Roads are significant
Developing	<ul style="list-style-type: none"> • I can make some accurate inferences from historical sources to describe Medieval England and life on the Silk Roads • I can make some accurate observations from scholarship to describe Matilda's life • I can I can use some accurate knowledge in my writing to answer the enquiry questions • I can explain what life was like in each time period (Medieval England and Silk Roads) • I can use change and continuity vocabulary to explain how Medieval England has changed • I can make some accurate judgements about who holds power in Medieval England and why the Silk Roads are significant
Securing	<ul style="list-style-type: none"> • I can make accurate inferences from historical sources to describe Medieval England and life on

	<p>the Silk Roads</p> <ul style="list-style-type: none"> ● I can make accurate observations from scholarship to describe Matilda's life ● I can use accurate and relevant knowledge to support my arguments in answering the enquiry questions ● I can explain what life was like in each time period (Medieval England and Silk Roads) and make connections between the time periods ● I can regularly use change and continuity vocabulary to explain how Medieval England has changed ● I can make accurate and relevant judgements about who holds power in Medieval England and why the Silk Roads are significant ● I can start to evaluate the evidence I have learnt and start to question its merits
<p>Exceeding</p>	<ul style="list-style-type: none"> ● I can make precise and relevant inferences from historical sources to describe Medieval England and life on the Silk Roads ● I can make precise and relevant observations from scholarship to describe Matilda's life ● I can precisely selected accurate and relevant knowledge to support my arguments in answering the enquiry questions ● I can explain what life was like in Medieval England and explain how the Silk Roads influenced England ● I can use a variety of change and continuity vocabulary regularly to explain how Medieval England has changed ● I can make coherent, logical and accurate judgements about who holds power in Medieval England and why the Silk Roads are significant ● I can make simple evaluation statements about the evidence I have learnt and ask some questions about its merits

Curriculum Planning Document

Subject	<u>Mandarin</u>
Year group	<u>Year 7</u>
Unit Title	<u>Hi (numbers, age and greetings)!</u>

Aims of this unit, include **Intent/ Implementation / Impact**

Intent: To introduce the students to the Chinese written and oral language and deepen their understanding of different countries' people, culture, history, literature and arts.

Implementation:

- Understand basic strokes and learn how to write simple characters;
- Understand pinyin (the pronunciation of the characters) and the four tones;
- Count up to 99 (in oral and written language);
- Understand and talk about your and others' age;
- Recognise and produce simple written sentences about age;
- Understand and respond to basic greetings;
- Recognise and produce written greetings;
- Understand and say your and others' names;
- Recognise and produce simple written sentences of self-introduction.

Impact:

- To be able to introduce yourselves in Chinese (oral and written) including name and age;
- To listen to and understand and participate in spoken Chinese dialogues relating to the topics above;
- To read and understand a short text in Chinese characters relating to the topics above;
- To construct basic sentences in the present tense relating to the topics above;
- To understand fundamental aspects of China and Chinese culture.

This is assessed through pair and group activities, peer feedback, self-marking, informal monitoring, live marking, verbal teacher feedback, written teacher feedback and an end of unit assessment.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● Listening: I can understand to simple classroom instructions in Chinese (sit down, greetings, thank you, goodbye). ● Reading: I can recognise simple Chinese characters. I can read the Chinese characters with pinyin (the pronunciation of the characters). ● Speaking: I can respond to simple classroom instructions in Chinese verbally (greetings, thank you, goodbye). ● Writing: I can write the basic strokes used to write Chinese characters.
Developing	<ul style="list-style-type: none"> ● Listening: I can understand the four tones in Chinese and recognise some words we learned when I hear them. ● Reading: I can understand how the Chinese characters are now written and recognise some words we learned when I see them. ● Speaking: I can introduce myself in Chinese (name, age) in spoken language. I can say the numbers up to 99 in Chinese. ● Writing: I can write simple characters. I can write the numbers up to 99 in Chinese.

<p>Securing</p>	<ul style="list-style-type: none"> ● Listening: I can understand few familiar spoken words and phrases relating to numbers, age and greetings. ● Reading: I can recognise and read out a few familiar words and phrases relating to numbers, age and greetings. ● Speaking: I can say a few words and short simple phrases relating to numbers, age and greetings. ● Writing: I can write simple characters, simple words and phrases relating to numbers, age and greetings. I can write approximately 10 characters from memory and 10-20 words in pinyin.
<p>Exceeding</p>	<ul style="list-style-type: none"> ● Listening: I can understand a range of familiar spoken words and phrases relating to numbers, age and greetings. ● Reading: I can understand familiar written phrases. I can read approximately 20-30 characters. ● Speaking: I can answer questions and give basic information relating to numbers, age and greetings. ● Writing: I can write one or two short sentences to a model and fill in words in a simple form relating to numbers, age and greetings. I can write between 10-20 characters from memory and 20-30 words in pinyin.

Curriculum Planning Document

Subject	Mathematics
Year group	7
Unit Title	Algebra

Aims of this unit, include **Intent/ Implementation / Impact**

- **To be able to work with and manipulate expressions, functions and formulae**

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can find outputs of simple functions written in words and using symbols ● I can calculate outputs and inputs using function machines ● I can describe simple functions in words
Developing	<ul style="list-style-type: none"> ● Everything in 'Emerging' and... ● I can simplify algebraic expressions by collecting like terms using addition only ● I can write expressions to represent function machines
Securing	<ul style="list-style-type: none"> ● Everything in 'Developing' and... ● I can simplify algebraic expressions by collecting like terms ● I can substitute positive values into simple formulae
Exceeding	<ul style="list-style-type: none"> ● Everything in 'Securing' and... ● I can simplify more complicated algebraic expressions using all four operations ● I can write expressions from word descriptions using addition, subtraction and multiplication ● I can expand single brackets ● I can factorise expressions ● I can substitute into expressions involving powers

Curriculum Planning Document

Subject	Mathematics
Year group	7
Unit Title	Analysing and displaying data

Aims of this unit, include **Intent/ Implementation / Impact**

- **To be able to analyse and display data**

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can calculate the mode from numerical and non-numerical data ● I can find the median of a set of data (odd number of values) ● I can calculate the range from a set of listed numerical data. ● I can read and construct bar charts for discrete data ● I can record discrete data in frequency tables ● I can interpret pictograms
Developing	<ul style="list-style-type: none"> ● Everything in 'Emerging' and... ● I can calculate the mode, median, mean and range from a set of numerical data ● I can find the mode and range from a chart or table ● I can read and draw a line graph ● I can draw and interpret pictograms ● I can read and construct group tally charts and frequency tables
Securing	<ul style="list-style-type: none"> ● Everything in 'Developing' and... ● I can find the modal class from a bar chart or frequency table ● I can read and draw dual and composite bar charts
Exceeding	<ul style="list-style-type: none"> ● Everything in 'Securing' and... ● I can compare sets of data using averages and range ● I can draw and interpret pie charts ● I can draw scatter graphs ● I can describe the correlation between two sets of data ● I can draw a line of best fit to estimate values

Curriculum Planning Document

Subject	Mathematics
Year group	7
Unit Title	Decimals and measures

Aims of this unit, include **Intent/ Implementation / Impact**

- **To be able to calculate with decimals**
- **To understand and use the definitions of area and perimeter of different shapes**

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can round to the nearest whole number ● I can measure and draw lines to the nearest mm ● I can read scales on a range of measuring equipment ● I can plot coordinates in the first quadrant ● I can choose a suitable unit to estimate length and area
Developing	<ul style="list-style-type: none"> ● Everything in 'Emerging' and... ● I can write decimals in order of size ● I can solve simple problems involving units of measurement in the context of length ● I can convert metric units of length ● I can plot coordinates in all four quadrants ● I can manipulate calculations that involve decimals ● I can add and subtract decimals ● I can calculate perimeter and area by counting squares ● I can calculate the area of squares and rectangles
Securing	<ul style="list-style-type: none"> ● Everything in 'Developing' and... ● I can round to decimal places ● I can convert metric units of length, mass and capacity ● I can multiply decimals mentally ● I can multiply and divide decimals by whole numbers ● I can calculate the area of compound shapes made up of rectangles and squares
Exceeding	<ul style="list-style-type: none"> ● Everything in 'Securing' and... ● I can estimate calculation by rounding to an appropriate degree of accuracy ● I can solve area and perimeter problem solving questions ● I can use metric and imperial units ● I can multiply and divide by a decimal ● I can calculate the area of triangles, parallelograms and trapeziums

Curriculum Planning Document

Subject	<u>Music</u>
Year group	<u>7</u>
Unit Title	<u>UNIT 1 - Vocal Music, Timing and Duration</u>

Aims of this unit, include **Intent/ Implementation / Impact**

To explore and recognise different rhythms
 To explore how the voice can be used for different types of performance
 To notate and record different durations and sounds.
 Present a performance
 Use voice and body percussion

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can recognise some notes and rests, (semibreve/minim/crotchet/quaver). ● I can create a simple rhythm using the rhythm clock. ● I can perform simple rhythmic phrases using my voice or body percussion. ● I can perform in a small group, maintaining my own simple rhythmic part. ● I can recognise simple 1-bar rhythms by listening to them.
Developing	<ul style="list-style-type: none"> ● I can recognise and name most notes and rests, (semibreve/minim/crotchet/quaver). ● I can create rhythms that accurately fit with a simple 4 time signature. ● I can perform using my voice or body percussion in different ways. ● I can perform as part of an ensemble, maintaining my own simple rhythmic part. ● I can recognise simple 2-bar rhythms by listening to them.
Securing	<ul style="list-style-type: none"> ● I can recognise and name notes and rests, (semibreve/minim/crotchet/quaver). ● I can create rhythms that accurately fit with simple time signatures (2, 3 and 4). ● I can perform using my voice and body percussion in different ways. ● I can perform as part of an ensemble, maintaining my own rhythmic part. ● I can recognise different rhythms by listening to them.
Exceeding	<ul style="list-style-type: none"> ● I can recognise and name all notes and rests. ● I can create rhythms that accurately fit with all simple time signatures. ● I can lead/conduct and perform using my voice and body percussion in different ways. ● I can perform as part of a polyrhythmic ensemble, maintaining my own rhythmic part. ● I can recognise different rhythms by listening to them and also spot mistakes. ● I can compose and perform more complex rhythms.

Curriculum Planning Document

Subject	Physical Education
Year group	Year 7
Unit Title	Badminton

Aims of this unit, include **Intent/ Implementation / Impact**

The Badminton unit is delivered in Year 7 and is intended to give KS3 students an opportunity to improve their ability in a variety of basic badminton (racquet sport) skills by refining their basic techniques through guided discovery and replication, as well as how they can be used to outwit an opponent in a competitive game situation.

They will also be exploring some of the more advanced skills of Badminton and analyse their own and peers' performance providing feedback to guide improvement.

This will be implemented through practice in conditioned activities then developed into competitive situations in order to develop basic skills under pressure.

Pupils will be able to execute basic skills in a variety of situations, isolated drills, competitive scenarios and then into the competitive gameplay and develop the confidence to score and officiate games.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can play basic forehand shots and am developing technique on my forehand - in non-competitive situations. ● I can demonstrate an understanding of the components of a legal serve and am beginning to apply this into my game play, hitting the shuttle into the service box on occasions. ● I can maintain a good body position in the game and return to the ready position after each shot. ● I can demonstrate the difference between backhand and forehand shots and know when they should be used ● I can successfully engage in a non-competitive rally with my peers ● I can explain 2 or 3 key rules of the game and use this to enhance my performance.
Developing	<ul style="list-style-type: none"> ● I can consider my body position when playing shots and use this to gain an advantage over my opponent (footwork and returning to the middle of the court). ● I can play an accurate and effective serve, and use this to my tactical advantage. ● I can play competitive shots both forehand and some in the form of a backhand. ● I can select when to use the different variations of shot however I am not always successful in the application. ● I can confidently umpire a competitive game with many of the rules.
Securing	<ul style="list-style-type: none"> ● I can demonstrate effective use of body position, stance and movement to gain an advantage in a competitive game. ● I can demonstrate the 3 variations of serve, with varying consistency and am able to apply power for distance for a tactical advantage. ● I can play a range of effective shots on both backhand and forehand. I am developing my dropshot and smash as 'game winning' shots. ● I can select appropriate shots to use in attacking situations, and am developing this decision making when on the defence. ● I can show a good understanding of tactics and use this to outwit opponents and can explain this.
Exceeding	<ul style="list-style-type: none"> ● I can use my body position, stance and movement to have a significantly positive impact on my game and assist the variety of shots I am able to play. ● I can use a range of serves with the knowledge of my opponents strengths/weaknesses. They are consistently accurate and often win points. ● I can demonstrate a high level of technique in both forehand and backhand shots. Shots are consistent, and win points most of the time. ● I can identify the strengths and weakness of myself and others, and suggest improvements to improve both my own and peers performance. ● I can confidently and effectively umpire a game with full rules.

Curriculum Planning Document

Subject	Physical Education
Year group	Year 7
Unit Title	Basketball

Aims of this unit, include **Intent/ Implementation / Impact**

The basketball unit is intended to give key stage 3 students an opportunity to improve their ability in a variety of basic basketball skills by refining their basic techniques, as well as how they can be used to outwit an opponent in a game situation.

They will also be exploring the more advanced skills of basketball and analysing their own and peer performance providing feedback to guide improvement.

This will be implemented through practice in conditioned activities then developed into competitive situations in order to develop basic skills under pressure.

Pupils will be able to execute basic skills in a variety of situations, isolated drills, competitive scenarios and then into the competitive gameplay.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can understand the technical points for dribbling and can dribble with 1 hand, when not under pressure. ● I can perform a chest, shoulder and bounce pass using the correct technique. ● I can understand the technique for set shots and when to use them. ● I can only move when the ball is near to me. ● I can only get the ball if someone spots you in a good position. I am quiet when communicating. ● I can show limited understanding of the rules of the sport but am unable to highlight strengths.
Developing	<ul style="list-style-type: none"> ● I can dribble around an opponent in a conditioned activity. ● I can use a range of passes in conditioned activities. ● I can shoot in conditioned activities with some success. ● I can move into space to receive the ball and can cover space when defending ● I can communicate when I want to receive the ball ● I can show knowledge of basic rules, I can highlight strengths and areas to develop in my performance.
Securing	<ul style="list-style-type: none"> ● I can dribble around an opponent in a conditioned activity and most of the time in competitive scenarios. ● I can use a range of passes in conditioned activities and most of the time in competitive

	<p>scenarios.</p> <ul style="list-style-type: none"> ● I can shoot successfully in conditioned activities and with some success in competitive scenarios. ● I can move into space to effectively move the ball into the oppositions territory and I can mark man to man when defending ● I can communicate well, telling teammates where to move on court when attacking and defending to benefit my team. ● I can use the rules of basketball to my benefit. I can highlight strengths and areas to develop in my performance suggesting ways to improve my areas of development.
<p>Exceeding</p>	<ul style="list-style-type: none"> ● I can dribble around an opponent nearly all of the time in competitive scenarios. ● I can use a range of passes successfully nearly all of the time in competitive scenarios. ● I can shoot successfully nearly all of the time in competitive scenarios. ● I can consistently be in space in offensive positions, making it difficult for defenders to mark me. I can mark man to man and zonally effectively when defending. ● I can lead my team, giving accurate tactical advice to my teammates nearly all of the time ● I can use all the rules of basketball to my advantage. I can highlight strengths and areas to develop in my performance, and provide accurate training methods to improve my areas of development.

Curriculum Planning Document

Subject	Physical Education
Year group	7
Unit Title	Gymnastics

Aims of this unit, include **Intent/ Implementation / Impact**

- **Gymnastics unit is delivered in Year 7 and is intended to give KS3 students an opportunity to improve their ability to maintain balance, perform core skills and understand how to use flight over apparatus.**
- **Students will also be exploring skills of gymnastics through creating sequences, supporting others as well as being able to identify their own and others strengths and weaknesses.**

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can use different types of travel to get across the mat ● I can copy and perform individual and paired balances ● I can demonstrate the correct technique for take-off and landing using the springboard and trampette ● I can develop a sequence with a resource ● I can use key terminology in lessons
Developing	<ul style="list-style-type: none"> ● I can use different types of travel with different body parts under control ● I can create different individual and paired balances using a variety of body parts ● I can use the springboard/ trampette to assist flight and can demonstrate a basic vault onto feet ● I can develop a sequence demonstrating creativity through different levels, directions, speed and moves. ● I can answer basic questions about safety technique and can identify my own strength and weaknesses
Securing	<ul style="list-style-type: none"> ● I can use different types of travel which include rolling and perform them with high quality in a routine. ● I can perform advance balances which include counter weight of others and can demonstrate inversion with at least 3 points on the ground. ● I can demonstrate basic shapes during flight under control including straddle vaults. ● I can create a flowing sequence which incorporates more advanced movements whilst collaborating with a partner/ group to ensure the performance is aesthetically pleasing. ● I can confidently identify my own strengths and weaknesses and consider ways to improve upon these. I understand the technique points for a range of skills and can use key terminology when discussing these.
Exceeding	<ul style="list-style-type: none"> ● I can incorporate advanced movements to travel which include elements of inversion whilst I demonstrate control within a performance. ● I can confidently perform a range of advanced individual and paired balances showing high level of control and consistency which include inverted balances. ● I can demonstrate through and straddle vaults with control and a clear landing without support.

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| | <ul style="list-style-type: none">• I can demonstrate full use of advanced movements within a flowing sequence without hesitation between moves. The skills performed are at a high quality.• I can understand all skills learnt during the unit and can coach and support others with the development as well as improving my own technique. |
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Curriculum Planning Document

Subject	Physical Education
Year group	Year 7
Unit Title	Table Tennis

Aims of this unit, include **Intent/ Implementation / Impact**

The Table Tennis unit is delivered in Year 8 and is intended to give KS3 students an opportunity to improve their ability in a variety of basic table tennis (racquet sport) skills by refining their basic techniques, as well as how they can be used to outwit an opponent in a competitive game situation.

They will also be exploring the more advanced skills of Table Tennis and analyse their own and peers' performance providing feedback to guide improvement.

This will be implemented through practice in conditioned activities then developed into competitive situations in order to develop basic skills under pressure.

Pupils will be able to execute basic skills in a variety of situations, isolated drills, competitive scenarios and then into the competitive gameplay.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can play basic backhand shots and am developing technique on my forehand - in non competitive situations. ● I can demonstrate an understanding of the components of a legal serve and am beginning to apply this into my game play, hitting the table on most occasions. ● I can maintain a good body position in the game and return to the centre of the table after each shot. ● I can demonstrate the difference between backhand and forehand shots and know when they should be used ● I can successfully engage in a non-competitive rally with my peers ● I can explain 2 or 3 key rules of the game and use this to enhance my performance.
Developing	<ul style="list-style-type: none"> ● I can consider my body position when playing shots and use this to gain an advantage over my opponent. ● I can play an accurate and effective serve, and use this to my advantage. ● I can play competitive shots both forehand and backhand. I am beginning to apply spin. ● I can select when to use the different variations of shot however I am not always successful in the application. ● I can confidently umpire a competitive game with full rules.
Securing	<ul style="list-style-type: none"> ● I can demonstrate effective use of body position, stance and movement to gain an advantage in a competitive game.

	<ul style="list-style-type: none"> ● I can demonstrate a range of serves, with varying consistency and am able to apply spin to gain an advantage. ● I can play a range of effective shots on both backhand and forehand. I am developing my backhand drive and smash as 'game winning' shots. ● I can select appropriate shots to use in attacking situations, and am developing this decision making when on the defence. ● I can show a good understanding of tactics and use this to outwit opponents.
Exceeding	<ul style="list-style-type: none"> ● I can use my body position, stance and movement to have a significantly positive impact on my game and assist the variety of shots I am able to play. ● I can use a range of serves, with spin. They are consistently accurate and often win points. ● I can demonstrate a high level of technique in both attacking and defensive shots. Shots are consistent, and win points most of the time. ● I can select and apply all shots effectively to counteract my opponent and win points. ● I can identify the strengths and weakness of myself and others, and use training principles to suggest improvements to performance ● I can confidently and effectively umpire a game with full rules.

Curriculum Planning Document

Subject	PRE
Year group	7
Unit Title	Abrahamic religions

Aims of this unit, include **Intent/ Implementation / Impact**

The aim of this unit is to ensure that students have a strong foundation knowledge of the Abrahamic religions (Judaism, Christianity, and Islam). This includes specific information about each religion, for example holy books and prophets, as well as an opportunity to evaluate the similarities and differences between these three religions.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can name the holy books of the Abrahamic religions. ● I can describe key qualities of God in the Abrahamic religions. ● I can name important figures in the Abrahamic religions. ● I can list places of importance in the Abrahamic religions. ● I can give key terms relating to food laws in the Abrahamic religions.
Developing	<ul style="list-style-type: none"> ● I can explain why holy books are important in the Abrahamic religions. ● I can describe God in the Abrahamic religions using 'omni' words in my work. ● I can describe the importance of key figures in the Abrahamic religions and give examples of what they have done. ● I can describe key information about important places in the Abrahamic religions. ● I can list similarities and differences between the Abrahamic religions.
Securing	<ul style="list-style-type: none"> ● I can explain the importance of holy books with reference to key sources of wisdom or teachings from these. ● I can state which of the 'omni' qualities I think is the most important with reasoned arguments to support my point. ● I can evaluate why key figures in the Abrahamic religions are so important and why key things they have done are so significant. ● I can explain the importance of pilgrimage in the Abrahamic religions with reference to three important pilgrimages. ● I can identify key similarities and differences between the Abrahamic religions and state which I think is the most important similarity or difference.
Exceeding	<ul style="list-style-type: none"> ● I can give a developed account on why holy books are important with reference to sources of wisdom and teachings which I can explain in my own words. ● I can evaluate the 'omni' qualities of God with a developed argument for which I think is the most important as well as consideration of counter arguments.

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| | <ul style="list-style-type: none">● I can evaluate the importance of key figures in the Abrahamic religions, why key things they have done are so important and can consider why these figures hold importance across the three Abrahamic religions.● I can evaluate the importance of pilgrimage in the Abrahamic religions with detailed descriptions of three important pilgrimages to support my answer.● I can evaluate whether the Abrahamic religions are more similar than different giving developed reasons to support my points. |
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Curriculum Planning Document

Subject	Science
Year Group	7 and 8
Unit Title	Introduction To Science

Aims of this unit:

Intent For students to learn what a scientist is and what scientists study. Students will explore through scientific enquiry: variables, writing a method, how to record results, lab safety, calculating averages, resolution and scientific equipment, graphing skills, data analysis skills, creating charts and tables.

Implementation Students will be taught key pieces of knowledge and skills, then they will have to apply this to familiar and unfamiliar situations.

Impact Knowledge and understanding from this unit will be assessed through a mixture of in-class formative assessment, homework activities and also a summative end of half term assessment.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can identify the independent variable ● I can identify a famous scientist ● I can write part of a scientific method with some missing/incorrect information ● I can write the heading correctly for a results table
Developing	<ul style="list-style-type: none"> ● I can identify the independent variable and dependent variable ● I can identify a famous scientist and their contribution ● I can write parts of a scientific method with some missing/incorrect information ● I can make a simple results table ● I can construct a bar chart
Securing	<ul style="list-style-type: none"> ● I can identify the independent variable, dependent variable and control variable ● I can state what a scientist is and describe the contributions of some of the most famous ● I can write a scientific method correctly ● I can make a results table to record my observations ● I can construct a bar chart and line graph ● I can write a risk assessment table with the hazard, risk and prevention ● I can describe the meaning of different hazardous safety symbols
Exceeding	<ul style="list-style-type: none"> ● I can identify the independent variable, dependent variable and control variable and state how to make an experiment a fair test ● I can explain what a scientist is and how their contribution(s) have improved the lives of others ● I can outline a valid method, repeating various stages and removing anomalies and taking an average ● I can correctly state the resolution of different equipment used in the lab

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| | <ul style="list-style-type: none">• I can correctly construct a bar chart and line graph with a line of best fit• I can critically analyse a problem and outline a solution through suggesting pros and cons |
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Curriculum Planning Document

Subject	Science
Year Group	7
Unit Title	Separating Mixtures

Aims of this unit:

Intent For students to learn the foundations of chemistry, for example, what an atom, element, molecule and compound are. For students to question what a pure substance is versus a mixture. To explore what a solution is, what it contains and some examples. To learn about solubility and the accompanying graphing skills. To explore and apply the experimental methods of filtration, evaporation, distillation and chromatography.

Implementation Students will be taught key pieces of knowledge and skills, then they will have to apply this to familiar and unfamiliar situations.

Impact Knowledge and understanding from this unit will be assessed through a mixture of in-class formative assessment, homework activities and also a summative end of half term assessment.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can sometimes identify an element, atom, molecule, or compound. ● I can identify a pure substance or mixture. ● I can recall parts of a solution. ● I can tell if a substance has dissolved. ● I can identify parts of filtration, evaporation, distillation and chromatography.
Developing	<ul style="list-style-type: none"> ● I can define some of the following: element, atom, molecule, or compound. ● I can define a pure substance and a mixture. ● I can state the parts of a solution. ● I can tell if a substance has dissolved. ● I can name some of the equipment used in filtration, evaporation, distillation and chromatography. ● I can follow a method while conducting a practical. ● I can tell you the correct method to use to separate some mixtures.
Securing	<ul style="list-style-type: none"> ● I can define: element, atom, molecule, compound, pure substance and a mixture. ● I can describe the parts of a solution like the solute and solvent. ● I can explain how to identify pure substances. ● I can explain how gases dissolve. ● I can explain a solubility curve. ● I can explain how the following techniques work: filtration, evaporation, distillation and chromatography. ● I can follow a method while conducting a practical. ● I can tell you the correct method to use to separate a mixture. ● I can demonstrate good maths skills and graphing skills.

Exceeding

- I can define and give you an example of an: element, atom, molecule, compound, pure substance and a mixture.
- I can describe the parts of a solution like the solute and solvent. I can tell you if a solution is saturated or not.
- I can explain how to identify pure substances.
- I can explain how gases dissolve.
- I can analyse and interpret a solubility curve.
- I can explain how the following techniques work and how they are useful: filtration, evaporation, distillation and chromatography.
- I can suggest a combination of methods to separate a complex mixture and justify the choices.
- I can follow a method while conducting a practical.
- I can demonstrate high level maths skills and graphing skills.

Curriculum Planning Document

Subject	Science
Year Group	7
Unit Title	States of Matter

Aims of this unit:

Intent For students to learn different materials have different properties and that properties make them suitable for different uses. Students will learn the particle model focusing on spacing, movement, and shape. Students will be introduced to a heating and cooling curve. Students will get introduced to the terms melting, cooling, freezing, gas pressure, and diffusion. Students will part take in an investigation based on diffusion.

Implementation Students will be taught key pieces of knowledge and skills, then they will have to apply this to familiar and unfamiliar situations.

Impact Knowledge and understanding from this unit will be assessed through a mixture of in-class formative assessment, homework activities and also a summative end of half term assessment.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can identify the three states of matter using diagrams. ● I can identify some changes of state: melting, freezing, boiling. ● I can safely conduct a practical under supervision.
Developing	<ul style="list-style-type: none"> ● I can describe some parts of the particle model. ● I can define freezing, melting, boiling, condensation. ● I can follow a method while conducting a practical.
Securing	<ul style="list-style-type: none"> ● I can construct a bar chart and line graph. ● I can write a risk assessment table with the hazard, risk and prevention. ● I can follow a method to complete a practical and answer follow up questions. ● I can describe the particle model in terms of spacing, movement and shape. ● I can define freezing, melting, boiling, gas pressure, melting point/boiling point, condensation, evaporation, sublimation, diffusion. ● I can identify sections of a heating or cooling curve.
Exceeding	<ul style="list-style-type: none"> ● I can identify the independent variable, dependent variable and control variable and state how to make an experiment a fair test. ● I can complete a class practical with minimal support and offer suggestions for improvement. ● I can correctly construct a bar chart and line graph with a line of best fit. ● I can argue for how to classify substances which behave unusually as solids, liquids or gases. ● I can explain changes of state in terms of changes to the energy of particles. ● I can define freezing, melting, boiling, gas pressure, melting point/boiling point, condensation, evaporation, sublimation, diffusion.

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| | <ul style="list-style-type: none">● I can draw before and after particle diagrams to justify observations in changes of state.● I can make predictions about what will happen during unfamiliar physical processes, in terms of particles and their energy.● I can critically analyse a problem and outline a solution through suggesting pros and cons.● I can predict the outcome of different experiments and state their relevance to the real world.● I can draw and label heating or cooling curve. |
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Curriculum Planning Document

Subject	Spanish
Year group	Year 7
Unit Title	Bienvenidos a la clase de español; Module 1; Autumn 1

Aims of this unit
<p>Intent: To understand and produce language about greetings, personal details such as name, personality, age. Implementation: Viva 1 Module 1, direct teacher instruction and practice of language through four skills Impact: Setting foundations of grammar rules, pronunciation and language of introduction.</p>

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> ● I can listen to words and short phrases and understand their meaning.. ● I can say single words and short phrases with help sheets and imitate correct pronunciation ● I can read and understand key words and translate them into English. ● I can copy short sentences, changing one or two key words or label items. ● I can understand some grammar rules such as common verbs in the first person (tengo, soy, me llamo) and the parts of speech such as noun, verb, adjective.
Developing	<ul style="list-style-type: none"> ● I can listen to short phrases and understand the key words and opinions of the speaker. ● I can hold a short conversation with help sheets and express simple opinions with reasons with some accurate grammar and verb endings. ● I can read and understand the key words and opinions in sentences using familiar language. ● I can translate short sentences into English with help sheets. ● I can write several short sentences, with help sheets, and give opinions. ● I can use verbs in the present tense, to talk about myself with help sheets. ● I can try to write about other people or the future tense but it may not be fully accurate.
Securing	<ul style="list-style-type: none"> ● I can listen to short phrases and understand the main point/ opinion/reasons of the speaker. ● I can hold a short conversation without help sheets and express simple opinions with reasons with mostly accurate grammar and verb endings. ● I can read and understand the main point/ opinion/ reason in sentences using familiar language. ● I can translate short sentences into English without help sheets ● I can write several short sentences from memory and give opinions with reasons. ● I can accurately use verbs in the present tense, including irregular verbs, to talk about myself ● I can try to write about other people or the future tense but it may not be fully accurate.
Exceeding	<ul style="list-style-type: none"> ● I can listen to and understand sentences with two main points and opinions with a reason ● I can hold a short conversation, describe a picture and answer questions using longer sentences. ● I can read and understand paragraphs with a range of vocabulary, including unfamiliar language. ● I can write short paragraphs or sentences with two ideas that are linked from memory ● I can accurately use verbs in the present tense, including irregular verbs, to talk about myself ● I can write about someone and say what I am going to do in the future

Curriculum Planning Document

Subject	Spanish
Year group	Year 7
Unit Title	<u>Module 1 Autumn 2</u>

Aims of this unit, include **Intent / Implementation / Impact**

Intent: To understand and produce language about personal details such as siblings, dates and pets.

Implementation: Viva Book 1, Module 1, direct teacher instruction and practice of language through four skills

Impact: Building on foundations of grammar rules, pronunciation and language of introduction, students can converse and present about their lives.

	Skills / Knowledge / Understanding/ Application / Evaluation
Emerging	<ul style="list-style-type: none"> • I can listen to words and short phrases and understand their meaning.. • I can say single words and short phrases with help sheets and imitate correct pronunciation • I can read and understand key words and translate them into English. • I can copy short sentences, changing one or two key words or label items. • I can understand some grammar rules such as common verbs in the first person (tengo, soy, me llamo) and the parts of speech such as noun, verb, adjective.
Developing	<ul style="list-style-type: none"> • I can listen to short phrases and understand the key words and opinions of the speaker. • I can hold a short conversation with help sheets and express simple opinions with reasons with some accurate grammar and verb endings. • I can read and understand the key words and opinions in sentences using familiar language. • I can translate short sentences into English with help sheets. • I can write several short sentences, with help sheets, and give opinions. • I can use verbs in the present tense, to talk about myself with help sheets. • I can try to write about other people or the future tense but it may not be fully accurate.
Securing	<ul style="list-style-type: none"> • I can listen to short phrases and understand the main point/ opinion/reasons of the speaker. • I can hold a short conversation without help sheets and express simple opinions with reasons with mostly accurate grammar and verb endings. • I can read and understand the main point/ opinion/ reason in sentences using familiar language. • I can translate short sentences into English without help sheets • I can write several short sentences from memory and give opinions with reasons. • I can accurately use verbs in the present tense, including irregular verbs, to talk about myself • I can try to write about other people or the future tense but it may not be fully accurate.
Exceeding	<ul style="list-style-type: none"> • I can listen to and understand sentences with two main points and opinions with a reason • I can hold a short conversation, describe a picture and answer questions using longer sentences. • I can read and understand paragraphs with a range of vocabulary, including unfamiliar language. • I can write short paragraphs or sentences with two ideas that are linked from memory • I can accurately use verbs in the present tense, including irregular verbs, to talk about myself • I can write about someone and say what I am going to do in the future