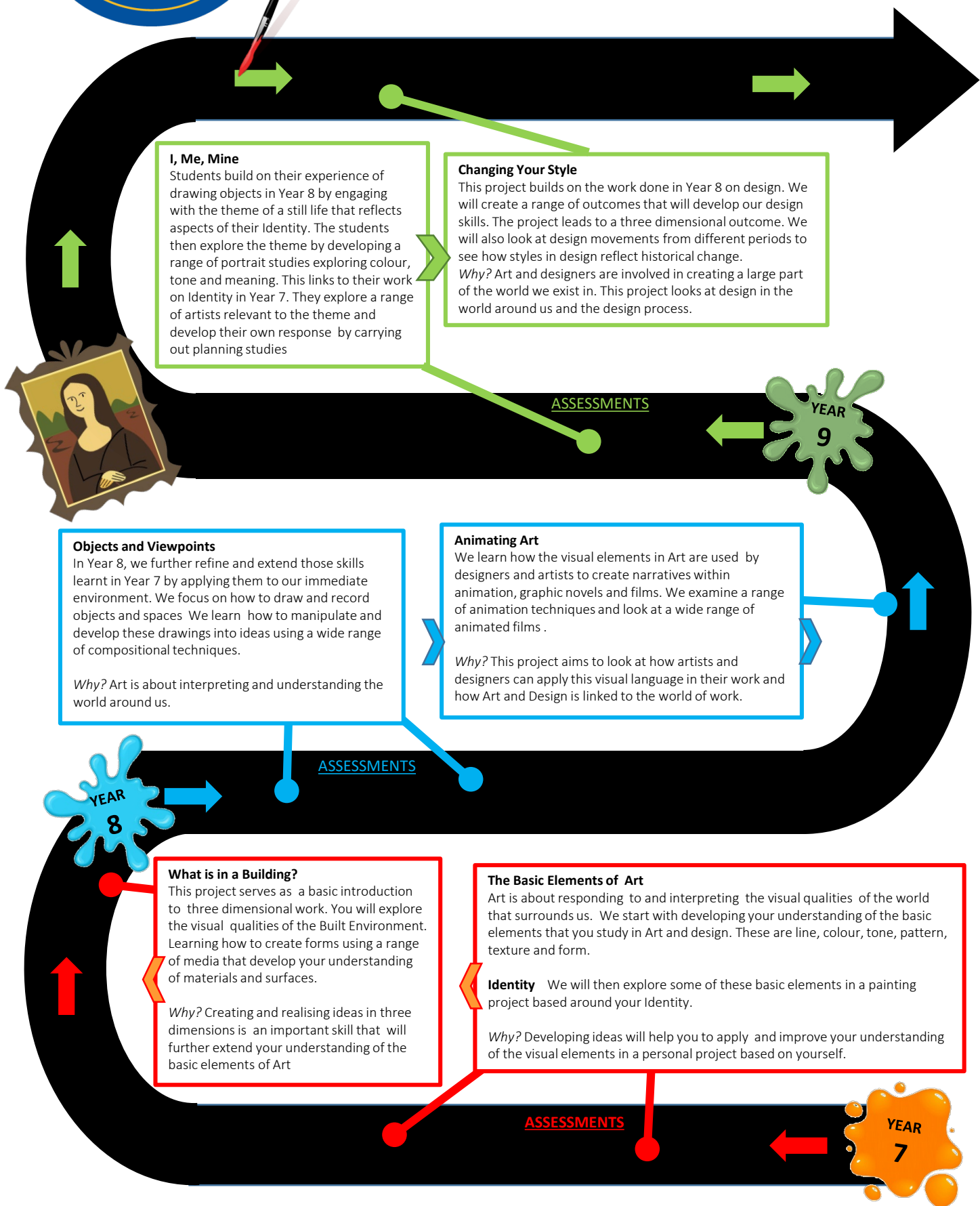




# Key Stage 3 Art and design Learning Journey



# Year 7 Computer Science Learning Journey



## Scratch

The basic building blocks for Computer Science is decomposition and understanding programming constructs.

In this topic you will learn the fundamental principles of:

- Input/Output
- Variables
- If Statements
- Loops
- Functions



Decomposition means breaking down complicated tasks into smaller tasks which are easier to complete. You will face some challenging games made up of many parts.

### Skills

- Knowledge & Understanding
- Decomposition
- Computational Thinking and Problem Solving
- Syntax
- Creativity

## Summer Term



### Binary Representation

In the internet unit you learnt how numbers can be stored in binary, we develop your understanding further by applying this knowledge to images and text.

How can a computer that stores text and images be run on 1s and 0s? We look at the hardware of a computer and how information is stored on the hardware.

- How words are stored in Binary
- How images are stored in Binary
- Binary units



### E-Safety

After learning about the internet we move onto how to stay safe on the internet.

You will develop the skills required to ensure that you are aware of the dangers of the online world.

## Spring Term

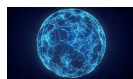


### The Internet

The first theory topic focuses on how data is sent around the world in 1s and 0s (binary), the basic building blocks of technology.

This topic is an introduction to the Internet and how it works. You will understand how information is sent around the internet using packets.

- What is the internet and why is it important
- How is information sent around the internet
- Understanding binary and its use in sending data through wires
- Converting using Binary and Denary



### Touch Typing

Typing is such an important part of life, all jobs that use a computer can be done faster by being a typist. The basics of learning to touch type. A small mistake in a program can mean that it crashes.



## Autumn Term



# Year 8 Computer Science Learning Journey




**Spreadsheets**

*This unit builds upon your computational thinking skills from Scratch and Flow Diagrams. Although excel works slightly differently to other applications, the concepts of Inputs/Output, Variables and If Statements are all present*

You will gain an indepth knowledge of excel formula using lots of different formulas including: SUM, MIN, MAX, IF, VLOOKUP, COUNTIF, COUNTA

You will gain an understanding of modelling and how it can be used to make prediction and finance projects.



**Skills**

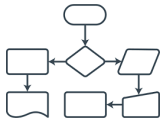
- Knowledge & Understanding
- Decomposition
- Computational Thinking and Problem Solving
- Syntax
- Creativity

## Summer Term

**Flow Diagrams**

*Flow diagrams are often used for planning large applications and help us to visualise how our code will work.*

In this topic you will practice the programming constructs learnt in Scratch to complete simple tasks. The you represent loops in flow diagrams help to visualise how code would be written.




**HTML**

*HTML is our first markup language (code that affects how data is presented), you will build upon your syntax skills from previous topics to create websites.*

You will study a programming language for creating websites. You will learn the basics of how to create a HTML webpage from scratch and develop skills including:

- How to add text and images
- How to add styles to text
- How to use classes and DIV tags and links




## Spring Term

**Databases & SQL**

Databases are used in all applications from websites to programs. The world runs off the analysis of large data sets. Schools have a large database full of information on it's staff/students.

You will learn about how large amounts of information is stored and you will look at a programming language created to search databases.

- Where Databases are used
- SELECT - What data is shown
- FROM - Where to find the data
- WHERE - How to filter the data



## Autumn Term



# Year 9 Computer Science Learning Journey



**Visual Basic**

PowerPoint VBA builds upon the programming skills from python to program presentations. Use your creativity is used to think outside the box and create unique games.

You will learn that behind quite a simple program there is a whole programming language to help you run actions in a sequence.

- Learn how to use and edit code to perform actions in PowerPoint VBA
- Understand how variables are used to store information and insert it into your PowerPoint

**Office Skills**

As students move away from Computer Science it is important to learn basic Office skills such as Word to create coursework or design CV's.

- Create CV's using Word
- Writing long documents
- Using mail merge

**Skills**

- Knowledge & Understanding
- Decomposition
- Computational Thinking and Problem Solving
- Syntax
- Creativity

## Summer Term

**Algorithms**

Python is all about breaking down tasks into smaller steps. Algorithms looks at breaking down famous problems using the same basics skills as we learnt in Python.

Computers don't know how to do even the simplest task and must be told every small step. Some of the most common tasks like finding an item or sorting a list have lots of complicated steps.

- Understand the steps computers use to search for items
- Understand the steps computers use to order a list

**Logic Gates**

This unit builds upon the understanding of the binary units from Year 7 where binary is used in circuits to create outputs.

Logic gates make all decisions in the computer. By combining millions of logic gates you can perform basic computer tasks.

- Learn about three types of logic gates: AND, OR, NOT
- Understand how to combine logic gates together to perform operations
- Simulate a logic circuit given a particular input

## Spring Term

**Python**

This unit builds on the syntax and computational thinking skills of python turtle to utilise user input and output.

After developing a knowledge and understanding for python we will move away from turtle and move to regular python with an input and output screen.

- Learn about inputs and outputs in python
- Learn about the different data types in python
- Performing different tasks based on inputs

**Python Turtle**

Python builds upon you already developed computational thinking skills. Remember that programs follow commands one after the other. This python turtle follows every command to the letter!

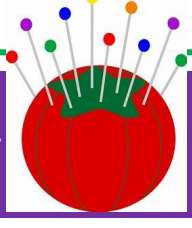
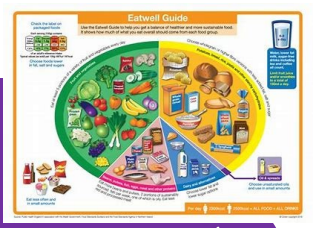
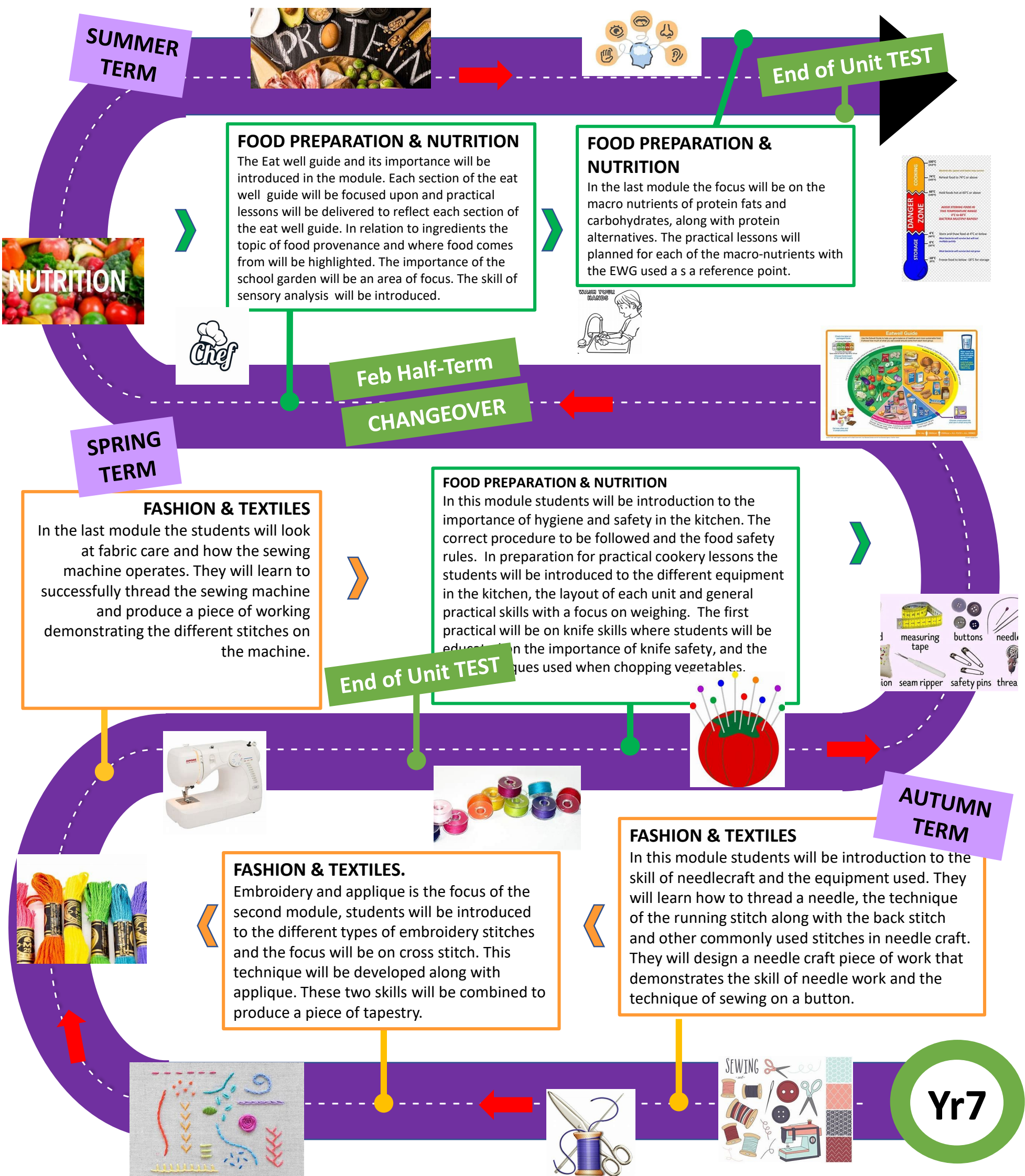
Python is a very popular coding language used throughout industry. In this topic we will be going through the programming constructs developed in KS3 and apply it to python turtle. Python turtle draws graphics on the screen given coding commands. Knowledge of programming constructs to draw shapes

- Use loops to repeat patterns
- Use variables to modify shapes
- Use functions to name sections of code

## Autumn Term



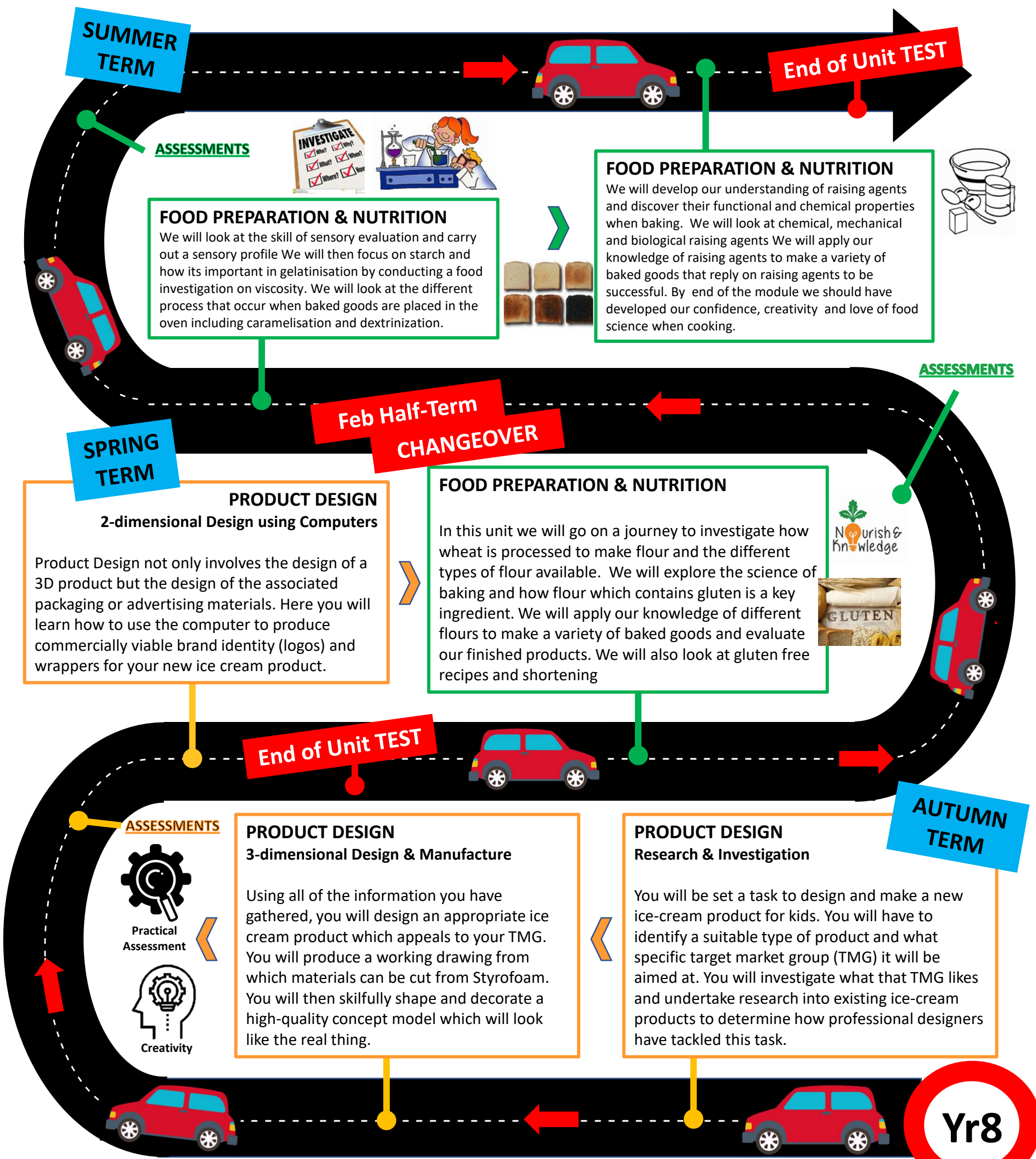
You will spend half of the year in Fashion & Textiles and the other half in Food Preparation & Nutrition.





# YEAR 8 Learning Journey: Design Technology Units

You will spend half of the year in Product Design and the other half in Food Preparation & Nutrition.



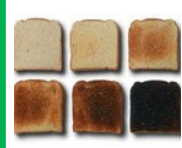
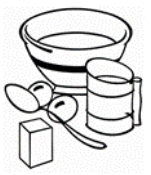
**SUMMER TERM**

**End of Unit TEST**

**ASSESSMENTS**

**FOOD PREPARATION & NUTRITION**  
 We will look at the skill of sensory evaluation and carry out a sensory profile. We will then focus on starch and how it's important in gelatinisation by conducting a food investigation on viscosity. We will look at the different processes that occur when baked goods are placed in the oven including caramelisation and dextrinization.

**FOOD PREPARATION & NUTRITION**  
 We will develop our understanding of raising agents and discover their functional and chemical properties when baking. We will look at chemical, mechanical and biological raising agents. We will apply our knowledge of raising agents to make a variety of baked goods that rely on raising agents to be successful. By the end of the module we should have developed our confidence, creativity and love of food science when cooking.



**SPRING TERM**

**Feb Half-Term CHANGEOVER**

**ASSESSMENTS**

**PRODUCT DESIGN**  
**2-dimensional Design using Computers**  
 Product Design not only involves the design of a 3D product but the design of the associated packaging or advertising materials. Here you will learn how to use the computer to produce commercially viable brand identity (logos) and wrappers for your new ice cream product.

**FOOD PREPARATION & NUTRITION**  
 In this unit we will go on a journey to investigate how wheat is processed to make flour and the different types of flour available. We will explore the science of baking and how flour which contains gluten is a key ingredient. We will apply our knowledge of different flours to make a variety of baked goods and evaluate our finished products. We will also look at gluten free recipes and shortening.



**End of Unit TEST**

**AUTUMN TERM**

**ASSESSMENTS**



Practical Assessment



Creativity

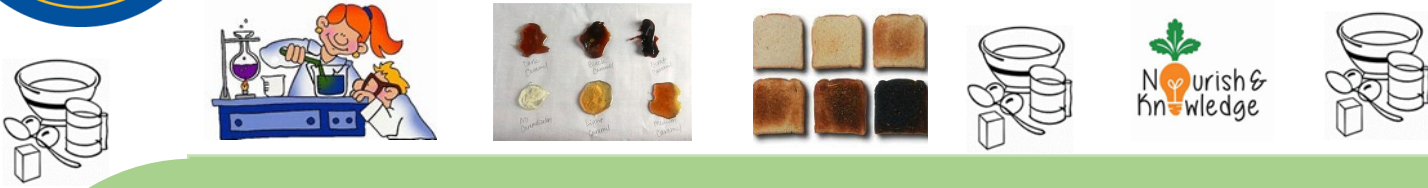
**PRODUCT DESIGN**  
**3-dimensional Design & Manufacture**  
 Using all of the information you have gathered, you will design an appropriate ice cream product which appeals to your TMG. You will produce a working drawing from which materials can be cut from Styrofoam. You will then skilfully shape and decorate a high-quality concept model which will look like the real thing.

**PRODUCT DESIGN**  
**Research & Investigation**  
 You will be set a task to design and make a new ice-cream product for kids. You will have to identify a suitable type of product and what specific target market group (TMG) it will be aimed at. You will investigate what that TMG likes and undertake research into existing ice-cream products to determine how professional designers have tackled this task.

**Yr8**



YEAR 9 Learning Journey: Food Preparation & Nutrition 'Foundation' Course



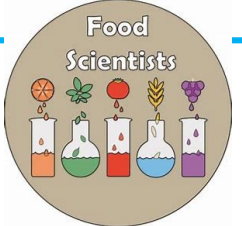
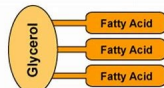
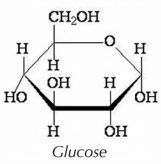
Practical Food investigation Caramelisation Dextrinization Practical Assessment Practical's



In our last term we will focus on Carbohydrates .We will explore their chemical structure and the different foods they are found in. We will look at the functional process of gelatinisation and how its used in cooking. We will conduct food science investigations on the viscosity of sauces and how starch impacts on thickening different sauces. We will look at how the chemical properties of caramelisation and dextrinization impact on the chemical structure of carbohydrates. We will make dishes that demonstrate each of these properties. We will combine all our previous knowledge of the macronutrients to make high end complex dishes demonstrating our culinary skills. We will look at how this foundation course can be further developed as a GCSE subject in year 10.

Gelatinisation

Structure of carbs



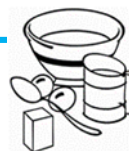
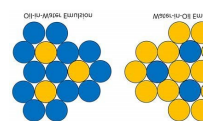
SUMMER TERM

Food investigation Practical Assessment Practical Shortening Food investigation Plasticity Practical Making Butter/ Hollandaise sauce

In this unit of work learners will develop their understanding of the chemical and functional properties of Fats and lipids. This will be delivered through a series of focused practical tasks and food science investigations, focussing upon investigation, problem solving and independent learning skills. We will begin by exploring the chemical structure of lipids and the different emulsions including butter and hollandaise sauce. This will lay the foundation for you to then develop a knowledge of Fat as an ingredient and investigate their functional properties of aeration and plasticity when cooking. We will then explore the chemical properties of fats focusing on how they react and change when they are prepared and cooked. Throughout this unit our knowledge of these principles will be embedded by completing food science investigations followed by practical cooking tasks

Food investigation

Emulsions



SPRING TERM

Structure of lipids

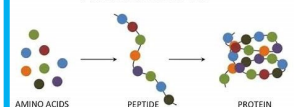
Food investigation

Practical Food investigation Practical Assessment

Gluten

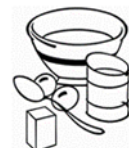
This unit will focus on the chemical and functional properties of Proteins. We will start by looking at the functional and chemical properties of coagulation and denaturation. Throughout this unit our knowledge of these principles will be embedded by completing food science investigations followed by practical cooking tasks including the stability of foams and making meringues. We will continue to develop our problem solving and independent learning skills. We will then explore the protein gluten, how it is developed and its importance in both pastry and dough. Our knowledge of Gluten will be embedded by completing food science investigations followed by practical cooking task to demonstrate the chemical and functional properties of gluten.

HOW YOUR BODY USES AMINO ACIDS AS BUILDING BLOCKS



AUTUMN TERM

Practical



Food investigation on stability of foams

Foam formation

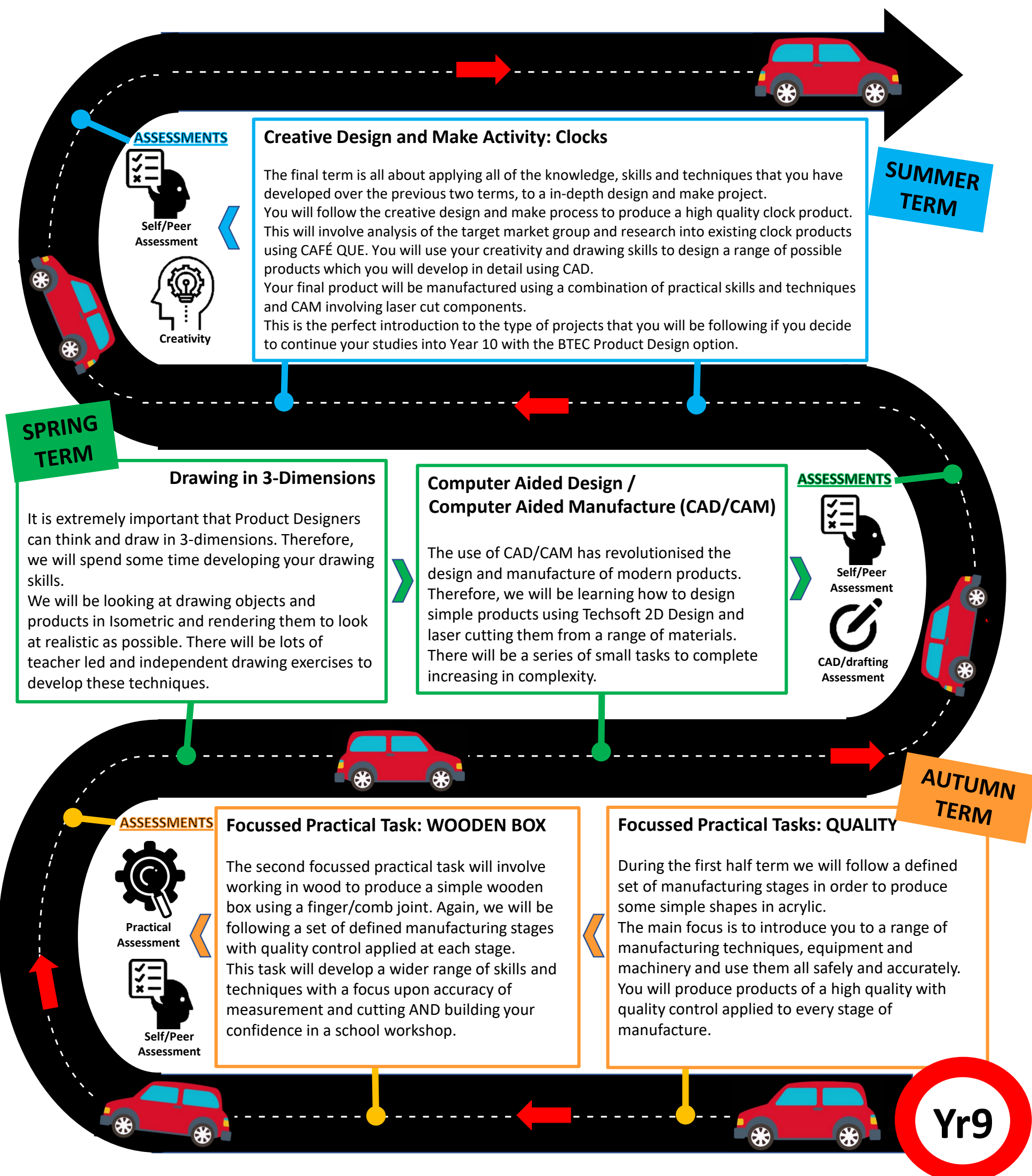
Practical

denaturation

Coagulation

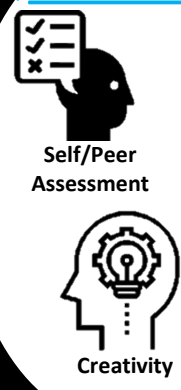
Structure of Proteins





**SUMMER TERM**

**ASSESSMENTS**



**Creative Design and Make Activity: Clocks**

The final term is all about applying all of the knowledge, skills and techniques that you have developed over the previous two terms, to a in-depth design and make project. You will follow the creative design and make process to produce a high quality clock product. This will involve analysis of the target market group and research into existing clock products using CAFÉ QUE. You will use your creativity and drawing skills to design a range of possible products which you will develop in detail using CAD. Your final product will be manufactured using a combination of practical skills and techniques and CAM involving laser cut components. This is the perfect introduction to the type of projects that you will be following if you decide to continue your studies into Year 10 with the BTEC Product Design option.

**SPRING TERM**

**Drawing in 3-Dimensions**

It is extremely important that Product Designers can think and draw in 3-dimensions. Therefore, we will spend some time developing your drawing skills. We will be looking at drawing objects and products in Isometric and rendering them to look at realistic as possible. There will be lots of teacher led and independent drawing exercises to develop these techniques.

**Computer Aided Design / Computer Aided Manufacture (CAD/CAM)**

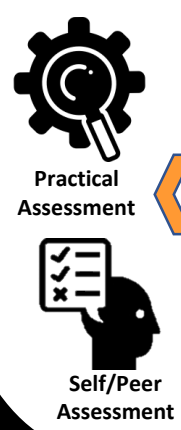
The use of CAD/CAM has revolutionised the design and manufacture of modern products. Therefore, we will be learning how to design simple products using Techsoft 2D Design and laser cutting them from a range of materials. There will be a series of small tasks to complete increasing in complexity.

**ASSESSMENTS**



**AUTUMN TERM**

**ASSESSMENTS**



**Focused Practical Task: WOODEN BOX**

The second focussed practical task will involve working in wood to produce a simple wooden box using a finger/comb joint. Again, we will be following a set of defined manufacturing stages with quality control applied at each stage. This task will develop a wider range of skills and techniques with a focus upon accuracy of measurement and cutting AND building your confidence in a school workshop.

**Focused Practical Tasks: QUALITY**

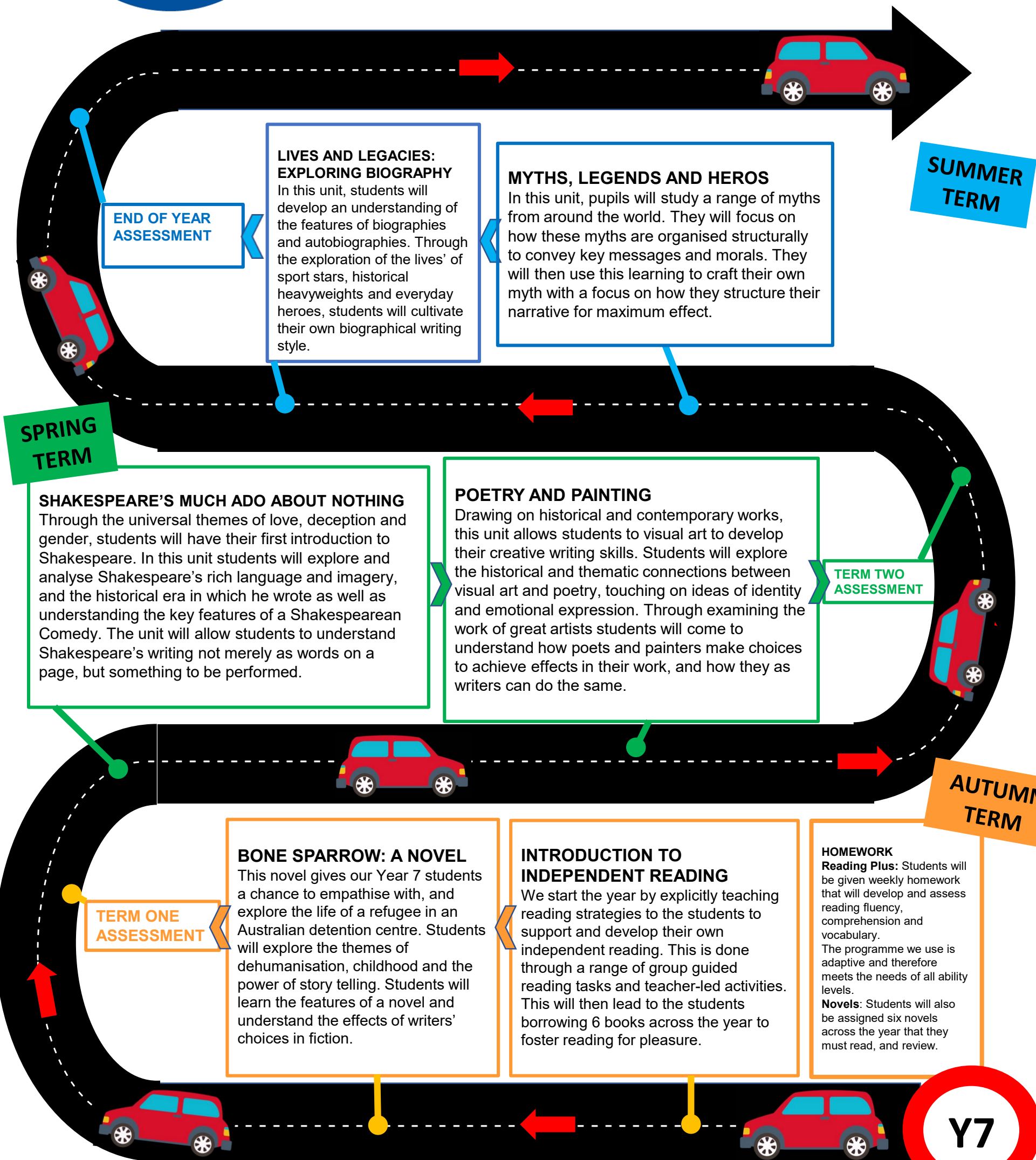
During the first half term we will follow a defined set of manufacturing stages in order to produce some simple shapes in acrylic. The main focus is to introduce you to a range of manufacturing techniques, equipment and machinery and use them all safely and accurately. You will produce products of a high quality with quality control applied to every stage of manufacture.

**Yr9**



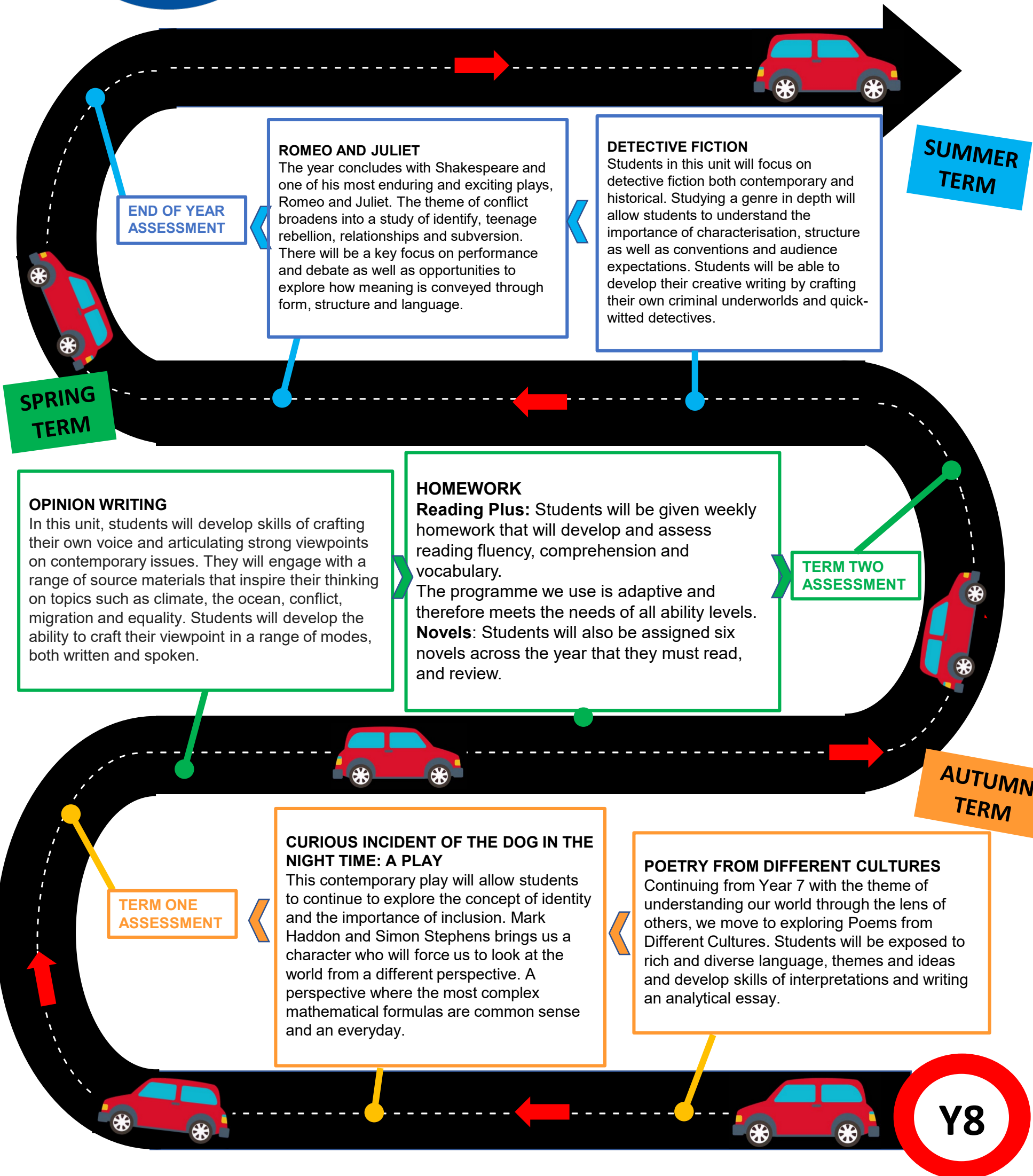


# Year 7 English Learning Journey



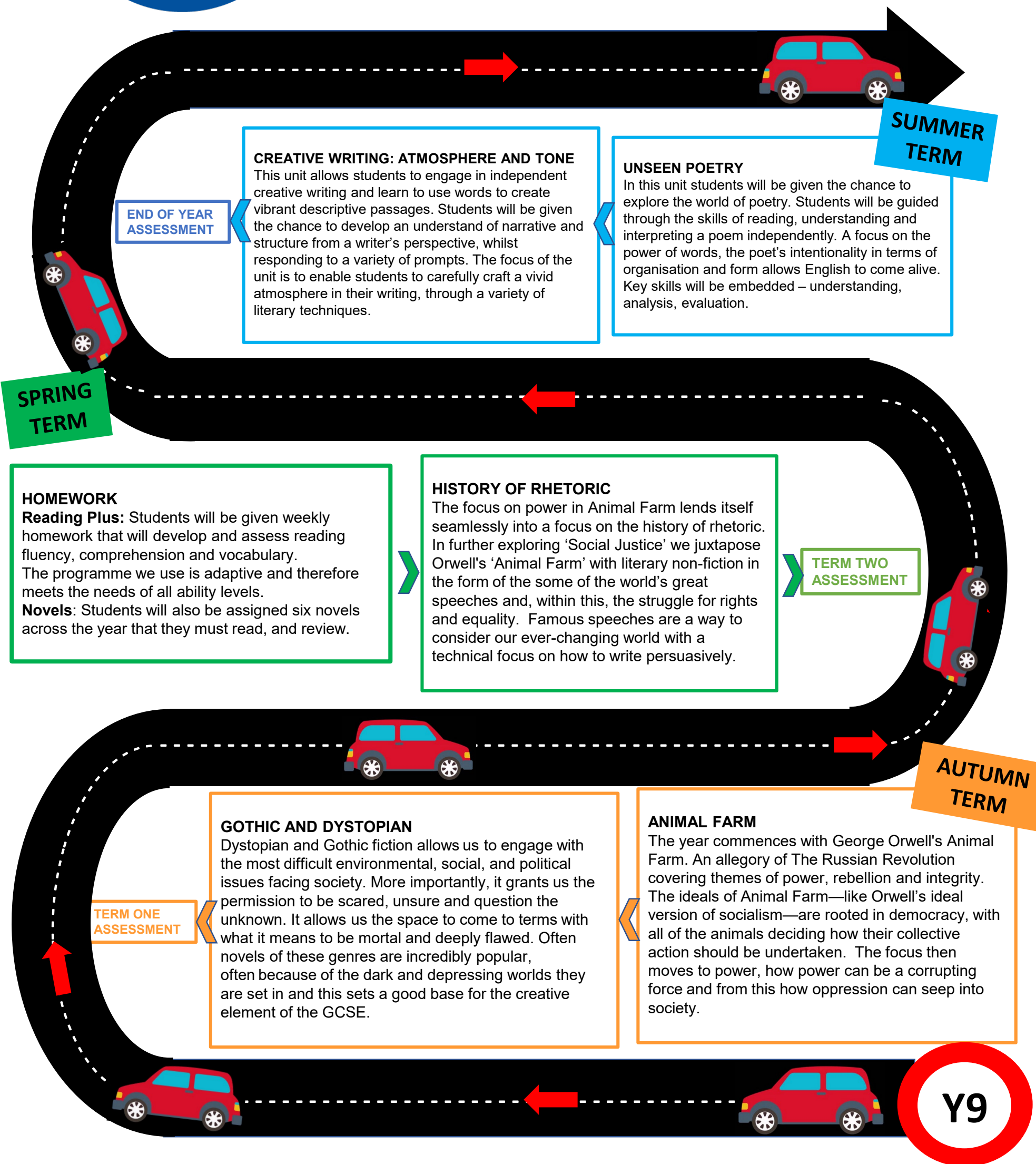


# Year 8 English Learning Journey



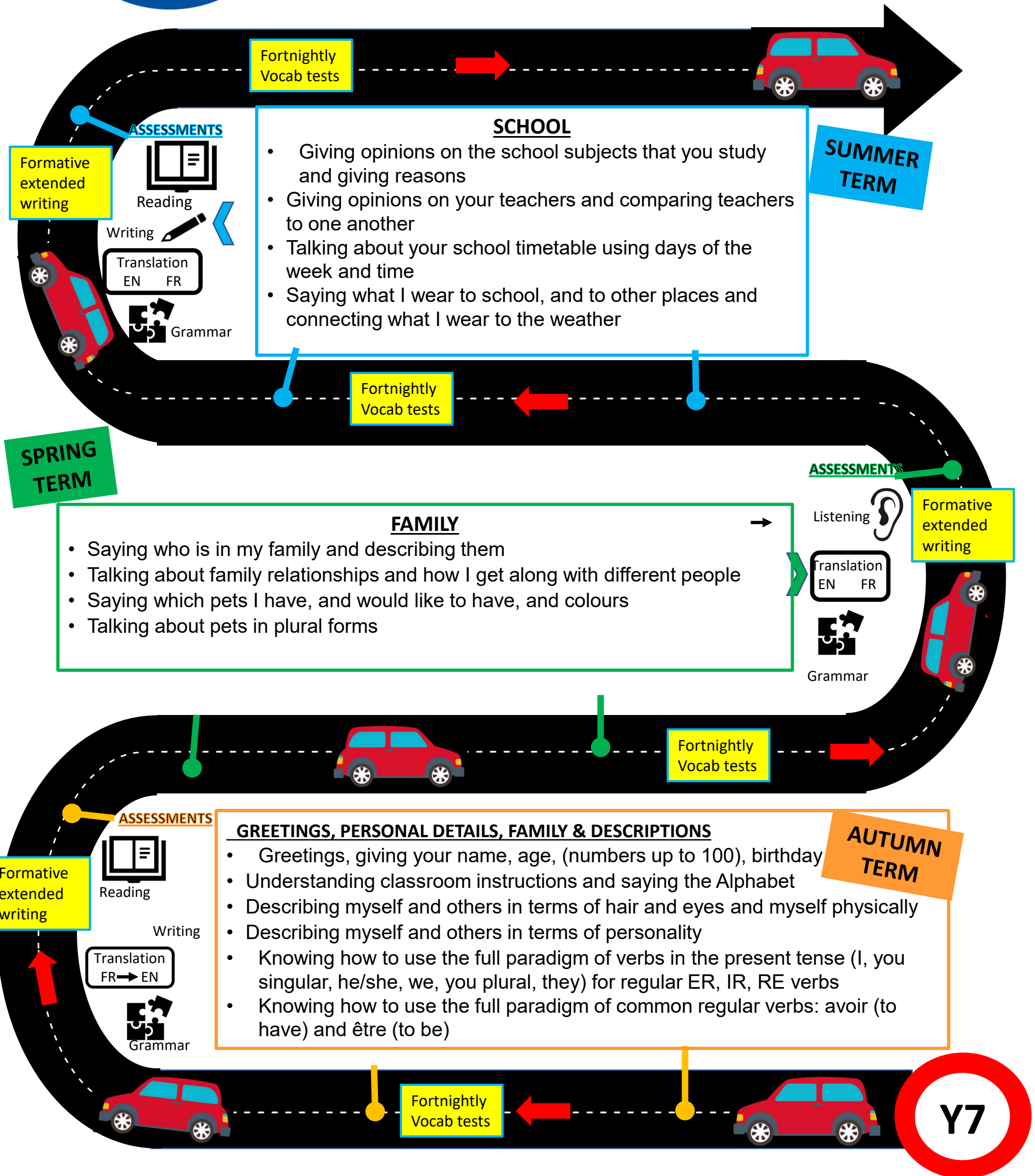


# Year 9 English Learning Journey

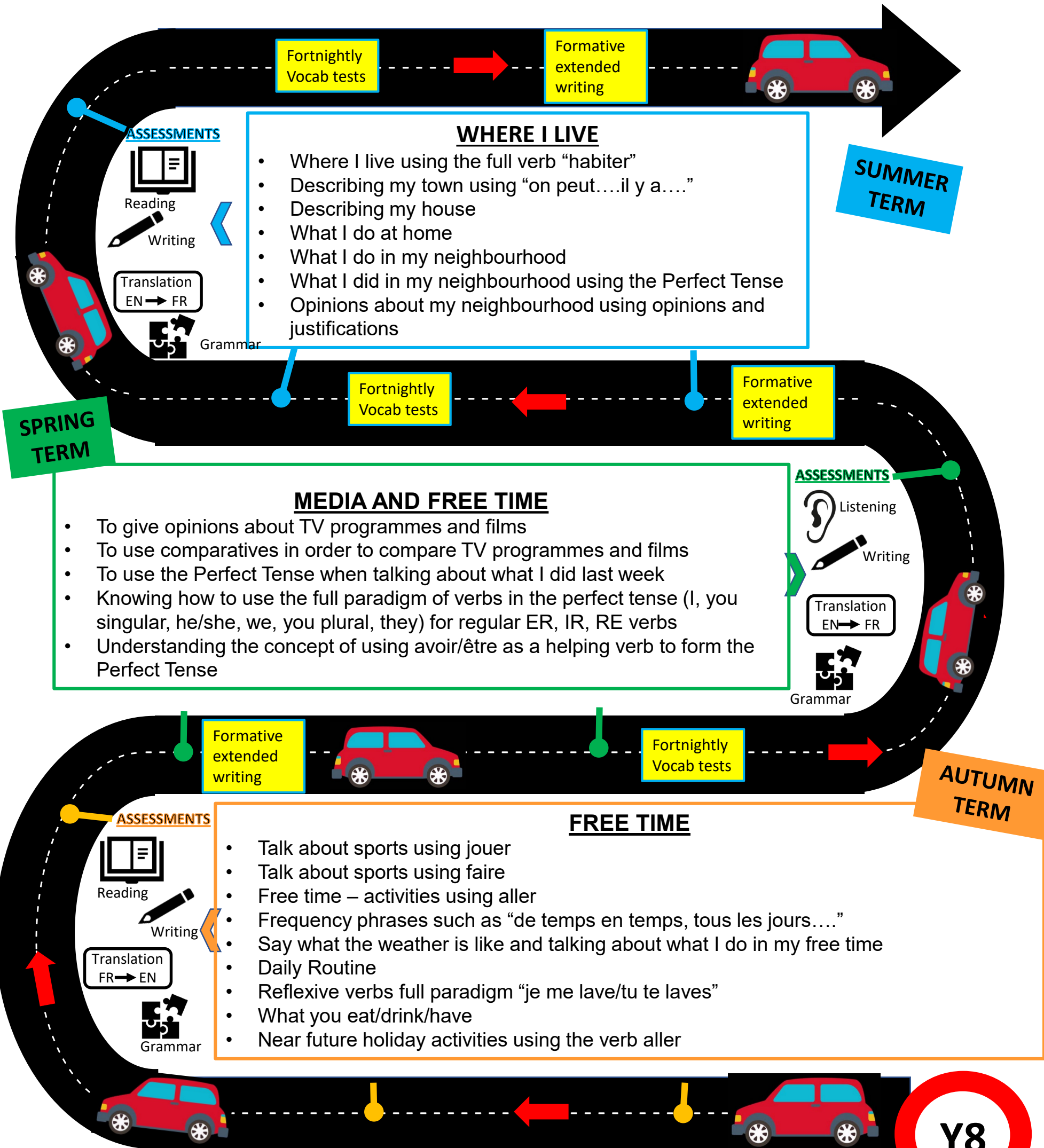




# Year 7 French Learning Journey



# Year 8 French Learning Journey



**SUMMER TERM**

**ASSESSMENTS**

- Reading
- Writing
- Translation EN → FR
- Grammar

**WHERE I LIVE**

- Where I live using the full verb “habiter”
- Describing my town using “on peut....il y a....”
- Describing my house
- What I do at home
- What I do in my neighbourhood
- What I did in my neighbourhood using the Perfect Tense
- Opinions about my neighbourhood using opinions and justifications

**SPRING TERM**

**ASSESSMENTS**

- Listening
- Writing
- Translation EN → FR
- Grammar

**MEDIA AND FREE TIME**

- To give opinions about TV programmes and films
- To use comparatives in order to compare TV programmes and films
- To use the Perfect Tense when talking about what I did last week
- Knowing how to use the full paradigm of verbs in the perfect tense (I, you singular, he/she, we, you plural, they) for regular ER, IR, RE verbs
- Understanding the concept of using avoir/être as a helping verb to form the Perfect Tense

**AUTUMN TERM**

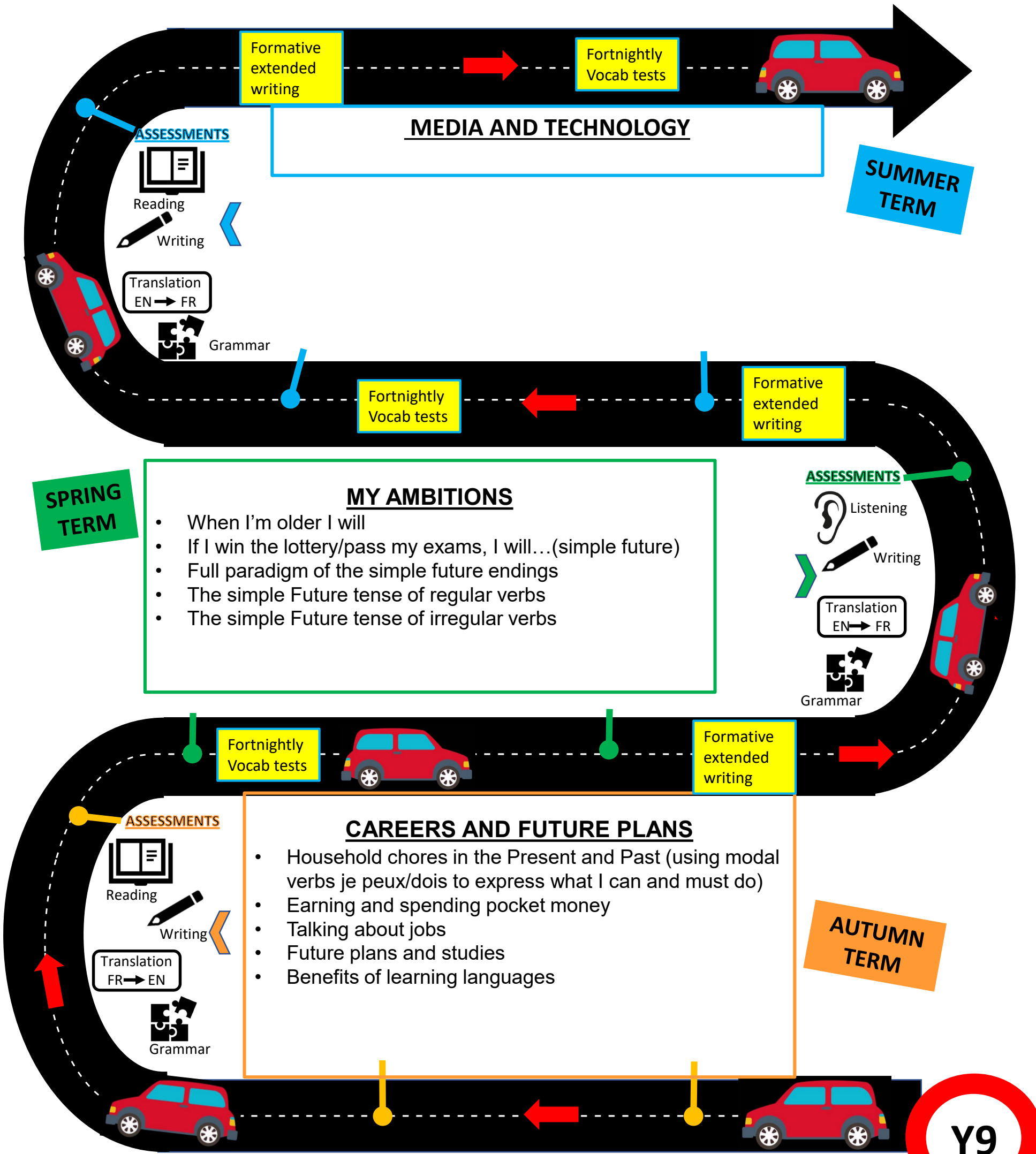
**ASSESSMENTS**

- Reading
- Writing
- Translation FR → EN
- Grammar

**FREE TIME**

- Talk about sports using jouer
- Talk about sports using faire
- Free time – activities using aller
- Frequency phrases such as “de temps en temps, tous les jours....”
- Say what the weather is like and talking about what I do in my free time
- Daily Routine
- Reflexive verbs full paradigm “je me lave/tu te laves”
- What you eat/drink/have
- Near future holiday activities using the verb aller

# Year 9 French Learning Journey



Formative extended writing

Fortnightly Vocab tests

## MEDIA AND TECHNOLOGY

SUMMER TERM

### ASSESSMENTS



Reading



Writing

Translation  
EN → FR



Grammar

Fortnightly Vocab tests

Formative extended writing

SPRING TERM

## MY AMBITIONS

- When I'm older I will
- If I win the lottery/pass my exams, I will...(simple future)
- Full paradigm of the simple future endings
- The simple Future tense of regular verbs
- The simple Future tense of irregular verbs

### ASSESSMENTS



Listening



Writing

Translation  
EN → FR



Grammar

Fortnightly Vocab tests

Formative extended writing

### ASSESSMENTS



Reading



Writing

Translation  
FR → EN

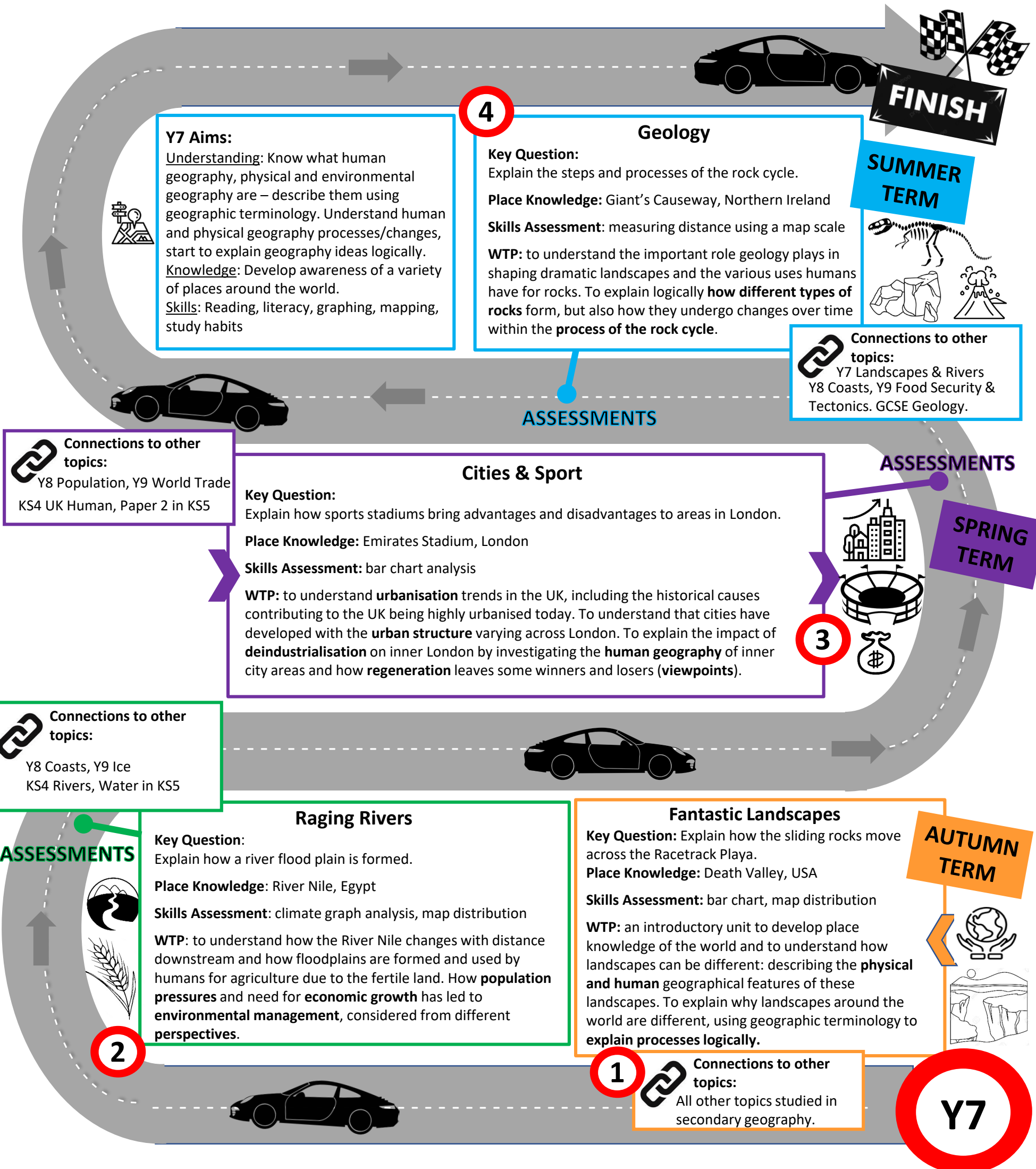


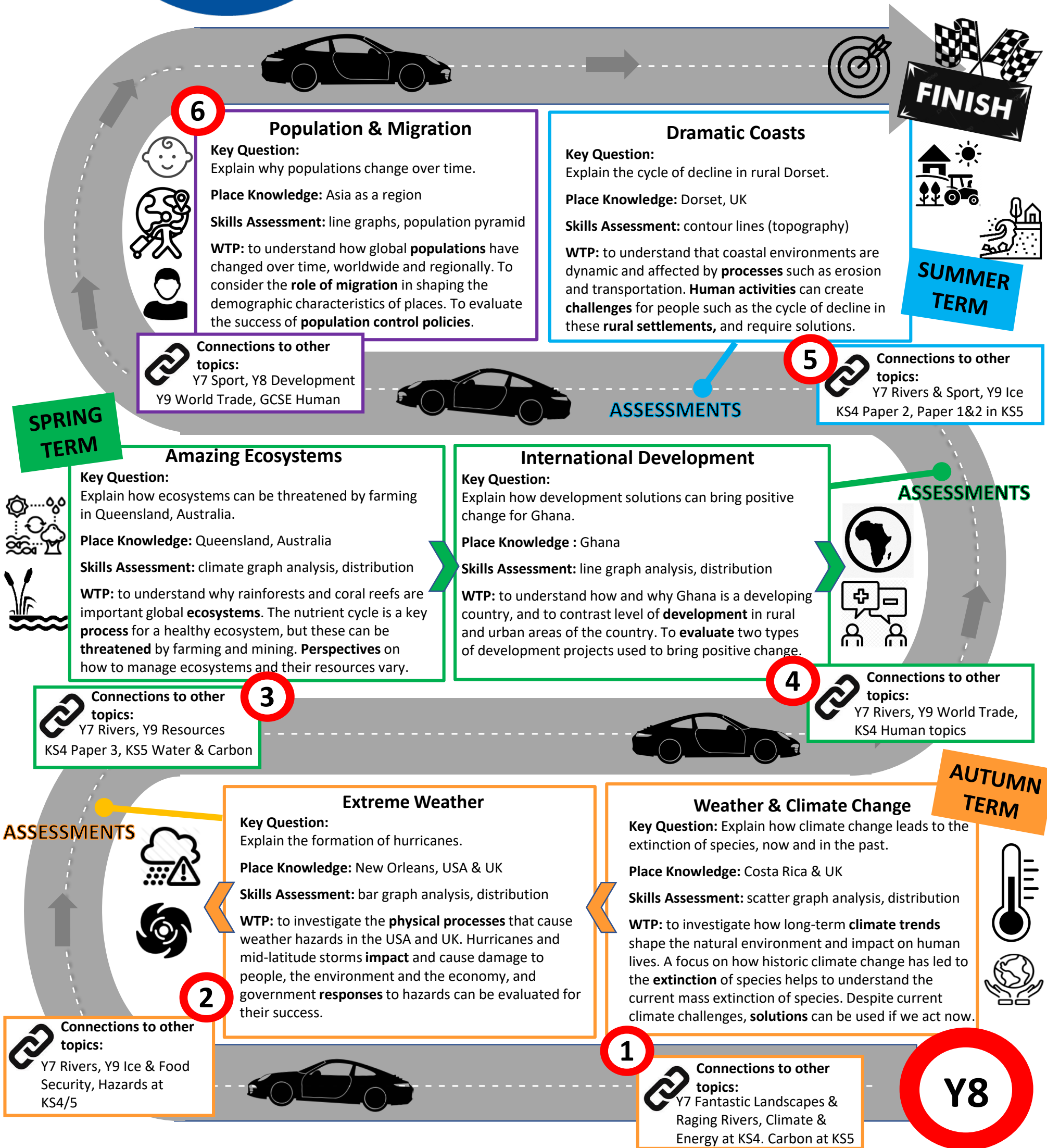
Grammar

## CAREERS AND FUTURE PLANS

- Household chores in the Present and Past (using modal verbs je peux/does to express what I can and must do)
- Earning and spending pocket money
- Talking about jobs
- Future plans and studies
- Benefits of learning languages

AUTUMN TERM







SUMMER TERM



SUMMER ASSESSMENT



**Connections to other topics:**  
**KS3:** World Trade, Climate change, Ecosystems  
**GCSE/A level:** Biomes and Ecosystems, Water Insecurity, Carbon Cycle

**4** **Food Insecurity**

**Key Question:** *What are the solutions to the world's food insecurity challenges?*

**Place Knowledge:** The Sahel, Africa. Focus: Ethiopia.

**WTP:** The world is facing increasing issues of food insecurity across the development spectrum. The **unreliability of our climate** linked to the **enhanced green house effect** and **land conversion** means that rainfall is not guaranteed and droughts are more common. The **health of soils**, which is so vital for successful food growing and harvests is also being threatened by deforestation and over farming. A range of **solutions** from high tech, to bottom up/appropriate technology and also more holistic approaches are being used. The **sustainability** of a range of solutions will be considered and assessed and decisions made at the end of the unit as to the best approach for countries facing the most challenges. We will focus on The **Sahel region in Africa** with a focus on Ethiopia.

**Tectonics**

**Key Question:** *Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?*

**Place Knowledge:** New Zealand, Haiti

**WTP:** To understand a big-picture overview of the key **tectonic and processes** that shape the world and create hazardous situations for people. **Physical processes** and the **impacts** that are created are studied, as well as how different people **respond** to the resulting hazard depending on their level of **economic development**.

SPRING ASSESSMENT



**Connections to other topics:**  
**KS3:** Climate Change, Ecosystems, World Trade, Ice.  
**GCSE/A Level:** Consuming resources, Superpowers, Globalisation, Energy & Water

SPRING TERM

**2** **Resources**

**Key Question:** *To what extent is the current use of natural resources sustainable?*

**Place Knowledge:** Middle East – Focus: Saudi Arabia, UAE and DRC

**Skills Assessment:** Proportional flow lines and analysis

**WTP:** One of the key dilemmas of the 21<sup>st</sup> Century is how to use the natural environmental to provide us with reliable and sustainable energy sources. This unit examines the challenge on fossil fuel reliance. We will build on your understanding of **trade** and how the **trade of natural resources** (fossil fuels and other minerals) can bring **benefits** and also **major human & environmental challenges** with a focus on the Middle East region. We will understand the use of more green resources as the world seeks to **move away from fossil fuel usage**.

**3** **Awesome Ice**

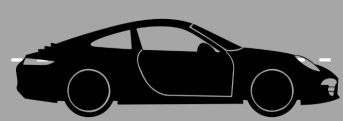
**Key Question:** *How are ice landscapes formed and how are they changing?* **Place Knowledge:** Countries in the Arctic Circle including Russia and Indigenous communities.

**Skills Assessment:** Glacial cross sections and analysis.

**WTP:** Ice landscapes are **stunning and interesting landscapes** and processes studied build on those in year 8, but is more complex as you have to understand how **climate and processes on the ground interact** to create these amazing landscapes. We will also understand how **humans** use these landscapes with a focus on **resource use** in Northern Russia (gas) and the **impacts on the indigenous communities** there. The impact of **climate change** will also be studied on ice landscapes.

**Connections to other topics:**  
**KS3:** Raging Rivers, Climate Change, Extreme Weather, Coasts, Resources.  
**GCSE/A Level:** Biomes, Forests, Resources, UK geology, Water, Energy and Migration and Sovereignty

AUTUMN ASSESSMENT



**1** **World Trade**

**Key Question:** *To what extent has world trade benefitted 'emerging' countries?*

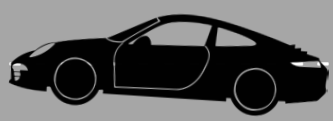
**Place Knowledge:** Southern and Eastern Asia. Focus: China, India and Bangladesh.

**Skills Assessment:** Box Plot graphs drawing & analysis, distribution

**WTP:** We live in a globalised/**interconnected world** and we will understand why countries trade with each other. We will understand where and why the **goods we buy** e.g. clothes, phones, trainers are made. The **impacts** of manufacturing in other countries will be studied – positive such as the **multiplier effect** and also the negatives – **poor working conditions** and **environmental impact including climate change**. This builds on ideas studied in year 8 in our development and Ghana unit (a **developing countries**). The countries we study in this unit have changed to manufacturing and these countries are called the '**emerging countries**'.

**Connections to other topics:**  
**KS3:** Sport (deindustrialisation), Changing Climate, Ghana, International Development  
**GCSE/A Level:** development, UK deindustrialisation, climate change & consumption patterns, Superpowers, energy, water, Sovereignty, Globalisation

AUTUMN TERM



Y9



# Year 8 History Learning Journey




Adds to understanding of development of democracy in UK. Links to impact of WW1 in WW1.

Links to previous topics of the slave trade and industrialisation.

**AGE OF EMPIRE**

**To what extent did the British Empire improve living standards?**



- Jamaica
- India
- Hong Kong
- Australia

**WTP:** To develop understanding of colonialism and its impact on everyday lives.

**POWER & THE PEOPLE**

**Why did some women use violence to get the vote?**


How democratic was Britain in the 19<sup>th</sup> century?  
 The move towards democracy  
 Victorian attitudes towards women  
 Suffragists & Suffragettes  
 Obstacles to the vote  
 Impact of WW1

**WTP:** To recognise the importance of having the right to vote & to recognise how the attitudes of those in power impact the experience of those without a political voice. To explore the impact of different protest methods and considered why protest movements evolve and radicalise. To build on previous learning of the development of political power in this country.



**POWER & PARLIAMENT**

**Was the execution of Charles I significant in the history of royal power in England?**




- Civil War
- Interregnum
- Restoration
- Glorious Revolution

**WTP:** To recognise the shifting power of the monarchy & the development of the power of parliament. To build on their understanding of the concept of parliament and democracy.

**SLAVE TRADE**

**What part did Britain play in the transatlantic slave trade?**




- Triangular trade & the middle passage
- Life on plantations
- Slave rebellions
- Abolition

**WTP:** To Understand the horrific nature of the trade & Britain's role in it, as well as the different factors that helped to bring about abolition.

**AGE OF REVOLUTION**

**How revolutionary was the Age of Revolution?**



- Industrial revolution
- American Revolution
- French Revolution

**WTP:** To recognise the time period of 1775-1848 as one of momentous change and one where much of the groundwork for what we see as the 'modern' world was set in motion. To be able to understand the major economic and political changes that took place in the period.

Builds on Year 7 work on whether a Medieval king could do whatever he liked


Links on to industrialisation & to the British Empire  
 Links to A Level study of the British Empire

Links to empire and development of political ideas



**AGE OF EXPLORATION**

**How did the 'Age of Explorations' open up the world?**




- Christopher Columbus
- Spanish Empire
- Why people came to Tudor England
- The 'Lost colony'
- Why did people go to the New World
- Pocahontas

**WTP:** To challenge perceptions of the Tudor world, showing the connections with the wider world. To create a foundation of contextual knowledge which will help create a better understanding of the growth of the British Empire. To show that the treatment of people with African origin differed before the slave trade.

**IDEAS & BELIEFS**

**Ideas & beliefs in Early Modern England: How did people react to the English Reformation?**



- Overview of the period
- Renaissance
- Henry VIII
- Reformation

**WTP:** To understand the impact of the changes to ideas and beliefs in the Early Modern period – the Renaissance and the Reformation. To recognise the shock waves it sent through Europe. To understand why we have an established church in the UK & why it is the Church of England.

Links to the later Year 8 topic of Empire and the slave trade.  
 Links to the previous topic of the Reformation.  
 Builds a foundation for the GCSE unit on Early Elizabethan England & A Level paper on the British Empire



Builds on Year 7 understanding of the relationship between the Church and monarchy and the role of religion in peoples lives.





Links to Year 8 – legacy of slavery. Links to Suffragettes – methods of protest, challenging discrimination. GCSE, these events happening during the Cold War period that we study.



**SUMMER TERM**



**Civil Rights**

**How did Black Americans challenge segregation in the 1950's – 1960's?**

Impact of the Second World War  
The experience of Black Americans in the deep south  
Direct Action and Martin Luther King Jnr.  
Black Power

**WTP:** To understand discrimination faced by African-Americans. To explore the different methods used challenge that discrimination.

**Civil Rights**

**How have Black people struggled against injustices in Britain in the 20<sup>th</sup> century?**

Experiences of the Second World War  
Discrimination in the 195's  
Mangrove Nine  
New Cross Fire  
Stephan Lawrence case

**WTP:** To understand the challenges and injustice the Black community faced in our own country after the Second World War.



**SPRING TERM**

**Road to War**

**'The war to end all wars' but why didn't the peace last?**

Redrawing the map  
Treaty of Versailles & the German reaction  
Rise of Hitler  
Causes of WW2  
What was the turning point of WW2?

**WTP:** To consider the different factors that led to WW2 and challenge the assumption it was 'Hitler's war' to consider how the actions or inactions of others and international organisations may have made world war more likely.

**How could the Holocaust have happened?**

What was life like as a European Jew in the interwar years?  
History of anti-Semitism  
Nazi policies & how they radicalised  
German reaction  
Jewish resistance  
Could the Allies have done more?  
Legacy

**WTP:** To study the Shoah in the historical context of WW2. To look at what life was like before, to recognise the history of anti-Semitism & how its nature shifted in the Twentieth Century to understand how the policies radicalised into events of the Shoah.

Theme of conflict & resolution. Historical concepts of causation & significance  
Build on understanding of political systems with a look at dictatorship versus democracy

Links to Year 7 study of medieval Jewish life. Links to previous topic of WW2, the context in which the Shoah took place.

**AUTUMN TERM**

**Conflict**

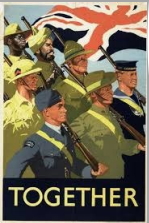
**Why does the Great War still matter?**  
2 bullets and 20 million deaths...why did one assassination lead to world war?  
Why did a JFS year 9 student fight in the Gallipoli?  
What was different about the 'Great War'?  
What were the consequences of the war?

**WTP:** Develops understanding of key concepts such as imperialism, nationalism, militarism. Builds on concept of causation, looking and short and long term reasons for the war. An opportunity to look at the participation of a former student as a way to consider why people would risk their lives to fight. By looking at the consequences we can understand why WW1 still remembered and commemorated.

**Power and the people**

**Why did some women use violence to get the vote?**  
How democratic was Britain at the turn of the 19<sup>th</sup> century  
Victorian attitudes towards women  
Significance of Millicent Fawcett & the Suffragists  
Suffragette tactics  
Obstacles to the vote  
Impact of WW1

**WTP:** To recognise the importance of having the right to vote & to recognise how the attitudes of those in power impact the experience of those without a political voice. To explore the impact of different protest methods and considered why protest movements evolve and radicalise. To build on previous learning of the development of political power in this country.



**TOGETHER**

Theme of conflict  
Historical concept of causation & significance  
Link to Year 8 topic of Empire.  
Link to A-Level coursework on causes of WW1

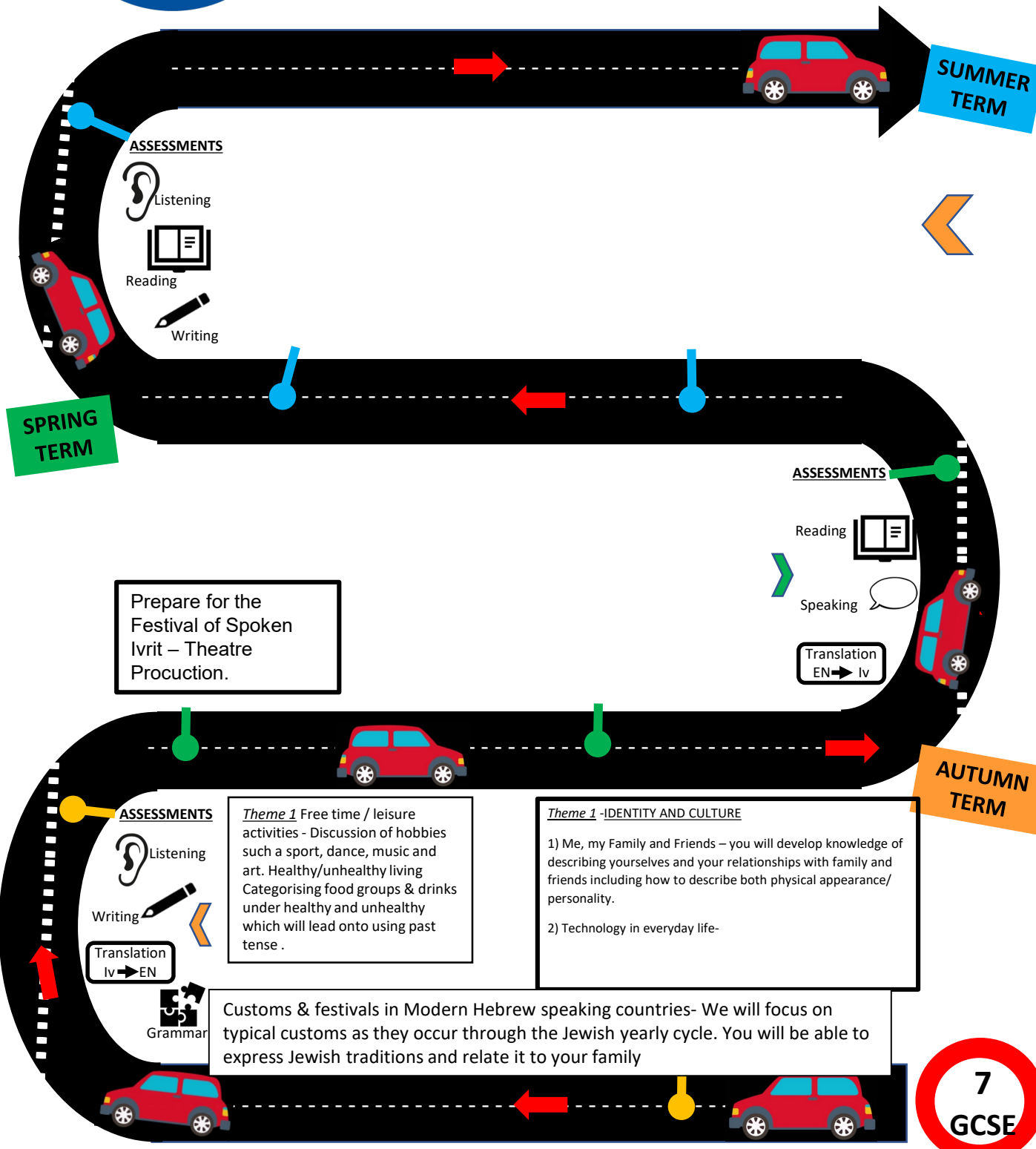


Links to Year 8 Age of Revolutions & the consequences of the revolutions on England. Adds to understanding of development of democracy in UK. Link to impact of WW1.

**Y9**



# YEAR 7 - IVRIT GCSE Learning Journey



**7 GCSE**

# Year 8- Ivrit Yesh va Yesh- Book 2 Learning Journey



## ASSESSMENTS



עברית  
Hebrew

**The Red Box: Rich Marking**  
Write 3 diary entries:  
1<sup>st</sup> describing your yourself and your best friend/s  
2<sup>nd</sup> what free time activities you did over the week and the weekend.

### 4. Friends, Family and Free time

- You will learn to use adjectives to talk about and describe and give opinions about your friends, family and free time activities (books, movies, parties, youth movements- with connection to Israeli culture).
- You will start using the פִּיעַל verb form both in the present and the past when talking about some free time activities.
- You will talk about making plans with your friends, using ... איתך/ איתך/ איתך.
- You will plan a party using ... אותה/ אותך/ אותך.



Speaking

SUMMER TERM

## ASSESSMENTS

**The Red Box: Rich Marking**  
You are going to eat out with friends in a restaurant. Decide with your friends what is the restaurant? How is the waiter/ess? What are you ordering? Write the script and present it in class with your friends. You

listening

### 2. School Life in Israel

- You will be learning about different schools in Israel.
- You will compare your schooling experience at Primary vs. Secondary
- You will talk about what you did/ have in the past, using the regular פָּעַל verb structure.
- You will continue learning to justify and to express your opinions about different topics. This time you will have the chance to debate your opinions not just to write them.



Grammar

**The Red Box: Rich Marking**  
1. You will be preparing a debate about wearing uniform to school.  
2. Talk and write about your ideal school. You will have the chance to display your work in class.

### 3. Time to Eat

- You will learn about the Israeli Breakfast, different cuisines and restaurants. You will, also, learn how to order food in a restaurant in Israel and read a menu.
- You will continue developing your understanding of the past tense by moving on to ל"י/ל"ה verbs and using them accurately in speaking and writing.
- You will write a food diary, discuss your eating habits and compare them with others.
- You will also learn to understand and write Hebrew recipes, using סתמי verbs (practices in previous units)
- Last, you will be introduced to food related poems and you will have the chance to write one yourselves.

SPRING TERM

### 1. Going Back to School

- You will talk about preparing for the new school year using the direct object marker את.
- You will also learn to talk about and describe your school, what is inside it, the teachers and your timetable. Here the focus will be on male and female adjectives and nouns.
- You will learn to compare different school systems (Israel vs. England and Primary Vs. Secondary) using impersonal sentences called סתמי.
- You will justify and express feelings and opinions about different topics: your summer holiday, the new year, your school, your teachers and the subjects you learnt in your previous school.

listening

## ASSESSMENTS



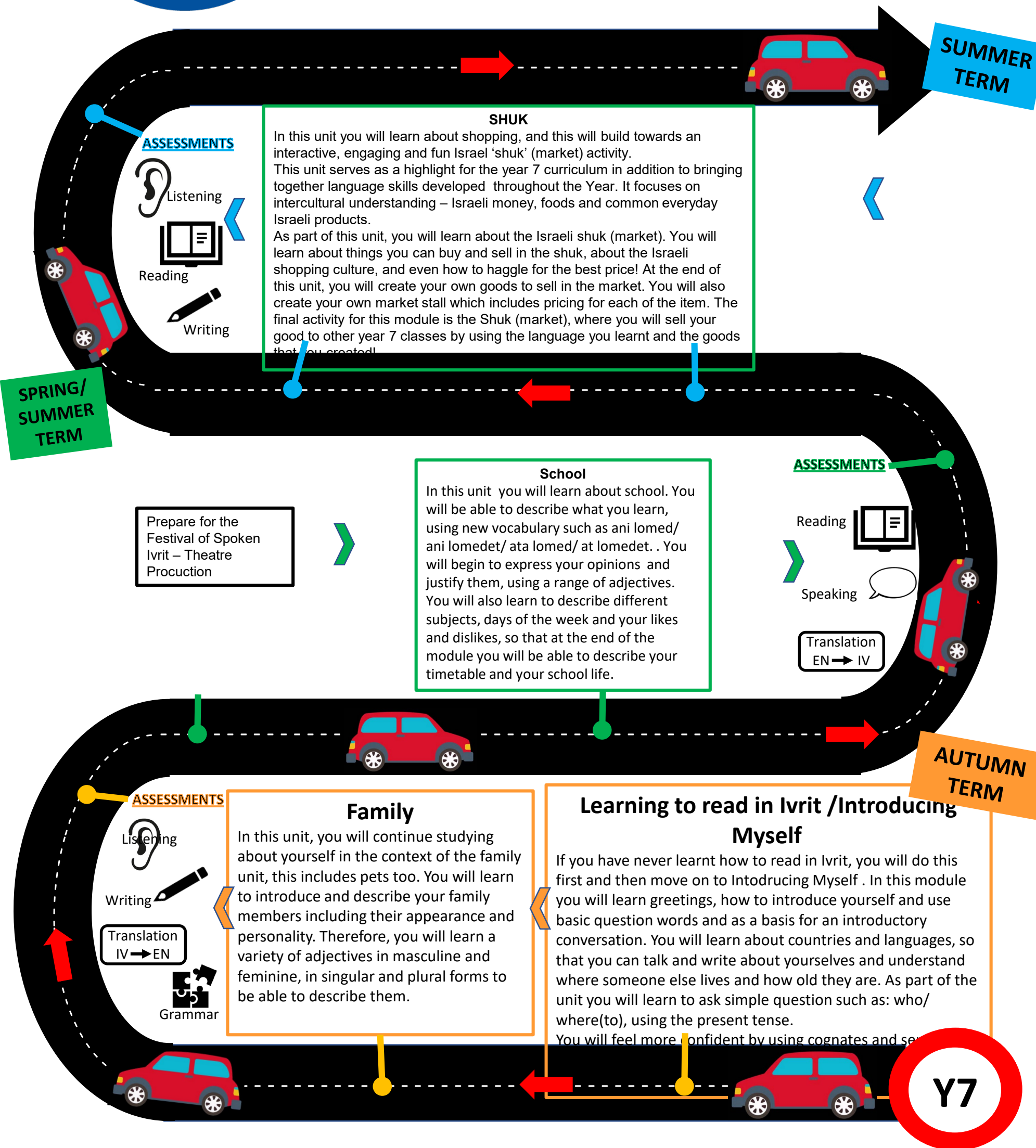
Reading



**The red box: Rich Marking- evaluate your learning.**  
Create your timetable. Write what do you learn every day, twice a week, or once every two weeks. Add your feelings and opinions about your teachers and the subjects you learn. Extension: justify your feelings and opinions.

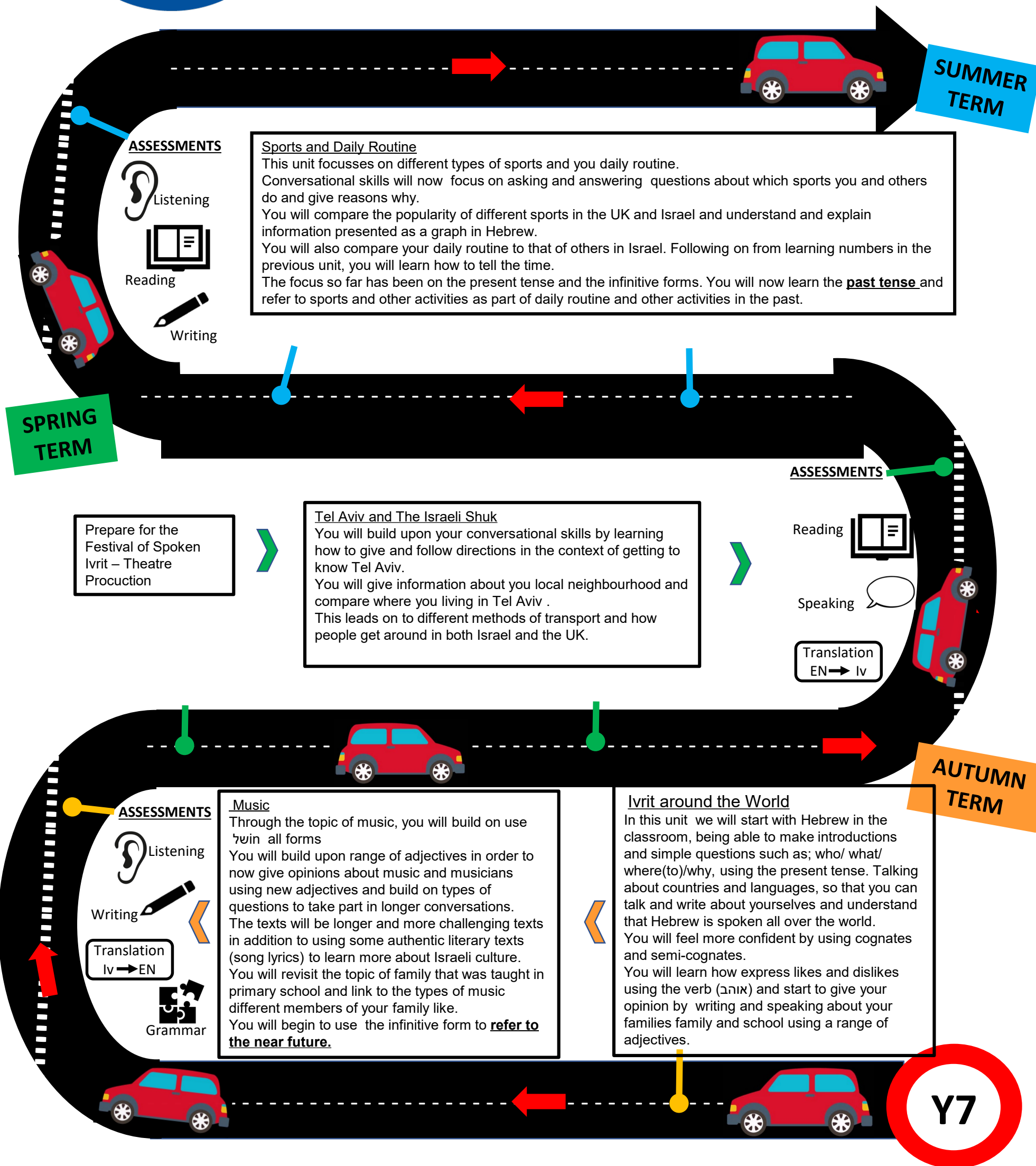
AUTUMN TERM

מתחילים  
את השנה.  
בהצלחה!





# YEAR 7 - IVRIT YESH VE YESH – Book 1 Learning Journey



SUMMER TERM

**ASSESSMENTS**

- Listening
- Reading
- Writing

Sports and Daily Routine

This unit focusses on different types of sports and you daily routine. Conversational skills will now focus on asking and answering questions about which sports you and others do and give reasons why. You will compare the popularity of different sports in the UK and Israel and understand and explain information presented as a graph in Hebrew. You will also compare your daily routine to that of others in Israel. Following on from learning numbers in the previous unit, you will learn how to tell the time. The focus so far has been on the present tense and the infinitive forms. You will now learn the **past tense** and refer to sports and other activities as part of daily routine and other activities in the past.

SPRING TERM

Prepare for the Festival of Spoken Ivrit – Theatre Production

Tel Aviv and The Israeli Shuk

You will build upon your conversational skills by learning how to give and follow directions in the context of getting to know Tel Aviv. You will give information about you local neighbourhood and compare where you living in Tel Aviv . This leads on to different methods of transport and how people get around in both Israel and the UK.

**ASSESSMENTS**

- Reading
- Speaking
- Translation EN → Iv

AUTUMN TERM

**ASSESSMENTS**

- Listening
- Writing
- Translation Iv → EN
- Grammar

Music

Through the topic of music, you will build on use לשי in all forms. You will build upon range of adjectives in order to now give opinions about music and musicians using new adjectives and build on types of questions to take part in longer conversations. The texts will be longer and more challenging texts in addition to using some authentic literary texts (song lyrics) to learn more about Israeli culture. You will revisit the topic of family that was taught in primary school and link to the types of music different members of your family like. You will begin to use the infinitive form to **refer to the near future**.

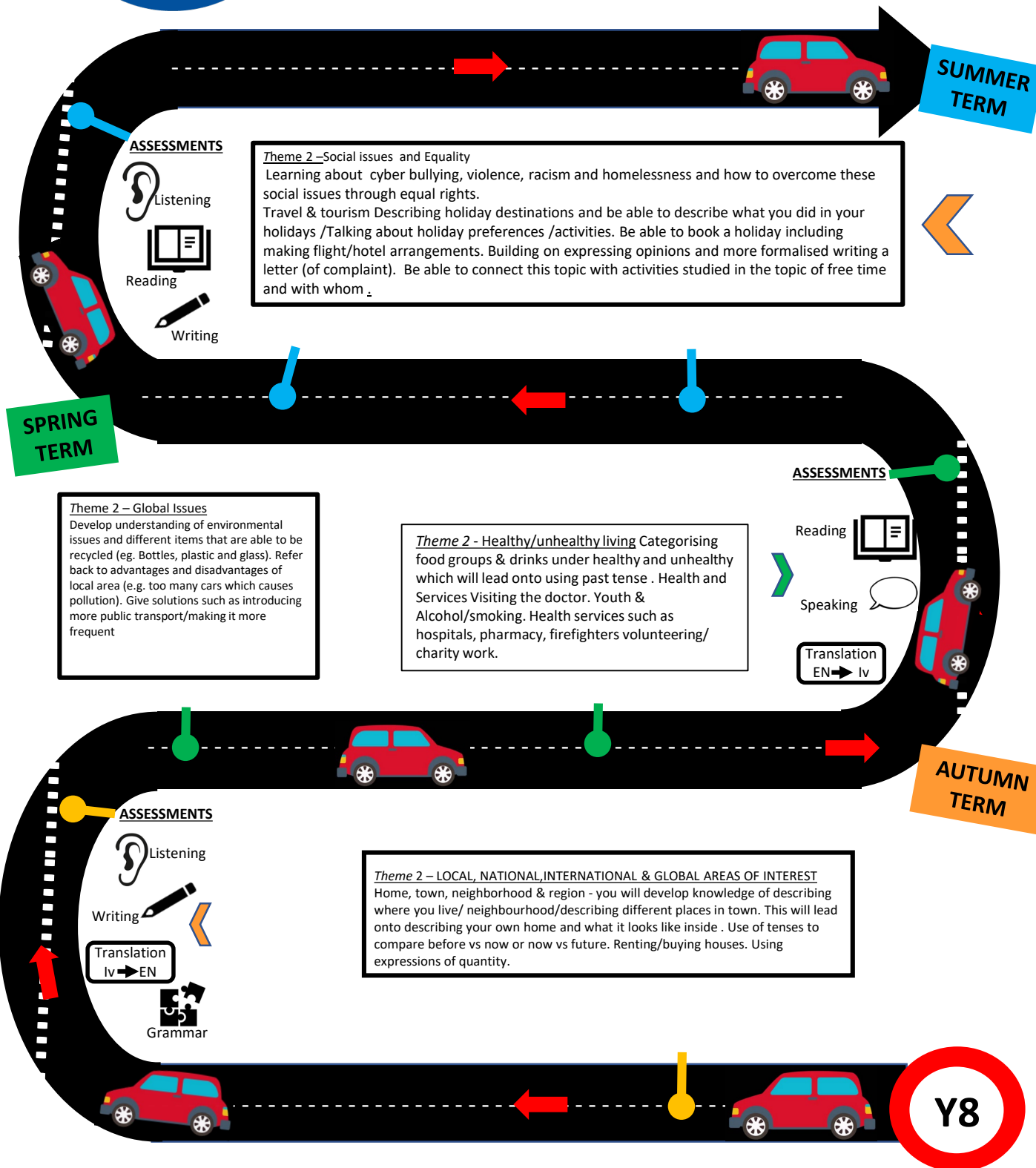
Ivrit around the World

In this unit we will start with Hebrew in the classroom, being able to make introductions and simple questions such as; who/ what/ where(to)/why, using the present tense. Talking about countries and languages, so that you can talk and write about yourselves and understand that Hebrew is spoken all over the world. You will feel more confident by using cognates and semi-cognates. You will learn how express likes and dislikes using the verb (אוהב) and start to give your opinion by writing and speaking about your families family and school using a range of adjectives.

Y7



# YEAR 8 - IVRIT GCSE Learning Journey



SUMMER TERM

### ASSESSMENTS

- Listening
- Reading
- Writing

**Theme 2 – Social issues and Equality**  
 Learning about cyber bullying, violence, racism and homelessness and how to overcome these social issues through equal rights.  
 Travel & tourism Describing holiday destinations and be able to describe what you did in your holidays /Talking about holiday preferences /activities. Be able to book a holiday including making flight/hotel arrangements. Building on expressing opinions and more formalised writing a letter (of complaint). Be able to connect this topic with activities studied in the topic of free time and with whom .



SPRING TERM

### ASSESSMENTS

- Reading
- Speaking
- Translation EN → Iv

**Theme 2 – Global Issues**  
 Develop understanding of environmental issues and different items that are able to be recycled (eg. Bottles, plastic and glass). Refer back to advantages and disadvantages of local area (e.g. too many cars which causes pollution). Give solutions such as introducing more public transport/making it more frequent

**Theme 2 - Healthy/unhealthy living** Categorising food groups & drinks under healthy and unhealthy which will lead onto using past tense . Health and Services Visiting the doctor. Youth & Alcohol/smoking. Health services such as hospitals, pharmacy, firefighters volunteering/ charity work.



AUTUMN TERM

### ASSESSMENTS

- Listening
- Writing
- Translation Iv → EN
- Grammar

**Theme 2 – LOCAL, NATIONAL, INTERNATIONAL & GLOBAL AREAS OF INTEREST**  
 Home, town, neighborhood & region - you will develop knowledge of describing where you live/ neighbourhood/describing different places in town. This will lead onto describing your own home and what it looks like inside . Use of tenses to compare before vs now or now vs future. Renting/buying houses. Using expressions of quantity.

Y8



SUMMER TERM



### My day at school and at home:

You will be able to describe your **typical day/daily routine** at home and at school, referring to morning, afternoon, evening and night. You will learn about **activities around the house** using a range of verbs in the present tense and time phrases, eg. Every day I Hoover the house/ I clean the table. You will be using the **past tense** to state completed home activities, e.g. yesterday I cleaned the house. You will be learning about **school subjects/ timetable** (timings), what is allowed not allowed, **school rules**, e.g. 'Mutar, Lo mutar.' Extra: To compare Israeli schools with UK schools, uniform/ times of the days/meals. You will now be able to combine everything learnt into a structured, solid essay about yourselves, hobbies, what your house/ room is like/ prepositions, daily routine with reference to school subjects/ timetable and activities around the house/ hobbies.

### My Holiday

You will learn how to describe your vacation in the past, work on questioning, asking each other about past events, e.g. where did you go on holiday? This will lead to learning about different countries, the languages that they speak and certain places that could be visited (e.g. Israel, Hebrew, Tel-Aviv, the beach). You will be able to describe clothing for warm/cold countries, E.g. In Israel, I wear/ I wore a t-shirt, shorts, sandals. Extra: say why: because it is/ was very hot. This will lead to expressing the weather forecast with opinions, e.g. 'Kar li.' 'Cham li.' ,I love Israel because it is always hot/sunny. Extra: Could compare it to London weather. You will learn about modes of transport to express how you travelled to the country/ arrived to different places.

### ASSESSMENTS



Listening



Reading



Writing

SPRING TERM

### My House

You will learn how to describe personal details, about home and room using first person and third person. You will be able to improve your conversation skills when describing details about your house, positive and negative opinions/adjectives.

You will get to know more nouns like different **types of rooms** in the house, e.g. kitchen, dining room, living room; **objects around the house**, e.g. table, chair, computer, bed, lamp, mirror; in addition, you will learn **prepositions**, e.g. My bed is **opposite** the table. I have a computer **on** the table and a television **next to** my wardrobe.

You will be learning **ordinal and cardinal numbers** (masculine/feminine), e.g. How many floors are in the house, how many bathrooms. You will recap nouns to say what room is on which floor and the prices of houses.

You will learn the past tense to do with **completed leisure activities** and why you enjoyed/didn't enjoy it, e.g. yesterday I went swimming with my sister. It was so fun!. You will learn to use **comparatives and superlatives** to compare houses in Israel & the UK ( e.g. there are more flats/apartments in Israel, the rooms are smaller than London/ it is cheaper/more expensive). Use of an authentic text – A flat to rent to consolidate vocabulary.

### ASSESSMENTS

Reading



Speaking



Translation  
EN → Iv



AUTUMN TERM

### Hobbies

In this unit you will learn to describe your hobbies (first person) and your family/friends hobbies (third person). You will be able to justify your opinions, positive and negative, and to use the infinitive with modal verbs and give reasons why you like/dislike free time activities using a variety of adjectives.

You will learn the days of the week and time phrases (e.g. next week, next Monday, next year) in order to state your plans/ free time activities.

You will be able to ask your friends about their hobbies in the present/future tense, using intonation.

### ASSESSMENTS



Listening

Writing



Translation  
Iv → EN



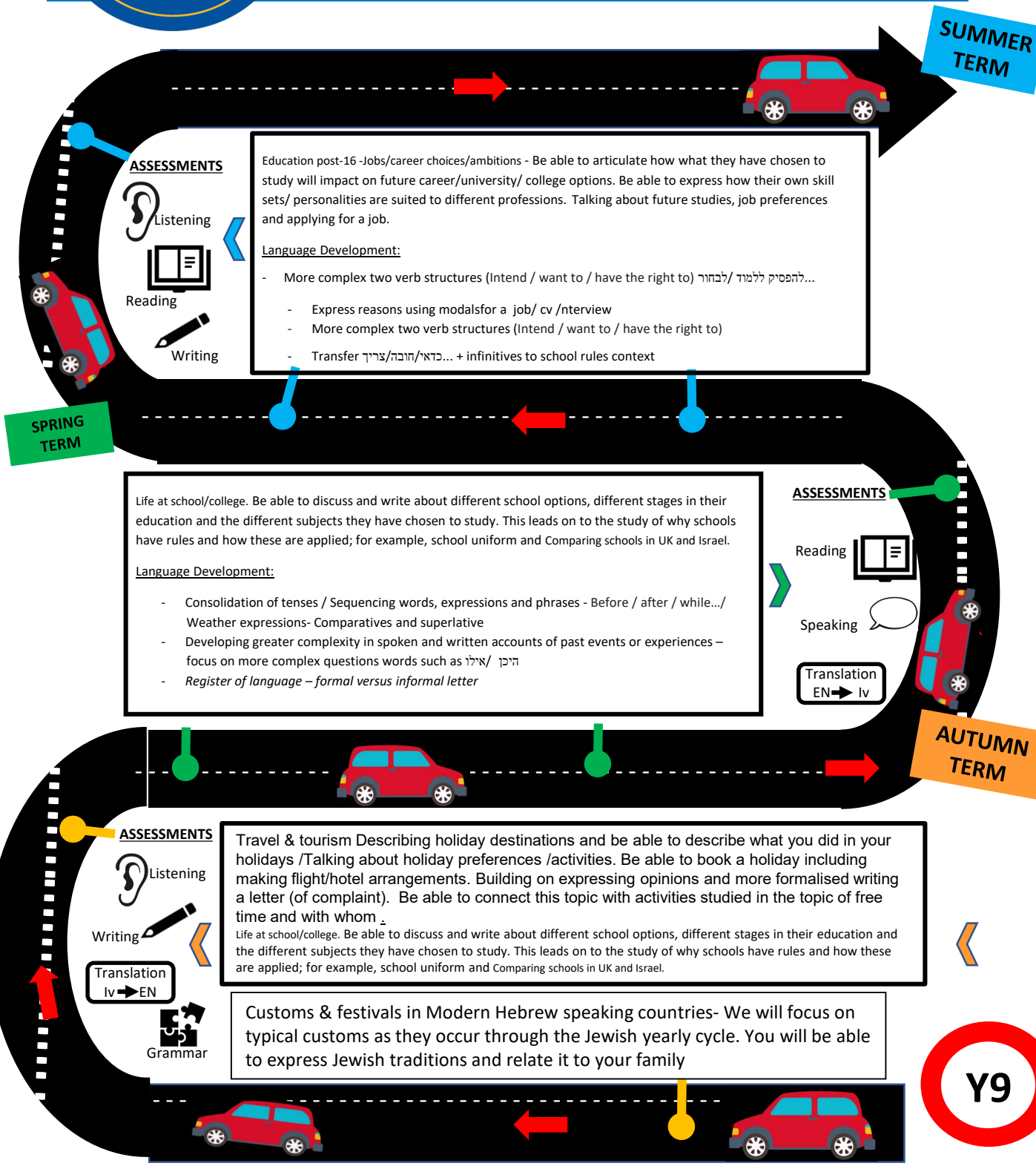
Grammar



Y8



# YEAR 9 - IVRIT Learning Journey



SUMMER TERM

**ASSESSMENTS**

- Listening
- Reading
- Writing

Education post-16 -Jobs/career choices/ambitions - Be able to articulate how what they have chosen to study will impact on future career/university/ college options. Be able to express how their own skill sets/ personalities are suited to different professions. Talking about future studies, job preferences and applying for a job.

Language Development:

- More complex two verb structures (Intend / want to / have the right to) לכוון / לרצות / להפסיק ללמוד / לבחור...
- Express reasons using modals for a job/ cv /interview
- More complex two verb structures (Intend / want to / have the right to)
- Transfer כדאי/חובה/צריך... + infinitives to school rules context

SPRING TERM

Life at school/college. Be able to discuss and write about different school options, different stages in their education and the different subjects they have chosen to study. This leads on to the study of why schools have rules and how these are applied; for example, school uniform and Comparing schools in UK and Israel.

Language Development:

- Consolidation of tenses / Sequencing words, expressions and phrases - Before / after / while.../ Weather expressions- Comparatives and superlative
- Developing greater complexity in spoken and written accounts of past events or experiences – focus on more complex questions words such as איילו / היכן
- Register of language – formal versus informal letter

**ASSESSMENTS**

- Reading
- Speaking
- Translation EN → Iv

AUTUMN TERM

**ASSESSMENTS**

- Listening
- Writing
- Translation Iv → EN
- Grammar

Travel & tourism Describing holiday destinations and be able to describe what you did in your holidays /Talking about holiday preferences /activities. Be able to book a holiday including making flight/hotel arrangements. Building on expressing opinions and more formalised writing a letter (of complaint). Be able to connect this topic with activities studied in the topic of free time and with whom .

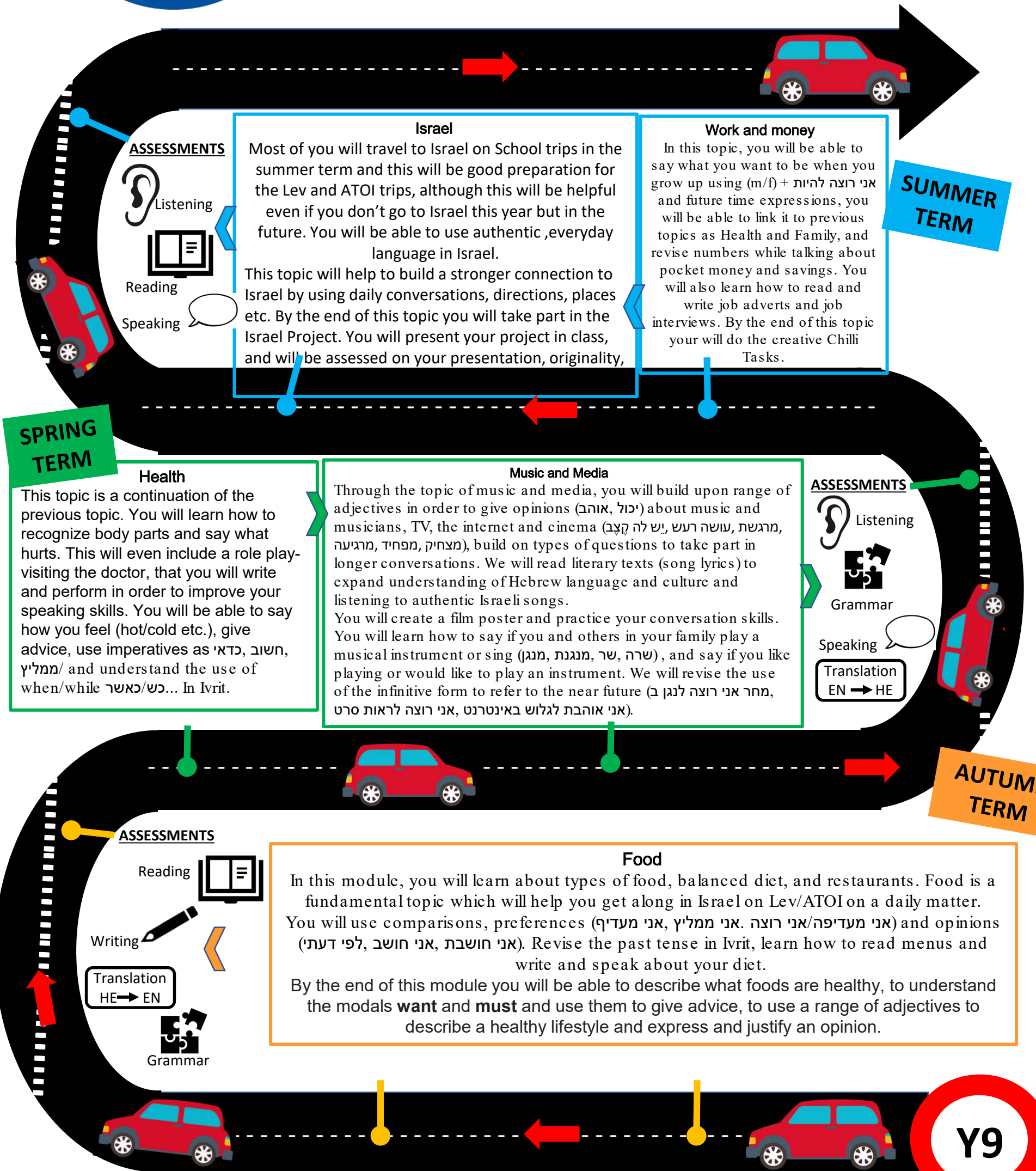
Life at school/college. Be able to discuss and write about different school options, different stages in their education and the different subjects they have chosen to study. This leads on to the study of why schools have rules and how these are applied; for example, school uniform and Comparing schools in UK and Israel.

Customs & festivals in Modern Hebrew speaking countries- We will focus on typical customs as they occur through the Jewish yearly cycle. You will be able to express Jewish traditions and relate it to your family

Y9



# YEAR 9 - IVRIT Learning Journey



**SUMMER TERM**

**Israel**  
 Most of you will travel to Israel on School trips in the summer term and this will be good preparation for the Lev and ATOI trips, although this will be helpful even if you don't go to Israel this year but in the future. You will be able to use authentic ,everyday language in Israel.  
 This topic will help to build a stronger connection to Israel by using daily conversations, directions, places etc. By the end of this topic you will take part in the Israel Project. You will present your project in class, and will be assessed on your presentation, originality,

**Work and money**  
 In this topic, you will be able to say what you want to be when you grow up using (m/f) + אני רוצה להיות and future time expressions, you will be able to link it to previous topics as Health and Family, and revise numbers while talking about pocket money and savings. You will also learn how to read and write job adverts and job interviews. By the end of this topic your will do the creative Chilli Tasks.

**ASSESSMENTS**

Listening

Reading

Speaking

**SPRING TERM**

**Health**  
 This topic is a continuation of the previous topic. You will learn how to recognize body parts and say what hurts. This even include a role play- visiting the doctor, that you will write and perform in order to improve your speaking skills. You will be able to say how you feel (hot/cold etc.), give advice, use imperatives as כדאי, חשוב, חשוב, נדאי and understand the use of when/while כאשר... In Ivrit.

**Music and Media**  
 Through the topic of music and media, you will build upon range of adjectives in order to give opinions (יכול, אוהב) about music and musicians, TV, the internet and cinema (יש לה קצב), build on types of questions to take part in longer conversations. We will read literary texts (song lyrics) to expand understanding of Hebrew language and culture and listening to authentic Israeli songs.  
 You will create a film poster and practice your conversation skills. You will learn how to say if you and others in your family play a musical instrument or sing (שרה, שר, מנגנת, מנגן), and say if you like playing or would like to play an instrument. We will revise the use of the infinitive form to refer to the near future (מחר אני רוצה לנגן ב... אני אוהבת לגלוש באינטרנט, אני רוצה לראות סרט).

**ASSESSMENTS**

Listening

Grammar

Speaking

Translation EN → HE

**AUTUMN TERM**

**Food**  
 In this module, you will learn about types of food, balanced diet, and restaurants. Food is a fundamental topic which will help you get along in Israel on Lev/ATOI on a daily matter. You will use comparisons, preferences (אני מעדיף, אני ממליץ, אני רוצה) and opinions (אני חושבת, אני חושב, לפי דעתי). Revise the past tense in Ivrit, learn how to read menus and write and speak about your diet.  
 By the end of this module you will be able to describe what foods are healthy, to understand the modals **want** and **must** and use them to give advice, to use a range of adjectives to describe a healthy lifestyle and express and justify an opinion.

**ASSESSMENTS**

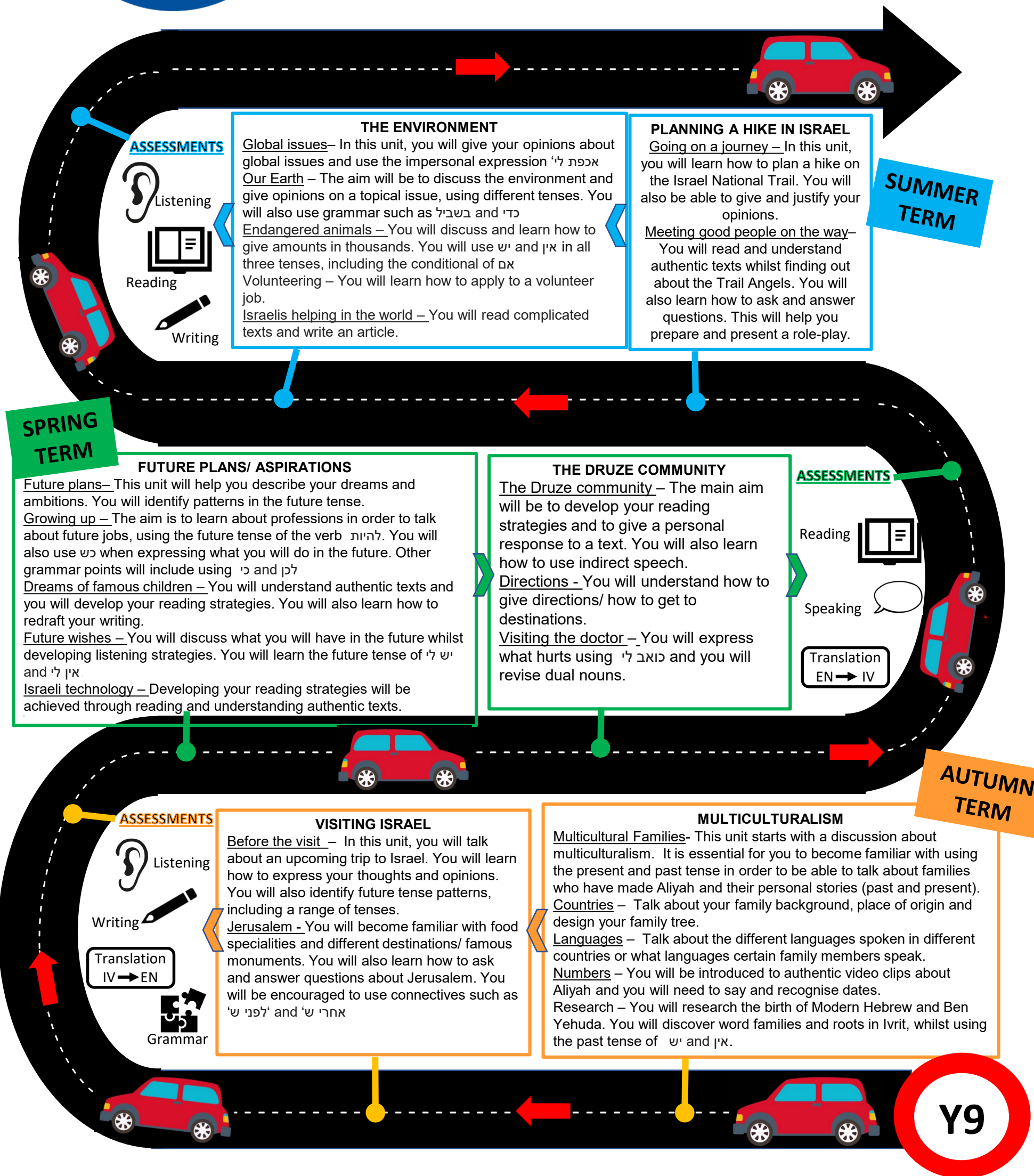
Reading

Writing

Translation HE → EN

Grammar

**Y9**





# Y9 Iyun: Jewish Studies Learning Journey

9

## Jewish History

We conclude the course by looking at the Raid on Entebbe and other acts of terrorism against Israel and the Peace Process. This brings us up to the present day with the ongoing issues and attempts to bring peace to the region.

## Tanach / Talmud

This term focuses on the Ten Commandments and their importance, looking at each one individually, using the commentaries to assist us. We return to the topic of personal responsibility and examine the laws of damages done to others by our property and consider relevant sources to help us resolve two more modern day dilemmas.

Summer Term

9

## Tanach / Talmud

The next unit examines the sin of Moshe and the rock, where we consider various commentaries' interpretations of the text. We also explore the concept of Kiddush and Chillul Hashem.

We return to our Talmud topics and explore the halachic question of whether it is permissible to borrow an item without permission.

We also study various sources to help us determine whether it is permissible to download items without the original owner's permission.

## Jewish History

We move on to the Holocaust and study the Nazi ideology regarding Jews, the process of increased persecution of the Jews, the ghettos, concentration camps and death camps.

The next unit focuses on the birth of the State of Israel and the War of Independence.

We then deal with the two major wars in Israel: the Six Day War and the Yom Kippur War.

Spring Term

## Jewish History

We study recent Jewish history, beginning with the Dreyfus Affair and how this influenced Herzl's view about Zionism.

We move on to look at the Balfour Declaration and how this played a major role in the lead-up to the establishment of the State of Israel.

In the next topic we explore the actions of the Freedom Fighter in Palestine and consider whether what they did was justified.

## Tanach / Talmud

We begin by examining the background to the sin of the spies and the laws of Lashon Hara.

We move on to explore various commentaries' interpretations of the sin of the spies and its consequences. We consider possible causes of the sin and lessons we can learn for our own lives.

The Talmud topics relate to personal responsibility and damages. Our first topic is the damages caused directly by a person and we examine various sources to resolve two modern day dilemmas.

Autumn Term

9



# Y8 Iyun: Jewish Studies Learning Journey

8

## Jewish History

We examine the rise of Chassidut, what it is about and the reason it came into being. We then look at Moses Mendelssohn's influence on German Jewry and the development of the Reform Movement.

## Tanach / Talmud

We begin the term by delving into the topic of whether mitzvot require intention in order to fulfil them. This is part of the Gemara's discussion on Seder Night and the eating of the bitter herbs in place of Karpas. We then turn our attention to the ten plagues and their specific significance and their role in the process of the redemption of the Bnei Yisrael from Egypt. The next topic takes us back to the Talmud, with an in-depth study of the mitzvah of making Kiddush and its purpose. We conclude the year with a study of the book of Shoftim and particular focus on Devorah and Gidon.

Summer Term

8

## Tanach / Talmud

We study the life and leadership of Moshe and what qualities he developed through his experiences in the palace and as a shepherd. We examine the concept of Shelichut (acting as an agent for someone) and also study the laws of Mishloach Manot on Purim. We explore the episode of the Burning Bush and with the aid of the commentaries, uncover its symbolism.

## Jewish History

We examine the difficult period of persecution of the Jews, beginning with the Crusades. We move onto the Tach v'at massacre and then explore the various false Messiahs, with particular focus on Shabtai Tzvi and the impact he had in the Jewish world. We then look at the return of the Jews to England and some of the important Jewish figures of the time.

Spring Term

## Jewish History

We begin the course in Bavel, looking the role and impact of the Geonim. We move on to look at the birth of Islam and its relationship with the Jews. We then turn to the emergence of the Jewish communities throughout Europe and how and where the Sefardi and Ashkenazi traditions developed.

## Tanach / Talmud

We begin with an introduction to the book of Shemot and explore names and nicknames. We then look at the Gemara that deals with Seder Night and its timing. We return to Shemot and look at the development of persecution of the Bnei Yisrael, including their enslavement. We begin the topic of leaning on Seder Night and what it symbolises and explore what it means to be free.

Autumn Term

8



# Y7 Iyun: Jewish Studies Learning Journey

7

## Jewish History

We explore the death of the ten martyrs, who they were and why they were killed. We move on to the creation of the Mishna and its significance and importance. We conclude with the move away from the land of Israel and the creation of the Talmud.

## Tanach / Talmud

The next topic deals with four types of Shomrim (guardians) and their different levels of responsibility. We consider a dilemma which we resolve using the Mishna, Gemara and commentaries. We then turn to the story of Yaakov and Esav and their rivalry, culminating in Yaakov taking Esav's blessings. We look at a fascinating question in the Talmud of what should be done where two people have only one flask of water left in the desert. The last topic introduces us to our first look at the book of Neviim with the story of Yehoshua and the conquest of Israel.

Summer Term

7

## Tanach / Talmud

We move onto the story of Noach and the Flood. We examine another Talmud topic, which has practical applications for us today. This is the subject of returning lost property. We discover under what circumstances a lost item must be returned and when it can be kept. We then return to Tanach, exploring the episode of the building of the Tower of Babel and then moving on to the life of Avraham and his greatness.

## Jewish History

We look at the story of Masada and how the people tried to hold out against the Romans. We then examine the birth of Christianity and its impact on the Jews. The final topic for this term is the Bar Kochba revolt and its importance. We consider why it is significant.

Spring Term

## Jewish History

The course begins with an introduction to Jewish history and how it differs from general history. We start at the end of the period of the Second Temple. We examine its importance and functions. We then move on to look at the destruction of the Temple and how Rabbi Yochanan ben Zakkai was able to save Judaism despite all the destruction.

## Tanach / Talmud

We begin with an introduction to the course, looking at the way we learn and the use of Mefarshim (commentaries). We then look at the beginning of the Torah and creation. We examine the concept of humans being created in the image of G-d and what this means in practice. We are introduced to Mishna and Gemara and begin looking at the topic of the Power of Words, where we examine the prohibition of hurting people with words through a piece of Mishna and Gemara and the commentaries. We return to the next Tanach topic, which is Kayin and Hevel and the argument between them which ultimately led to the first murder in the Torah.

Autumn Term

7



# Y9: Jewish Studies Learning Journey

9

## Jewish History

We conclude the course by looking at the Raid on Entebbe and other acts of terrorism against Israel and the Peace Process. This brings us up to the present day with the ongoing issues and attempts to bring peace to the region.

## Tanach

This term focuses on several key episodes found in the Book of Neviim (Prophets). We begin with the story of Chana and her difficulty in conceiving. She eventually gave birth to Shmuel, who became one of the greatest prophets. We complete the year by focusing on a stand-alone topic of honouring parents. We look at some of the Jewish laws of how we treat our parents and our obligations to them and their obligations to us.

Summer Term

9

## Tanach

The next unit examines the sin of Moshe and the rock, where we consider various commentaries' interpretations of the text. We also explore the concept of Kiddush and Chillul Hashem. We then move on to study the purpose and function of the Cities of Refuge and the concept of personal responsibility. We end the term studying about the death of Moshe, his contribution to Judaism and the Jewish people and his leadership qualities.

## Jewish History

We move on to the Holocaust and study the Nazi ideology regarding Jews, the process of increased persecution of the Jews, the ghettos, concentration camps and death camps. The next unit focuses on the birth of the State of Israel and the War of Independence. We then deal with the two major wars in Israel: the Six Day War and the Yom Kippur War.

Spring Term

## Jewish History

We study recent Jewish history, beginning with the Dreyfus Affair and how this influenced Herzl's view about Zionism. We move on to look at the Balfour Declaration and how this played a major role in the lead-up to the establishment of the State of Israel. In the next topic we explore the actions of the Freedom Fighter in Palestine and consider whether what they did was justified.

## Tanach

The course focuses on various key episodes that take place which the Bnei Yisrael are in the desert, which are found the Book of Bamidbar. We begin with an introduction to life in the desert for the Bnei Yisrael and explore the significance of the Mishkan (the mobile Temple). Unit 2 deals with the spies and the bad report they gave about the land and the consequences that brought for the Bnei Yisrael. Unit 3 deals with the rebellion of Korach and analyses his motivation and behaviour.

Autumn Term

9





# Y8: Jewish Studies Learning Journey

8

## My Jewish Life

### Shavuot: the Written & Oral Torah

We learn about the festival of Shavuot and what it commemorates. This leads into the clarification of the two parts of Torah, written and oral and their significance and role with Judaism and Jewish learning.

## My Jewish Story

### Becoming a People in the Holy Land

This unit deals with three elements: the conquest of Israel; Kingship and the Temple.  
The Conquest of Israel involves not only the battles, but the establishment of a new moral society in the land, built on the word of G-d. We reflect on the contrast between eternal Jewish values and the changing values of societies over the ages. The theme of Kingship hones in on questions of power versus responsibility and the purpose of monarchy. The Temple theme helps us understand the importance of the Beit Hamikdash and finding spirituality in our lives.

Summer Term

8

## My Jewish Story

### Becoming G-d's People

This unit tracks the development of the Jewish people as G-d's people and explores the experience at Mount Sinai and its impact for Judaism today.

### Becoming a Man of G-d

In this unit we explore the leadership roles of Moshe, Aharon and Miriam and what we can learn about leadership for our own lives.

## My Jewish Life

### Bar/Bat Mitzvah

We examine the importance of the Bar and Bat Mitzvah ceremonies and their significance. We explore some of the customs and practices associated with them and reflect on their relevance for our lives.

Spring Term

## My Jewish Life

### Luach Hashana

We learn about the Jewish calendar and how it works and explore the various Chagim, primarily focusing on Rosh Hashanah, Yom Kippur and Succot that fall in the Autumn term. We examine how these festivals are relevant to our lives and provide meaning and purpose to our year.

## My Jewish Story

### Introduction

We review last year's topics briefly and set the scene for this year, where the Bnei Yisrael find themselves in slavery in Egypt.

### Becoming a People

This unit focuses on the birth of the Jewish people and what nationhood means for us today and how we can contribute towards our people.

Autumn Term

8



# Y7: Jewish Studies Learning Journey

7

## My Jewish Life

### Kashrut

We learn about the origins and laws of the mitzvah of kashrut. We examine various views on its meaning and importance and learn practical skills in identifying kosher food and preparing food according to the laws of kashrut.

## My Jewish Story

### Becoming a moral individual (part 2)

We are introduced to Yaakov in his uncle's home and discover how he is tricked by him into marrying his older daughter. This episode also teaches us about the prohibition of embarrassing someone and why it is forbidden in Judaism.

### Becoming a family

This unit deals with Yosef and his journey from slavery to viceroy of Egypt. We examine how he maintained his Jewish identity in a foreign culture and the challenges this posed for him and can pose for us today.

Summer Term

7

## My Jewish Story

### Becoming a civilised society

We examine the sins of the generation of the flood and why these sins led to the destruction of society. We look at the various ways G-d chose to rectify this and establish a better society for the future.

### Becoming a moral individual (part 1)

In the unit we are introduced to Avraham. We consider how he came to believe in one G-d and what qualities he displayed in his life that we can learn from.

## My Jewish Life

### Tefillah

We learn about prayer, its origins and its purpose. We consider the importance of prayer and why it is generally recited in Hebrew. We look at various Jewish prayers in detail and evaluate their significance and relevance to us today.

Spring Term

## My Jewish Life

### Tzedakah

We learn about the mitzvah of Tzedakah and how it differs from charity. We explore the sources for this mitzvah and some of its laws. We study the order of priority when giving Tzedakah both in terms of who to give and how best to give, using the Rambam's guidance. We also consider the importance and power of this mitzvah.

## My Jewish Story

### Introduction to the Course

We begin with an introductory unit, which deals with what the Torah is and why and how we learn it.

### Becoming a human

We move on to the first story in the Torah – the Creation, with particular focus on the creation of Humanity. We discover the concept of being created in G-d's image and what this means and its implications for us today.

### Becoming a responsible person

This unit deals with the sin of eating from the Tree of Knowledge and its consequences. We examine the concept of free choice and responsibility.

Autumn Term

7

# Year 7 Mathematics Learning Journey

ASSESSMENTS

Careers in Term 3

Statistician  
Builder  
Architect  
Decorating  
Risk analysis  
Scientists

## 6. Probability

What is the probability you will throw heads on a fair coin or a 6 on a fair die? In this topic, you will be exploring experiments like these as well as learning key probability terminology. As well as learning about theoretical and experimental probability, you will also learn how to use two way tables and Venn diagrams to solve probability questions.

## 7. Statistics.

### Statistical diagrams

Results from a survey can be represented in graphs and charts so that they can be understood better or used for comparison. These are seen daily in newspapers, magazines and in the news. Examples of such charts are bar charts, pie charts, pictograms and scatter diagrams.

### Averages

We are exposed to averages all of the time. For example, in the news, sports, in business and budgeting. We learn to calculate averages from lists of data, or from charts. Students are also exposed to estimating, by using averages and lines of best fit.

SUMMER TERM

SPRING TERM

## 4. Perimeter, Area and Volume

### Perimeter and Area

A garden designer would need to work out area for the amount of grass needed and perimeter to work out fencing. Other topics that are linked are volume of 3D shapes, Pythagoras' Theorem and calculating pressure.

### Volume

This is linked to perimeter and area. Volume tell us how much space there is inside any structure. In this chapter, you will learn formulae that can be used to calculate volumes of different prisms, based on a few measurements. Many of these formulae were first worked out thousands of years ago. The fact that they are still in use today shows us how important they are. Students will be stretched to calculate the lengths of arcs and areas of sectors.

## 5. Fractions, Decimals, Percentages

These are found in everyday calculations such as in cooking, budgeting, calculating wages, calculating special offers in the supermarket, interest gained in bank accounts. You also need to know how to convert between fractions, decimals and percentages.

### Percentages

These are used lots of areas such as in the payroll department, profit and loss in a company, stocks and shares, tax calculations, the housing market and many more. Compound interest is really important and can help you choose the best bank deals. Depreciation can show how much value a car can lose over the years.

ASSESSMENTS

Careers in Term 2

Investment banking  
Architect  
Designers  
Engineers  
Digital marketing  
Builders  
Chef

AUTUMN TERM

ASSESSMENTS

Careers in Term 1

Building  
Decorating  
Air Traffic  
Control  
Computer programming

## 3. Angles, Bearings, Angles in a Polygon

### Angle Notation and facts:

In order to fully cover all angles work, angle notation must first be understood, and angle facts covered. Facts around angle in triangles, angles around a point, and angles on a straight line will be looked at.

### Angles in Polygons:

Further work will look at regular and irregular polygons, and interior and exterior angles within these.

## 2. Factorising, Expanding and Substituting.

### Simplifying algebraic expressions

This unit starts with key vocabulary related algebra. It is essential for you to become familiar with how algebra is written.

**Substitution:** This is the basis of how people use formulae in the world, especially in the world of Science.  
**Expanding and Factorising:** Expanding brackets and factorising will enable you to improve your problem solving skills. Students will factorise linear expressions and will be extended to factorise quadratic expressions.

**Index Laws will also be looked at, and we will look at formulae used within other fields, such as Science.**

## 1. Integers, Decimals, Rounding and Standard Form

### Basic number skills for positive, negative numbers and decimals

This unit starts with addition, subtraction, multiplication and division using positive and negative numbers. It is essential for you to become familiar with calculations with decimals as they appear in measurements, rounding, probability, money and averages that you will visit later in the year.

### Order of operations, Factors and multiples

In this unit, you learn the order in which people around the world calculate sums (it's the same everywhere!). Even calculators work in this way.

You will need factors and multiples to find LCM, HCF and problem solving. You will also need this skill to be able to, for example, expand and factorise algebraic expressions at a later stage.

### Standard Form and Rounding

Numbers in standard form are written with powers of 10. They are used to write and calculate with very small numbers (often used in biology) or large numbers (often seen in physics). Students will learn to round to decimal places and significant figures.

# Year 8 Mathematics Learning Journey

SUMMER TERM

ASSESSMENTS

Careers in Term 3

Building  
Decorating  
Risk analysis  
Banking  
Surveyors  
Air Traffic Control  
Computer programming

## 12. Transformations and Similarity.

### Transformations

Rotations, reflections, translations and enlargements are often seen in product design or engineering and architectural drawings and creating patterns.

### Similarity and congruence

Similar triangles are used in real life to find the heights of tall objects. In this area you will learn how to calculate missing sides of similar shapes.

### Vectors

Vectors show magnitude and direction. We can describe where a shape has moved to using these.

## 13. Sequences

### Sequences

This part of algebra links number sequences, with writing expressions and solving linear equations which you have learnt previously. Sequences will be in shape patterns as well as numbers.

You will look at many sequences, including linear sequences, quadratic sequences, geometric sequences and others.

## 13. Money

### Money

You will learn about payslips, salary, tax, saving, budgeting and saving money here. All of these are valuable life skills so make sure you pay careful attention.

SPRING TERM

## 10. Geometry, Pythagoras and Trigonometry.

### Area and Perimeter

Find the area and perimeter when you are decorating or planning the interior design of a building or an outside space like a garden. Architects use this to work out the floor plans

### Pythagoras' Theorem

You will be able to calculate missing lengths of right-angled triangles in this topic and explore dimensions of triangles in 3D. Who was Pythagoras?

### Trigonometry

You will learn about trigonometric ratios, sine, cosine and tangent functions and be able to calculate missing angles and lengths in right-angled triangles.

## 11. Graphing

### Coordinates

Plot and read coordinates

### Straight line graphs

The saying: 'A picture is worth a thousand words' is definitely true in Mathematics; graphs are worth many lines of algebra as they show the relationship between two variables in a visual way and have many applications in real-life. You will be learning about the gradient of a line often seen in Science and how to find a midpoint between two points on a grid.

### Real life graphs

These can include distance-time graphs, the gradient will represent the rate of change.

ASSESSMENTS

Careers in Term 2

Investment banking  
Statistician  
Architect,  
Designers  
Engineers  
Builders

AUTUMN TERM

## 9. Solving Equations

### Solving Linear Equations

Solving equations is an essential problem solving skill. Equations are used to find out how much gravel, sand, cement and water are needed for the volume of concrete.

### Linear inequalities

Learn how to solve a linear inequality and represent the solution on a number line.

### Quadratics

Learn how to solve a quadratic equation by factorising.

### Simultaneous Equations

A system that has two or more linear equations involving the same variables. Here you will learn how to solve two linear equations simultaneously.

### Changing the Subject

Use skills you have learned solving equations to help with rearranging a formula, which is often used in Science.

## 8. Ratio & Proportion and Compound Measures

### Ratio & Proportion

Chefs will use ratio and proportion in recipes to cook. A recipe tells you how much of each ingredient you need for a certain number of people. You can also work out value for money when calculating best-buys.

### Direct and Inverse Proportion

In many real-life situations, variables are connected by a rule or a relationship. It may be that as one increases the other increases. Alternatively, it could be as one increases the other decreases. Here you will learn how quantities vary when they are related.

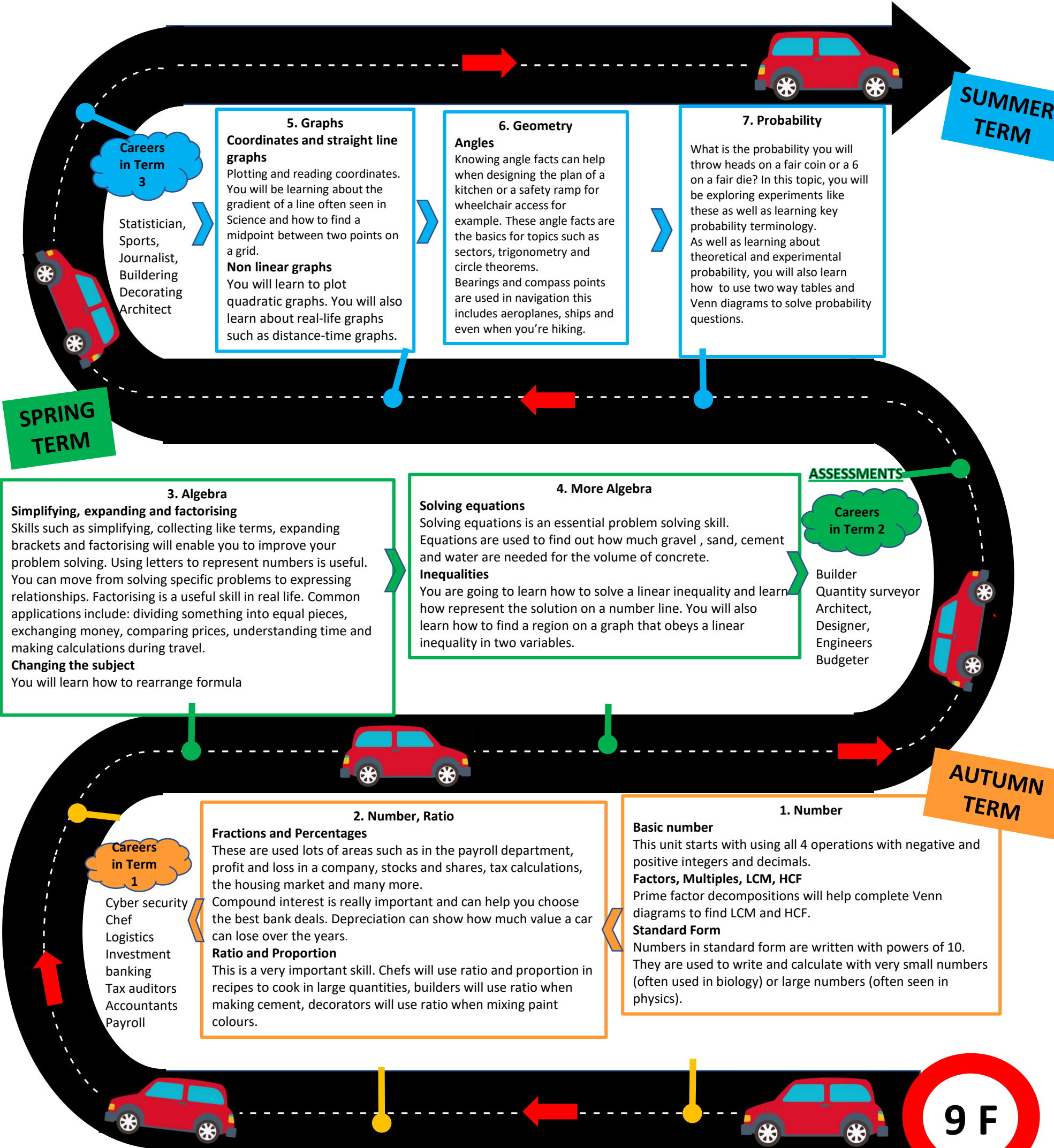
### Compound Measures

Here, you are going to learn 4 important measures used in the real world. These are Rates of pay; Speed, distance and time; Density; and Pressure. What you should know: Compound measures always involve three variables.

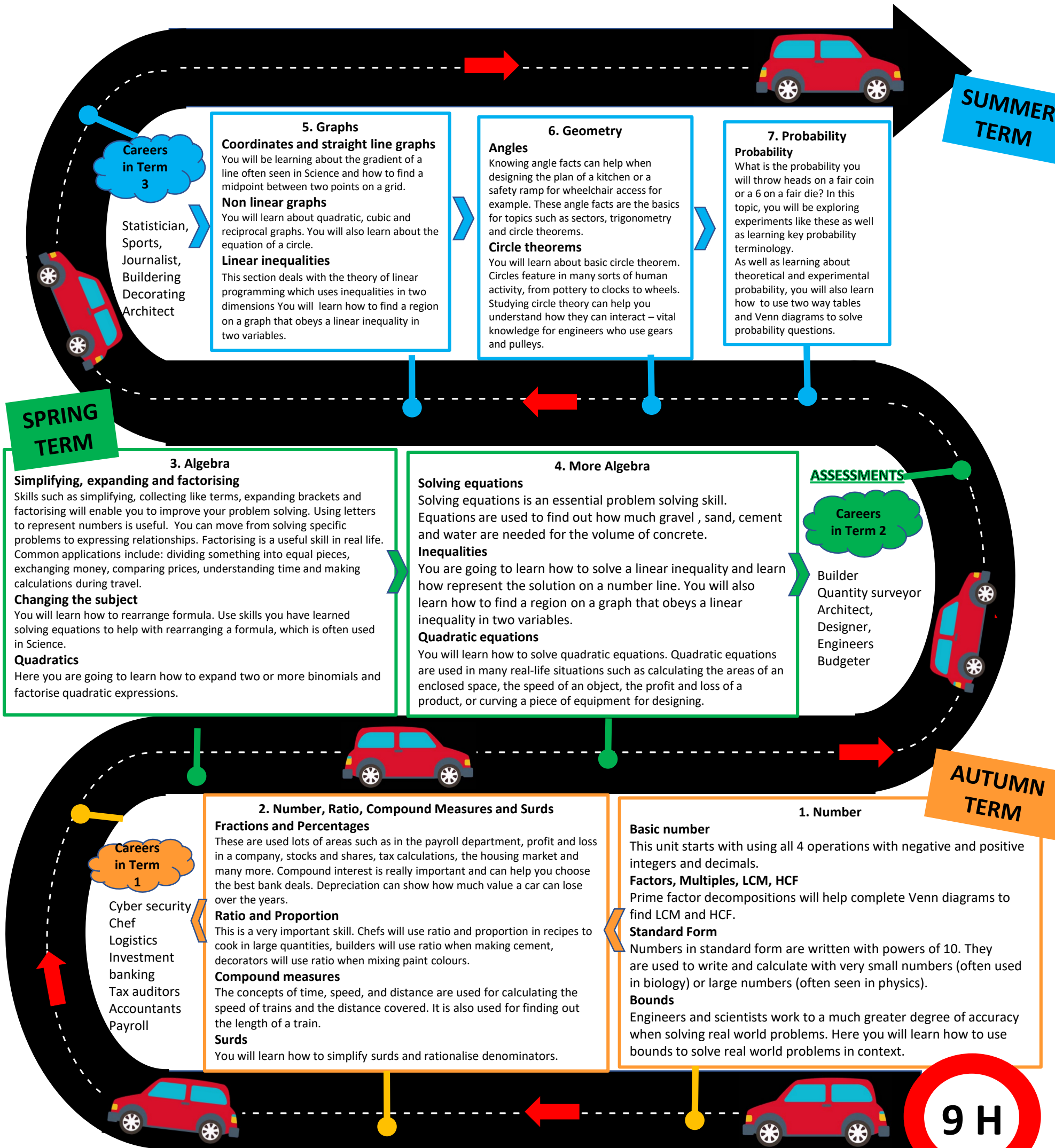
Careers in Term 1

Architects,  
Statistician  
Civil engineers  
Builders  
Decorating  
Computing  
Investment banking

# Year 9 Foundation Mathematics Learning Journey

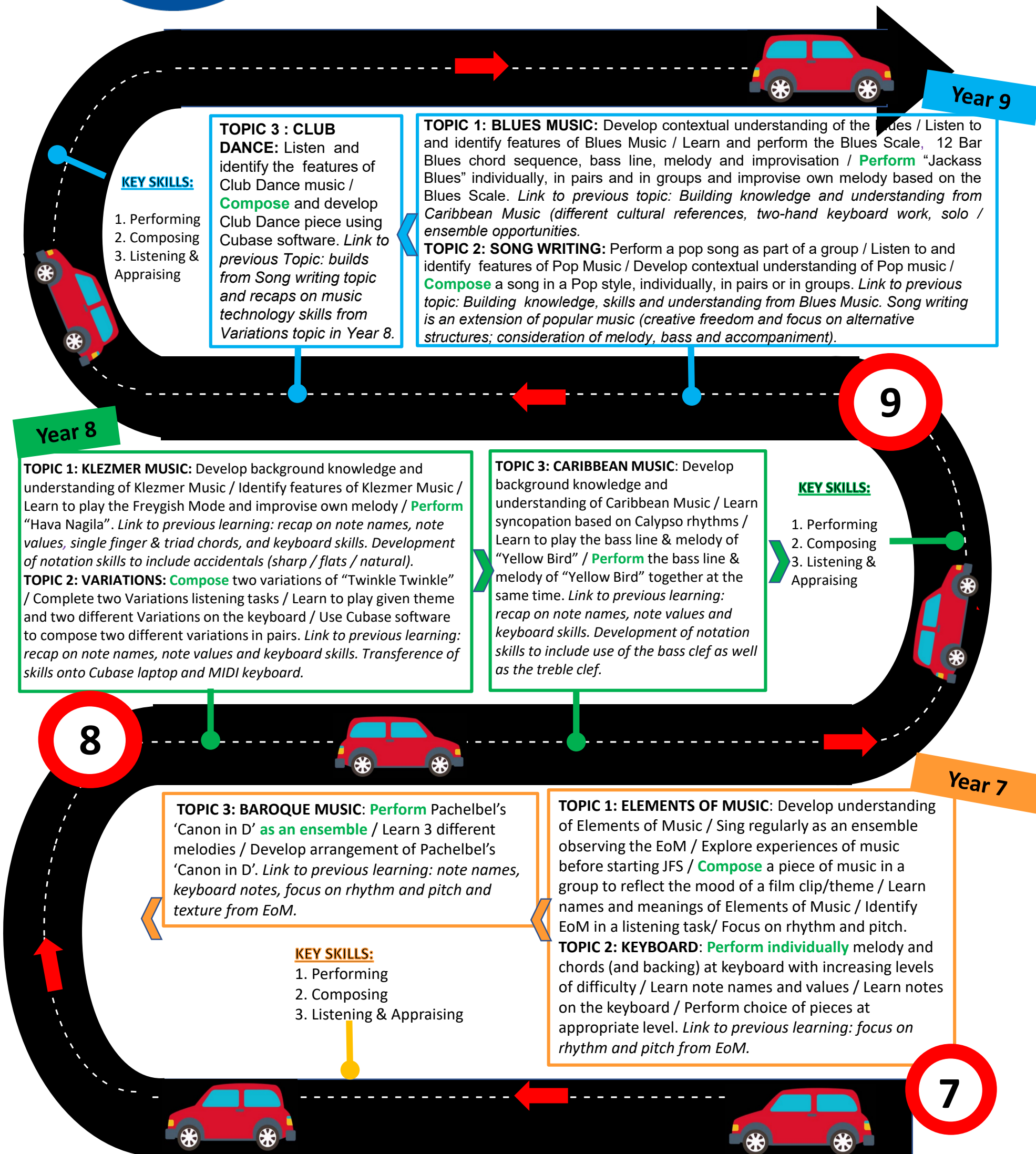


# Year 9 Higher Mathematics Learning Journey





# KS3 Music Learning Journey



Year 9

9

**KEY SKILLS:**

1. Performing
2. Composing
3. Listening & Appraising

**TOPIC 3 : CLUB**

**DANCE:** Listen and identify the features of Club Dance music / **Compose** and develop Club Dance piece using Cubase software. *Link to previous Topic: builds from Song writing topic and recaps on music technology skills from Variations topic in Year 8.*

**TOPIC 1: BLUES MUSIC:** Develop contextual understanding of the Blues / Listen to and identify features of Blues Music / Learn and perform the Blues Scale, 12 Bar Blues chord sequence, bass line, melody and improvisation / **Perform** "Jackass Blues" individually, in pairs and in groups and improvise own melody based on the Blues Scale. *Link to previous topic: Building knowledge and understanding from Caribbean Music (different cultural references, two-hand keyboard work, solo / ensemble opportunities).*

**TOPIC 2: SONG WRITING:** Perform a pop song as part of a group / Listen to and identify features of Pop Music / Develop contextual understanding of Pop music / **Compose** a song in a Pop style, individually, in pairs or in groups. *Link to previous topic: Building knowledge, skills and understanding from Blues Music. Song writing is an extension of popular music (creative freedom and focus on alternative structures; consideration of melody, bass and accompaniment).*

Year 8

**TOPIC 1: KLEZMER MUSIC:** Develop background knowledge and understanding of Klezmer Music / Identify features of Klezmer Music / Learn to play the Freygish Mode and improvise own melody / **Perform** "Hava Nagila". *Link to previous learning: recap on note names, note values, single finger & triad chords, and keyboard skills. Development of notation skills to include accidentals (sharp / flats / natural).*

**TOPIC 2: VARIATIONS:** **Compose** two variations of "Twinkle Twinkle" / Complete two Variations listening tasks / Learn to play given theme and two different Variations on the keyboard / Use Cubase software to compose two different variations in pairs. *Link to previous learning: recap on note names, note values and keyboard skills. Transference of skills onto Cubase laptop and MIDI keyboard.*

**TOPIC 3: CARIBBEAN MUSIC:** Develop background knowledge and understanding of Caribbean Music / Learn syncopation based on Calypso rhythms / Learn to play the bass line & melody of "Yellow Bird" / **Perform** the bass line & melody of "Yellow Bird" together at the same time. *Link to previous learning: recap on note names, note values and keyboard skills. Development of notation skills to include use of the bass clef as well as the treble clef.*

**KEY SKILLS:**

1. Performing
2. Composing
3. Listening & Appraising

8

**TOPIC 3: BAROQUE MUSIC:** **Perform** Pachelbel's 'Canon in D' **as an ensemble** / Learn 3 different melodies / Develop arrangement of Pachelbel's 'Canon in D'. *Link to previous learning: note names, keyboard notes, focus on rhythm and pitch and texture from EoM.*

**KEY SKILLS:**

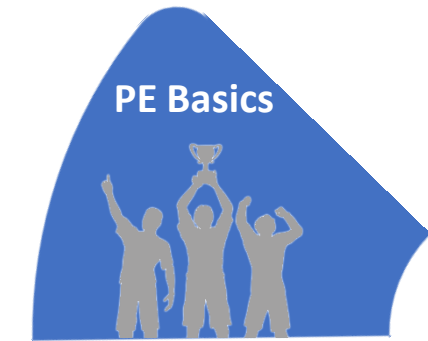
1. Performing
2. Composing
3. Listening & Appraising

**TOPIC 1: ELEMENTS OF MUSIC:** Develop understanding of Elements of Music / Sing regularly as an ensemble observing the EoM / Explore experiences of music before starting JFS / **Compose** a piece of music in a group to reflect the mood of a film clip/theme / Learn names and meanings of Elements of Music / Identify EoM in a listening task/ Focus on rhythm and pitch.

**TOPIC 2: KEYBOARD:** **Perform individually** melody and chords (and backing) at keyboard with increasing levels of difficulty / Learn note names and values / Learn notes on the keyboard / Perform choice of pieces at appropriate level. *Link to previous learning: focus on rhythm and pitch from EoM.*

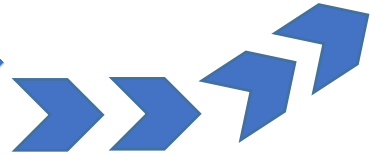
Year 7

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### PE Basics

PE Basics  
An introduction to routines, rules, expectations and opportunities. 4 lessons of teamwork, testing and learning all about PE at JFS.

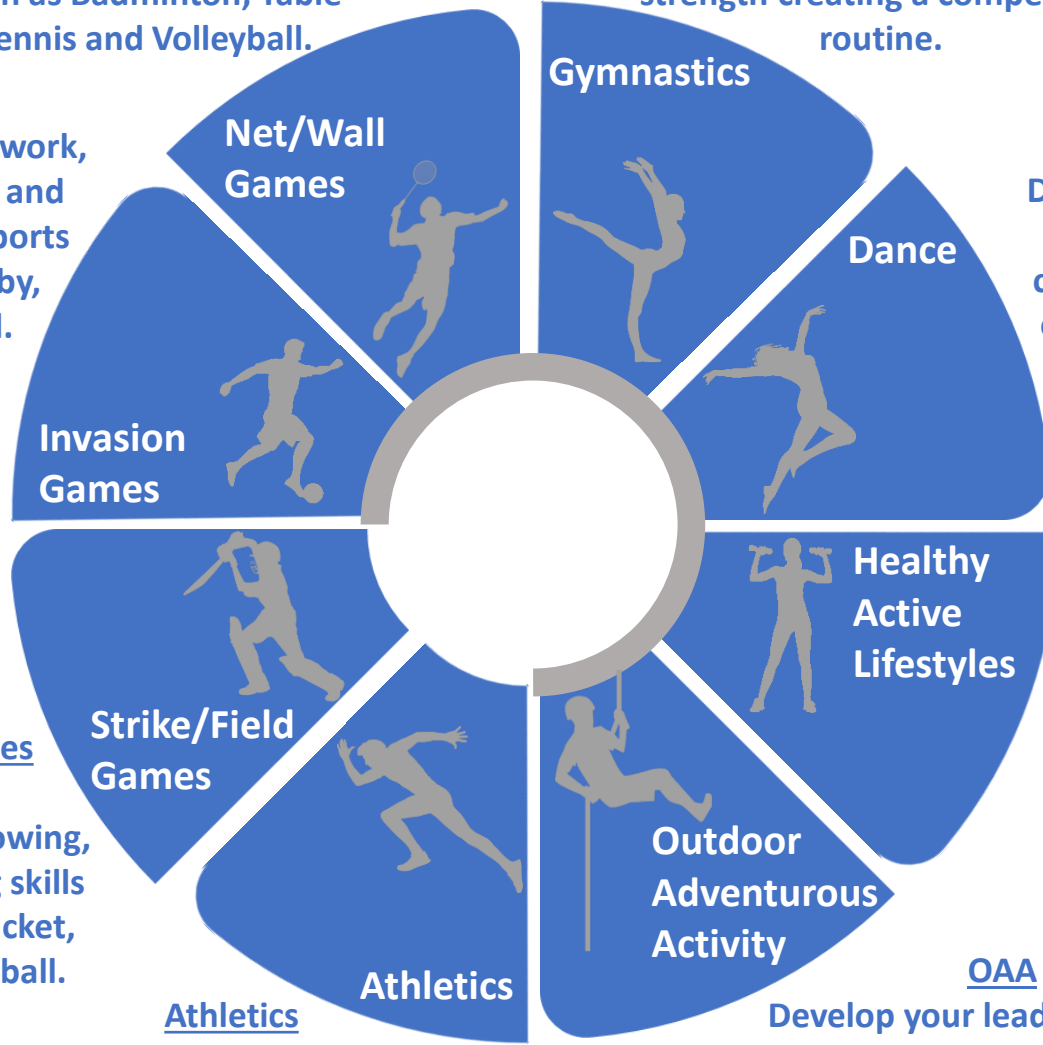


Invasion Games  
Improving on your teamwork, ball skills, use of space and tactical awareness in sports such as Football, Rugby, Netball or Handball.

Strike/Field Games  
Develop your communication, throwing, catching and batting skills in sports such as Cricket, Rounders and Baseball.

Net/Wall Games  
Improving on your hand eye coordination, tactical awareness and speed in sports such as Badminton, Table Tennis and Volleyball.

Athletics  
Develop your skills in running, jumping and throwing events in preparation for the end of year Sports Day



Gymnastics  
Working on your floorwork skills in flexibility, coordination, balance and strength creating a competitive routine.

Healthy Active Lifestyles  
Learn about nutrition, anatomy, pulse rates, activity levels and training methods to improve your own health and fitness.

OAA  
Develop your leadership skills, ability to work in a team and complete complicated tasks in sports such as Orienteering and Rock Climbing.

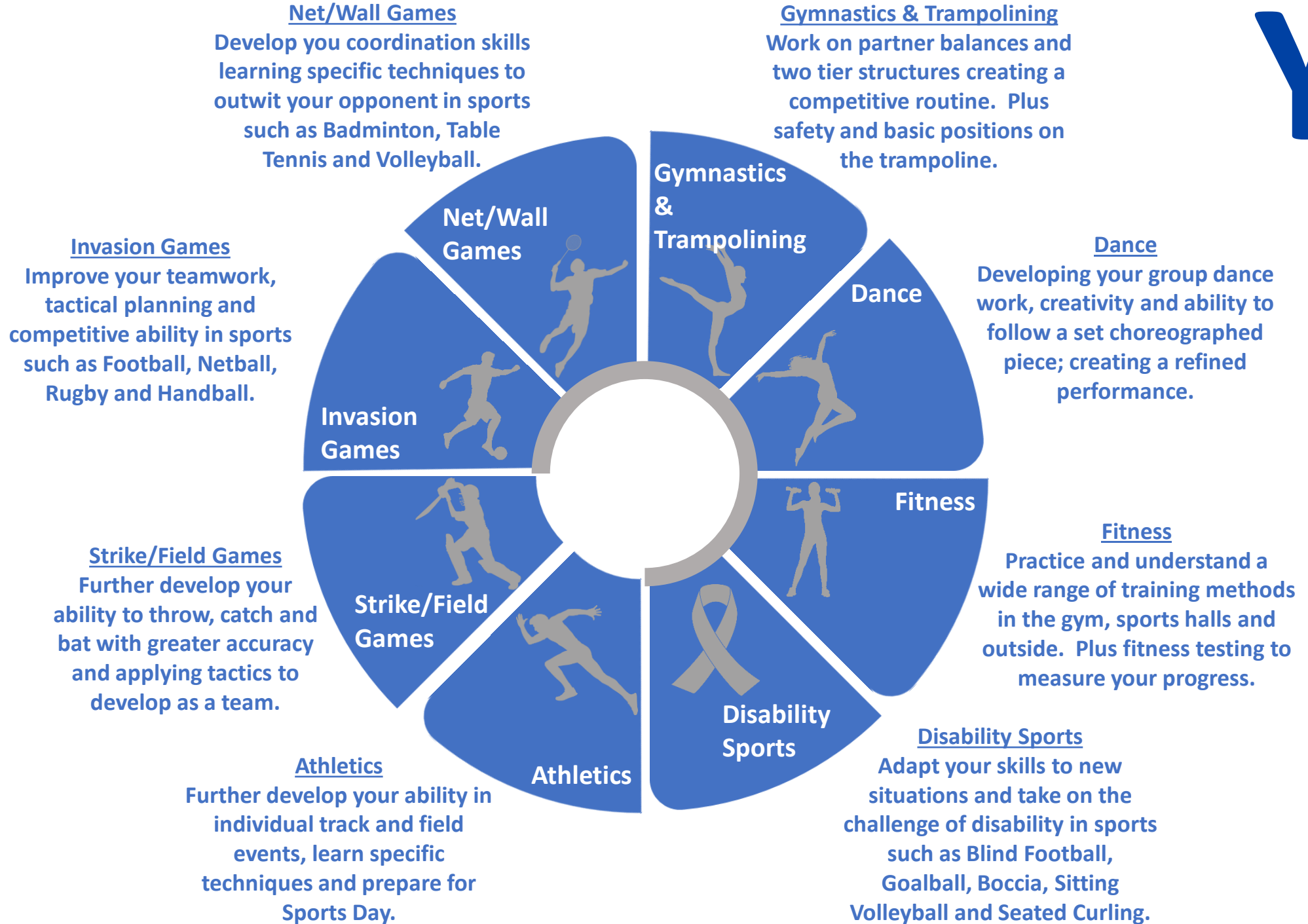
Dance  
Developing your coordination skills and working on your creativity in the basic actions of dance to create a themed performance.



# Jfs

## Year 8 Physical Education

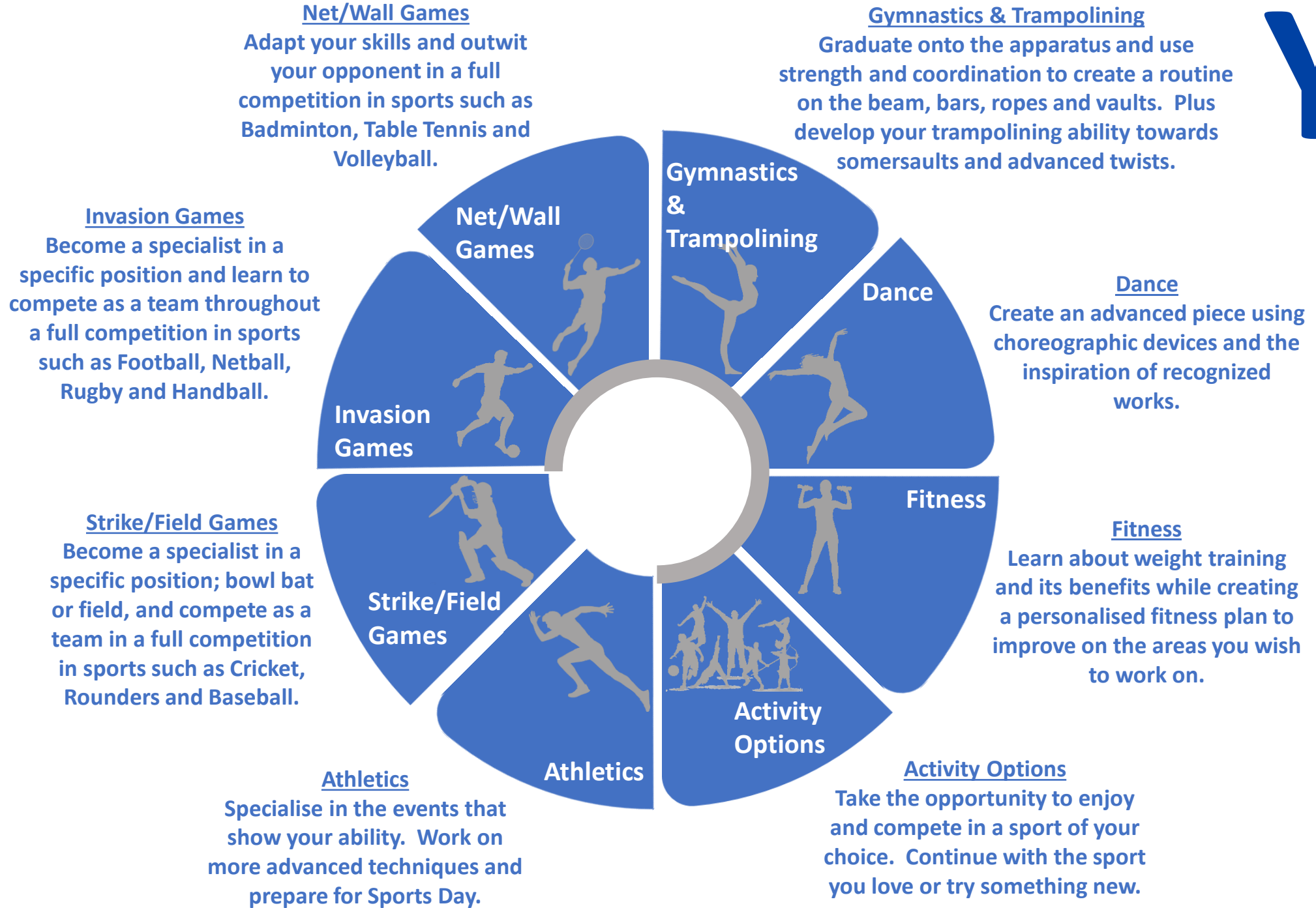
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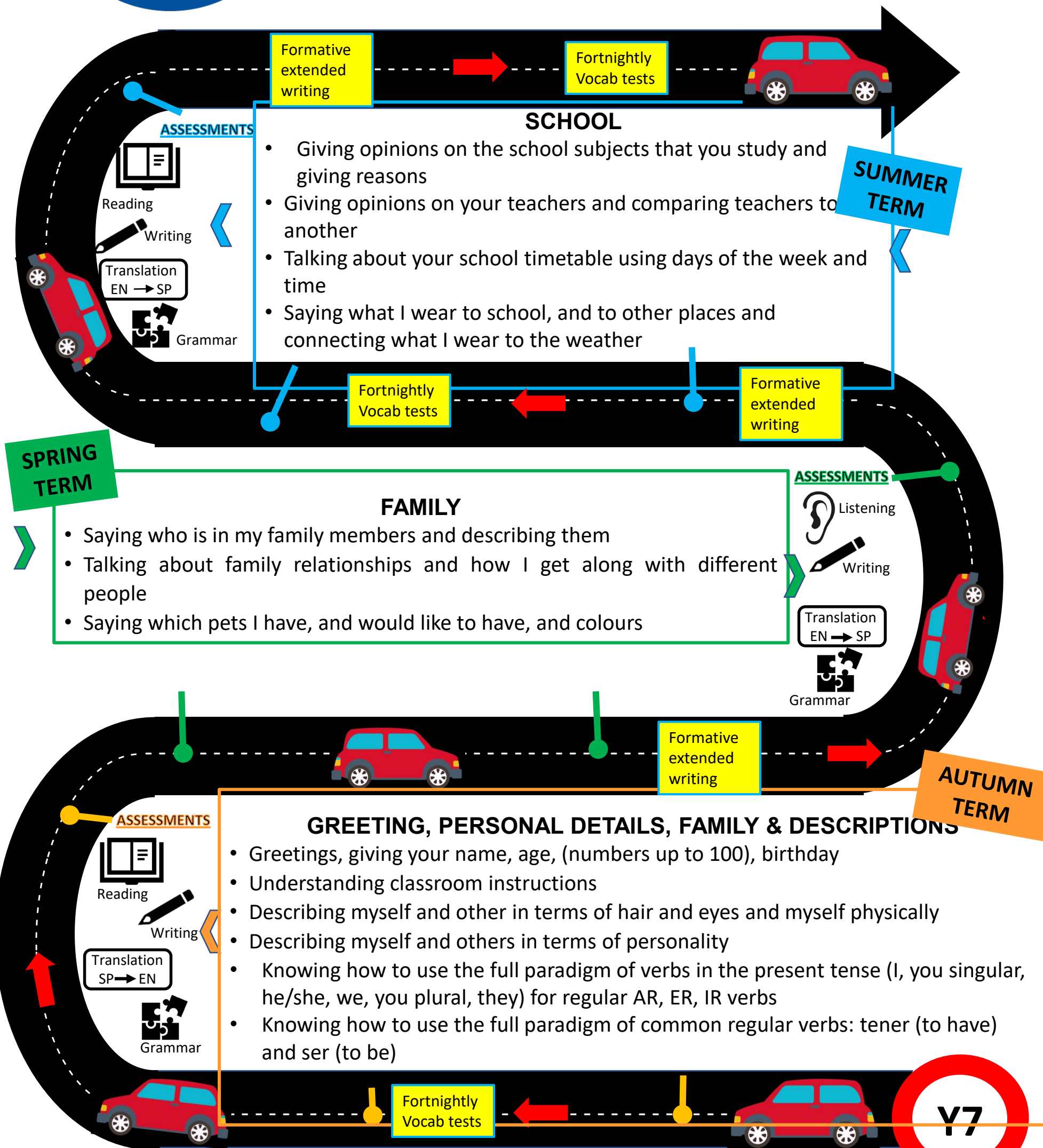


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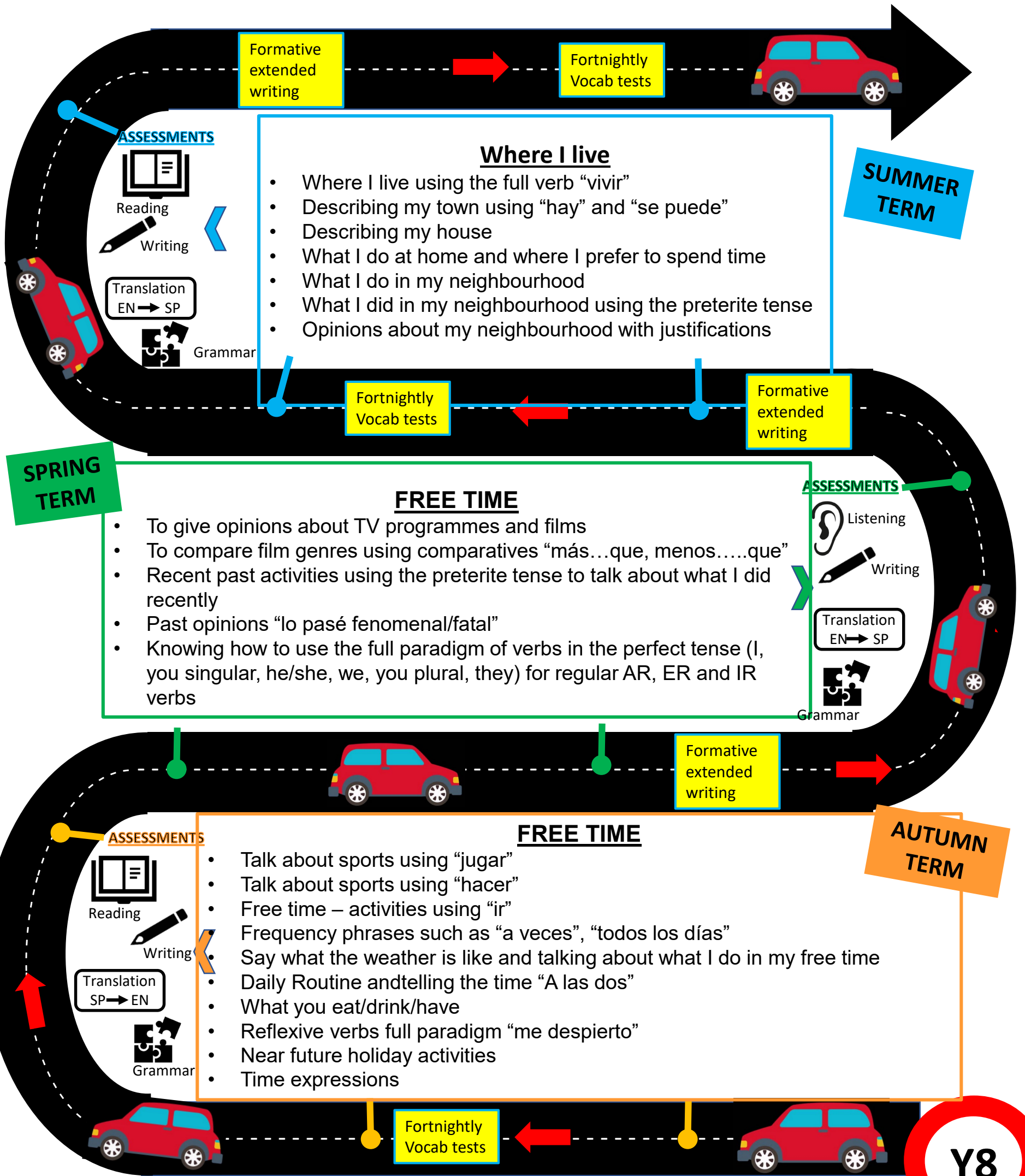
## Year 9 Physical Education

# Y9





# Year 8 Spanish Learning Journey



# Year 9 Spanish Learning Journey

