

Key Stage 3 Art and design Learning Journey

I, Me, Mine

Students build on their experience of drawing objects in Year 8 by engaging with the theme of a still life that reflects aspects of their Identity. The students then explore the theme by developing a range of portrait studies exploring colour, tone and meaning. This links to their work on Identity in Year 7. They explore a range of artists relevant to the theme and develop their own response by carrying out planning studies

Changing Your Style

This project builds on the work done in Year 8 on design. We will create a range of outcomes that will develop our design skills. The project leads to a three dimensional outcome. We will also look at design movements from different periods to see how styles in design reflect historical change. Why? Art and designers are involved in creating a large part

Why? Art and designers are involved in creating a large par of the world we exist in. This project looks at design in the world around us and the design process.

ASSESSMENTS

Objects and Viewpoints

In Year 8, we further refine and extend those skills learnt in Year 7 by applying them to our immediate environment. We focus on how to draw and record objects and spaces We learn how to manipulate and develop these drawings into ideas using a wide range of compositional techniques.

Why? Art is about interpreting and understanding the world around us.

Animating Art

We learn how the visual elements in Art are used by designers and artists to create narratives within animation, graphic novels and films. We examine a range of animation techniques and look at a wide range of animated films .

Why? This project aims to look at how artists and designers can apply this visual language in their work and how Art and Design is linked to the world of work.

ASSESSMENTS

What is in a Building?

This project serves as a basic introduction to three dimensional work. You will explore the visual qualities of the Built Environment. Learning how to create forms using a range of media that develop your understanding of materials and surfaces.

Why? Creating and realising ideas in three dimensions is an important skill that will further extend your understanding of the basic elements of Art

The Basic Elements of Art

Art is about responding to and interpreting the visual qualities of the world that surrounds us. We start with developing your understanding of the basic elements that you study in Art and design. These are line, colour, tone, pattern, texture and form.

Identity We will then explore some of these basic elements in a painting project based around your Identity.

Why? Developing ideas will help you to apply and improve your understanding of the visual elements in a personal project based on yourself.

YEAR

ACCECCMENTS

Year 7 Computer Science Learning Journey









Scratch

The basic building blocks?

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.







Knowledge & Understanding



Decomposition



Computational Thinking and Problem Solving



Syntax



Summer Term



Binary Representation

In the internet unit you larent 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







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

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

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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

101010



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.

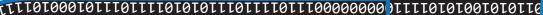






Autumn Term

Year 8 Computer Science Learning Journey













Spreadsheets

This unit builds upon your and the state of 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







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







elling and how it can a line of the control of the

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



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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

WHERE - How to filter the data







Autumn Term

Year 9 Computer Science Learning Journey

Visual Basic PowerPoint VBA builds upon 11









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
- Understand how variables are used to store information and insert it into your PowerPoint



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



Logic Gates Logic Gates

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

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





units from Year 7 where binary is used in circuits to

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,
- Understand how to combine logic gates together to perform operations
- Simulate a logic circuit given a particular input

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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

10101

Python

Python

Python

Python

Python

Python

Portion

Python

Input and output screen.

Input and output scre







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 Turtle

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







YEAR 7 Learning Journey: Design Technology Units

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







End of Unit TEST

FOOD PREPARATION & NUTRITION

The Eat well guide and its importance will be introduced in the module. Each section of the eat well guide will be focused upon and practical lessons will be delivered to reflect each section of the eat well guide. In relation to ingredients the topic of food provenance and where food comes from will be highlighted. The importance of the school garden will be an area of focus. The skill of sensory analysis will be introduced.

FOOD PREPARATION & NUTRITION

In the last module the focus will be on the macro nutrients of protein fats and carbohydrates, along with protein alternatives. The practical lessons will planned for each of the macro-nutrients with the EWG used a s a reference point.







CHANGEOVER



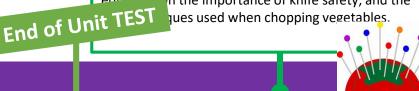
SPRING TERM

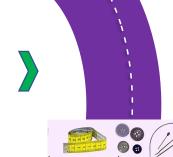
FASHION & TEXTILES

In the last module the students will look at fabric care and how the sewing machine operates. They will learn to successfully thread the sewing machine and produce a piece of working demonstrating the different stitches on the machine.

FOOD PREPARATION & NUTRITION

In this module students will be introduction to the importance of hygiene and safety in the kitchen. The correct procedure to be followed and the food safety rules. In preparation for practical cookery lessons the students will be introduced to the different equipment in the kitchen, the layout of each unit and general practical skills with a focus on weighing. The first practical will be on knife skills where students will be educated in the importance of knife safety, and the trues used when chopping vegetables.







AUTUMN

TERM



FASHION & TEXTILES

In this module students will be introduction to the skill of needlecraft and the equipment used. They will learn how to thread a needle, the technique of the running stitch along with the back stitch and other commonly used stitches in needle craft. They will design a needle craft piece of work that demonstrates the skill of needle work and the technique of sewing on a button.



Embroidery and applique is the focus of the second module, students will be introduced to the different types of embroidery stitches and the focus will be on cross stitch. This technique will be developed along with applique. These two skills will be combined to produce a piece of tapestry.









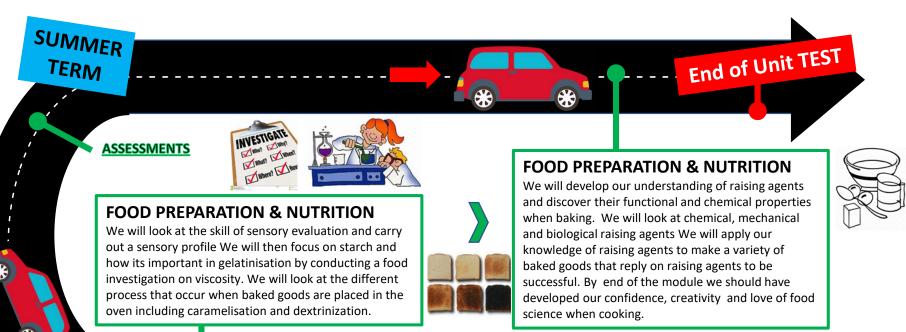






YEAR 8 Learning Journey: Design Technology Units

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



SPRING

TERM

CHANGEOVER

PRODUCT DESIGN

Feb Half-Term

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



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.

AUTUMN TERM

ASSESSMENTS

Nourish& Knywledge











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











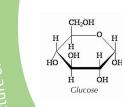






In our last term we will focus on Carbohydrates . We will explore their chemical structure and the different foods they are found in. We will look at the functional process of gelatinisation and how its used in cooking. We will conduct food science investigations on the viscosity of sauces and how starch impacts on thickening different sauces. We will look at how the chemical properties of caramelisisatin 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.



Food investigation











SUMMER TERM

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





Structure of lipids

Food investigation

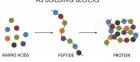
Practical

Food investigation

Practical

Assessment

HOW YOUR BODY USES AMINO ACIDS
AS BUILDING BLOCKS



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.









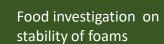


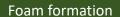










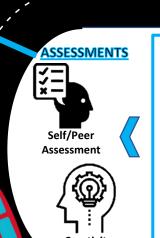








YEAR 9 Learning Journey: Product Design 'Foundation' Course



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.

SUMMER TERM

SPRING

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.



Assessment

AUTUMN TERM

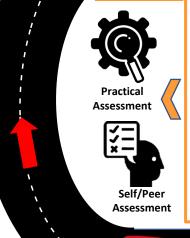
Focussed Practical Task: WOODEN BOX

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.

Focussed 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.







END OF YEAR

ASSESSMENT

Year 7 English Learning Journey

LIVES AND LEGACIES: EXPLORING BIOGRAPHY

In this unit, students will develop an understanding of the features of biographies and autobiographies. Through the exploration of the lives' of sport stars, historical heavyweights and everyday heroes, students will cultivate their own biographical writing style.

MYTHS, LEGENDS AND HEROS

In this unit, pupils will study a range of myths from around the world. They will focus on how these myths are organised structurally to convey key messages and morals. They will then use this learning to craft their own myth with a focus on how they structure their narrative for maximum effect.

SUMMER TERM

SPRING TERM

SHAKESPEARE'S MUCH ADO ABOUT NOTHING

Through the universal themes of love, deception and gender, students will have their first introduction to Shakespeare. In this unit students will explore and analyse Shakespeare's rich language and imagery, and the historical era in which he wrote as well as understanding the key features of a Shakespearean Comedy. The unit will allow students to understand Shakespeare's writing not merely as words on a page, but something to be performed.

POETRY AND PAINTING

Drawing on historical and contemporary works, this unit allows students to visual art to develop their creative writing skills. Students will explore the historical and thematic connections between visual art and poetry, touching on ideas of identity and emotional expression. Through examining the work of great artists students will come to understand how poets and painters make choices to achieve effects in their work, and how they as writers can do the same.

TERM TWO ASSESSMENT

BONE SPARROW: A NOVEL

This novel gives our Year 7 students a chance to empathise with, and explore the life of a refugee in an Australian detention centre. Students will explore the themes of dehumanisation, childhood and the power of story telling. Students will learn the features of a novel and understand the effects of writers' choices in fiction.

INTRODUCTION TO INDEPENDENT READING

We start the year by explicitly teaching reading strategies to the students to support and develop their own independent reading. This is done through a range of group guided reading tasks and teacher-led activities. This will then lead to the students borrowing 6 books across the year to foster reading for pleasure.

HOMEWORK

Reading Plus: Students will be given weekly homework that will develop and assess reading fluency, comprehension and vocabulary. The programme we use is

The programme we use is adaptive and therefore meets the needs of all ability levels.

Novels: Students will also be assigned six novels across the year that they must read, and review.

AUTUMN

TERM



END OF YEAR

ASSESSMENT

Year 8 English Learning Journey

ROMEO AND JULIET

The year concludes with Shakespeare and one of his most enduring and exciting plays, Romeo and Juliet. The theme of conflict broadens into a study of identify, teenage rebellion, relationships and subversion. There will be a key focus on performance and debate as well as opportunities to explore how meaning is conveyed through form, structure and language.

DETECTIVE FICTION

Students in this unit will focus on detective fiction both contemporary and historical. Studying a genre in depth will allow students to understand the importance of characterisation, structure as well as conventions and audience expectations. Students will be able to develop their creative writing by crafting their own criminal underworlds and quickwitted detectives.

SUMMER TERM

SPRING TERM

OPINION WRITING

In this unit, students will develop skills of crafting their own voice and articulating strong viewpoints on contemporary issues. They will engage with a range of source materials that inspire their thinking on topics such as climate, the ocean, conflict, migration and equality. Students will develop the ability to craft their viewpoint in a range of modes, both written and spoken.

TERM ONE

ASSESSMENT

HOMEWORK

Reading Plus: Students will be given weekly homework that will develop and assess reading fluency, comprehension and vocabulary.

The programme we use is adaptive and therefore meets the needs of all ability levels. **Novels**: Students will also be assigned six novels across the year that they must read, and review.

TERM TWO ASSESSMENT

AUTUMN TERM

CURIOUS INCIDENT OF THE DOG IN THE NIGHT TIME: A PLAY This contemporary play will allow students to continue to explore the concept of identity.

to continue to explore the concept of identity and the importance of inclusion. Mark Haddon and Simon Stephens brings us a character who will force us to look at the world from a different perspective. A perspective where the most complex mathematical formulas are common sense and an everyday.

POETRY FROM DIFFERENT CULTURES

Continuing from Year 7 with the theme of understanding our world through the lens of others, we move to exploring Poems from Different Cultures. Students will be exposed to rich and diverse language, themes and ideas and develop skills of interpretations and writing an analytical essay.



END OF YEAR

ASSESSMENT

Year 9 English Learning Journey

CREATIVE WRITING: ATMOSPHERE AND TONE

This unit allows students to engage in independent creative writing and learn to use words to create vibrant descriptive passages. Students will be given the chance to develop an understand of narrative and structure from a writer's perspective, whilst responding to a variety of prompts. The focus of the unit is to enable students to carefully craft a vivid atmosphere in their writing, through a variety of literary techniques.

UNSEEN POETRY

In this unit students will be given the chance to explore the world of poetry. Students will be guided through the skills of reading, understanding and interpreting a poem independently. A focus on the power of words, the poet's intentionality in terms of organisation and form allows English to come alive. Key skills will be embedded – understanding, analysis, evaluation.

SPRING TERM

HOMEWORK

Reading Plus: Students will be given weekly homework that will develop and assess reading fluency, comprehension and vocabulary. The programme we use is adaptive and therefore meets the needs of all ability levels.

Novels: Students will also be assigned six novels across the year that they must read, and review.

TERM ONE

ASSESSMENT

HISTORY OF RHETORIC

The focus on power in Animal Farm lends itself seamlessly into a focus on the history of rhetoric. In further exploring 'Social Justice' we juxtapose Orwell's 'Animal Farm' with literary non-fiction in the form of the some of the world's great speeches and, within this, the struggle for rights and equality. Famous speeches are a way to consider our ever-changing world with a technical focus on how to write persuasively.

TERM TWO
ASSESSMENT

SUMMER

TERM

GOTHIC AND DYSTOPIAN

Dystopian and Gothic fiction allows us to engage with the most difficult environmental, social, and political issues facing society. More importantly, it grants us the permission to be scared, unsure and question the unknown. It allows us the space to come to terms with what it means to be mortal and deeply flawed. Often novels of these genres are incredibly popular, often because of the dark and depressing worlds they are set in and this sets a good base for the creative element of the GCSE.

ANIMAL FARM

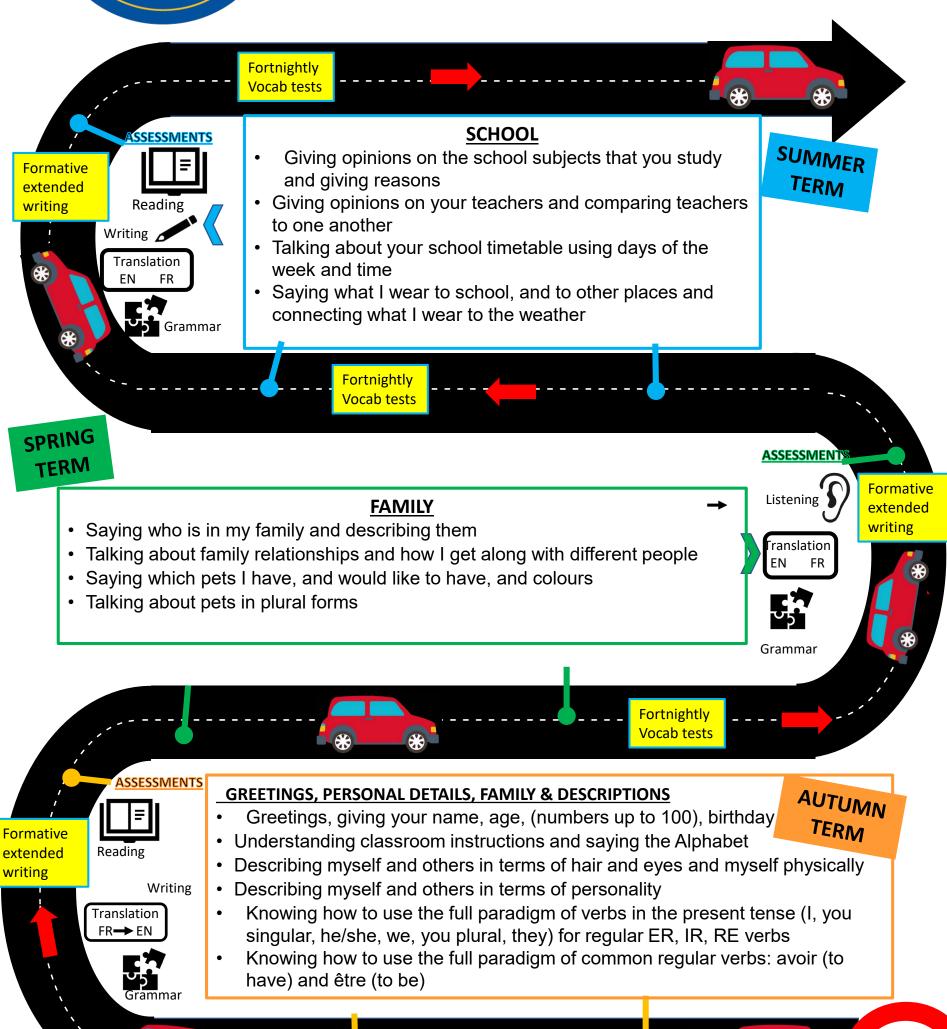
The year commences with George Orwell's Animal Farm. An allegory of The Russian Revolution covering themes of power, rebellion and integrity. The ideals of Animal Farm—like Orwell's ideal version of socialism—are rooted in democracy, with all of the animals deciding how their collective action should be undertaken. The focus then moves to power, how power can be a corrupting force and from this how oppression can seep into society.

AUTUMN

TERM



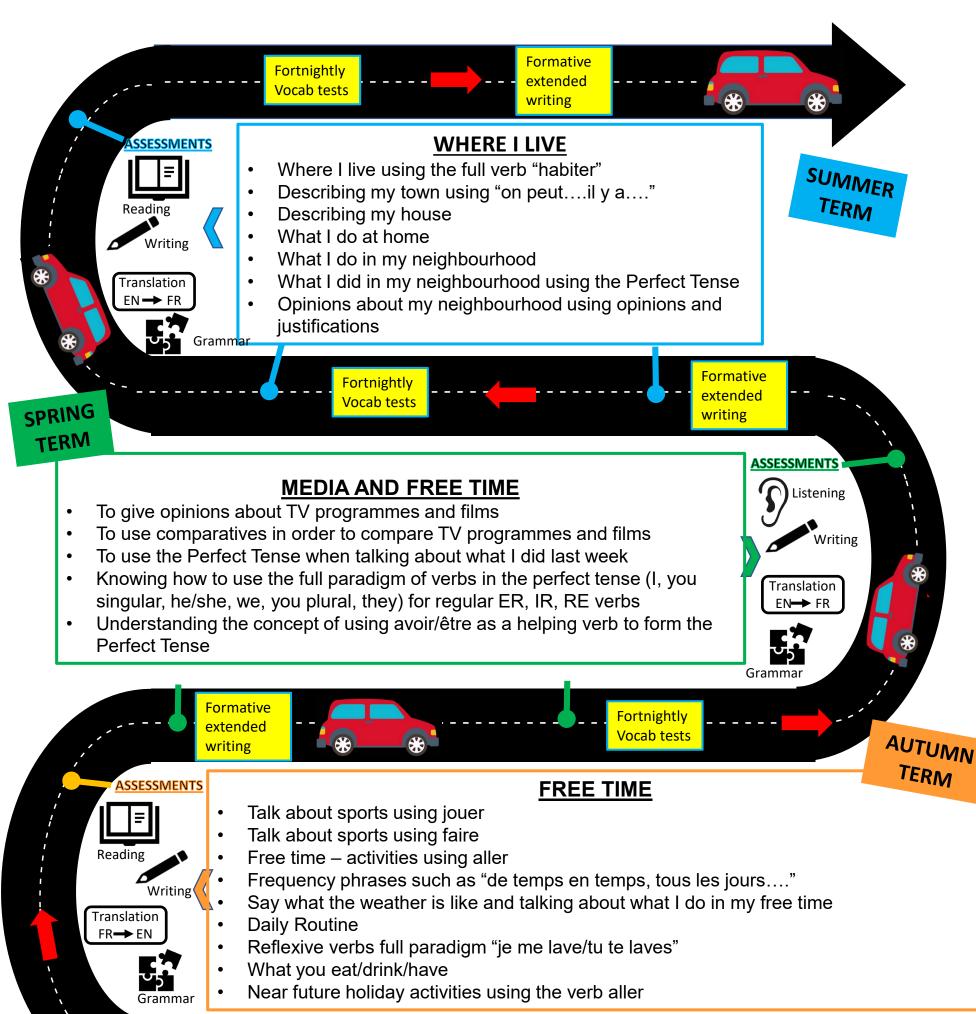
Year 7 French Learning Journey



Fortnightly Vocab tests

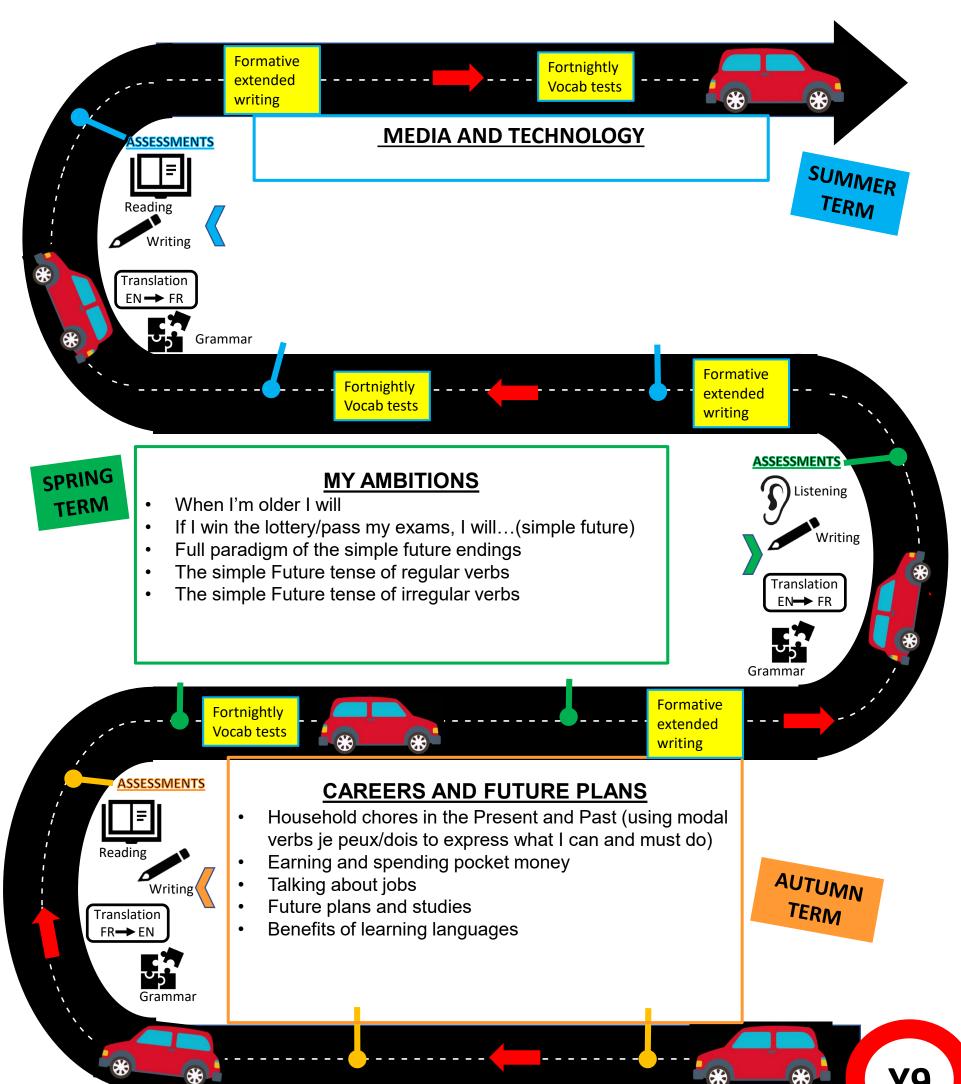


Year 8 French Learning Journey





Year 9 French Learning Journey





Year 7 Geography Learning Journey

Y7 Aims:

Understanding: Know what human geography, physical and environmental geography are - describe them using geographic terminology. Understand human and physical geography processes/changes, start to explain geography ideas logically. Knowledge: Develop awareness of a variety of places around the world.

Skills: Reading, literacy, graphing, mapping, study habits

Geology

Key Question:

Explain the steps and processes of the rock cycle.

Place Knowledge: Giant's Causeway, Northern Ireland

Skills Assessment: measuring distance using a map scale

WTP: to understand the important role geology plays in shaping dramatic landscapes and the various uses humans have for rocks. To explain logically how different types of rocks form, but also how they undergo changes over time within the process of the rock cycle.

SUMMER



Connections to other topics: Y7 Landscapes & Rivers Y8 Coasts, Y9 Food Security &



ASSESSMENTS

Key Question:

Explain how sports stadiums bring advantages and disadvantages to areas in London.

Cities & Sport

Place Knowledge: Emirates Stadium, London

Skills Assessment: bar chart analysis

WTP: to understand urbanisation trends in the UK, including the historical causes contributing to the UK being highly urbanised today. To understand that cities have developed with the urban structure varying across London. To explain the impact of deindustrialisation on inner London by investigating the human geography of inner city areas and how regeneration leaves some winners and losers (viewpoints).

ASSESSMENTS



Tectonics. GCSE Geology.

SPRING TERM





Connections to other

Connections to other

Y8 Population, Y9 World Trade

KS4 UK Human, Paper 2 in KS5

topics:

Y8 Coasts, Y9 Ice KS4 Rivers, Water in KS5



Raging Rivers

Key Question:

Explain how a river flood plain is formed.

Place Knowledge: River Nile, Egypt

Skills Assessment: climate graph analysis, map distribution

WTP: to understand how the River Nile changes with distance downstream and how floodplains are formed and used by humans for agriculture due to the fertile land. How population pressures and need for economic growth has led to environmental management, considered from different perspectives.

Fantastic Landscapes

Key Question: Explain how the sliding rocks move

across the Racetrack Playa.

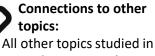
Place Knowledge: Death Valley, USA

Skills Assessment: bar chart, map distribution

WTP: an introductory unit to develop place knowledge of the world and to understand how landscapes can be different: describing the physical and human geographical features of these landscapes. To explain why landscapes around the world are different, using geographic terminology to explain processes logically.







secondary geography.



AUTUMN

TERM









ASSESSMENTS







Year 8 Geography Learning Journey



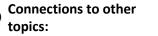
Population & Migration

Key Question: Explain why populations change over time.

Place Knowledge: Asia as a region

Skills Assessment: line graphs, population pyramid

WTP: to understand how global populations have changed over time, worldwide and regionally. To consider the role of migration in shaping the demographic characteristics of places. To evaluate the success of population control policies.



Y7 Sport, Y8 Development Y9 World Trade, GCSE Human

Dramatic Coasts

Key Question:

Explain the cycle of decline in rural Dorset.

Place Knowledge: Dorset, UK

Skills Assessment: contour lines (topography)

WTP: to understand that coastal environments are dynamic and affected by processes such as erosion and transportation. Human activities can create challenges for people such as the cycle of decline in these rural settlements, and require solutions.





SUMMER TERM





ASSESSMENTS

Connections to other topics:

Y7 Rivers & Sport, Y9 Ice KS4 Paper 2, Paper 1&2 in KS5

SPRING TERM

Amazing Ecosystems

Key Question:

Explain how ecosystems can be threatened by farming in Queensland, Australia.

Place Knowledge: Queensland, Australia

Skills Assessment: climate graph analysis, distribution

WTP: to understand why rainforests and coral reefs are important global ecosystems. The nutrient cycle is a key process for a healthy ecosystem, but these can be threatened by farming and mining. Perspectives on how to manage ecosystems and their resources vary.

International Development

Key Question:

Explain how development solutions can bring positive change for Ghana.

Place Knowledge: Ghana

Skills Assessment: line graph analysis, distribution

WTP: to understand how and why Ghana is a developing country, and to contrast level of development in rural and urban areas of the country. To evaluate two types of development projects used to bring positive change







Connections to other topics:

Y7 Rivers, Y9 World Trade, KS4 Human topics



ASSESSMENTS

Y7 Rivers, Y9 Resources

KS4 Paper 3, KS5 Water & Carbon

Extreme Weather

Key Question:

Explain the formation of hurricanes.

Place Knowledge: New Orleans, USA & UK

Skills Assessment: bar graph analysis, distribution

WTP: to investigate the physical processes that cause weather hazards in the USA and UK. Hurricanes and mid-latitude storms impact and cause damage to people, the environment and the economy, and government responses to hazards can be evaluated for their success.

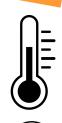
Weather & Climate Change

Key Question: Explain how climate change leads to the extinction of species, now and in the past.

Place Knowledge: Costa Rica & UK

Skills Assessment: scatter graph analysis, distribution

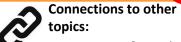
WTP: to investigate how long-term climate trends shape the natural environment and impact on human lives. A focus on how historic climate change has led to the extinction of species helps to understand the current mass extinction of species. Despite current climate challenges, solutions can be used if we act now.



AUTUMN

TERM





Y7 Rivers, Y9 Ice & Food Security, Hazards at KS4/5





Y7 Fantastic Landscapes & Raging Rivers, Climate & Energy at KS4. Carbon at KS5





Year 9 Geography Learning Journey

SUMMER





Connections to other topics:

KS3: World Trade, Climate change, Ecosystems GCSE/A level: Biomes and Ecosystems, Water Insecurity, Carbon Cycle



Food Insecurity

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

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

WTP: Theo 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



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.

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

Connections to other topics:



SUMMER

ASSESSMENT

SPRING ASSESSMENT

Resources

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

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 21st 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.

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







World Trade

Kev 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















Year 8 History Learning Journey

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



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 19th 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.

Links to empire and development of political ideas

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

AGE OF EXPLORATION

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

Christopher Colombus 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.

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



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.

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











Year 9 History Learning Journey



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



SPRING

How did Black Americans challenge segregation in the 1950'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 20th 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.





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 or others and international organisations may have made world war more likely.

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

How could the Holocaust have happened?

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. understand how the policies radicalised into events of t

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

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

Conflict

Why does the Great War still matter?

2 bullets and 20 million deaths...why did one assassination lead to world

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 looking at the consequences we can understand why WW1 still remembered and commemorated.

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



Power and the people

Why did some women use violence to get the vote?

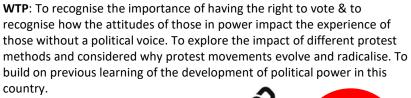
How democratic was Britain at the turn of the 19th century Victorian attitudes towards women

Significance of Millicent Fawcett & the Suffragists

Suffragette tactics

Obstacles to the vote

Impact of WW1

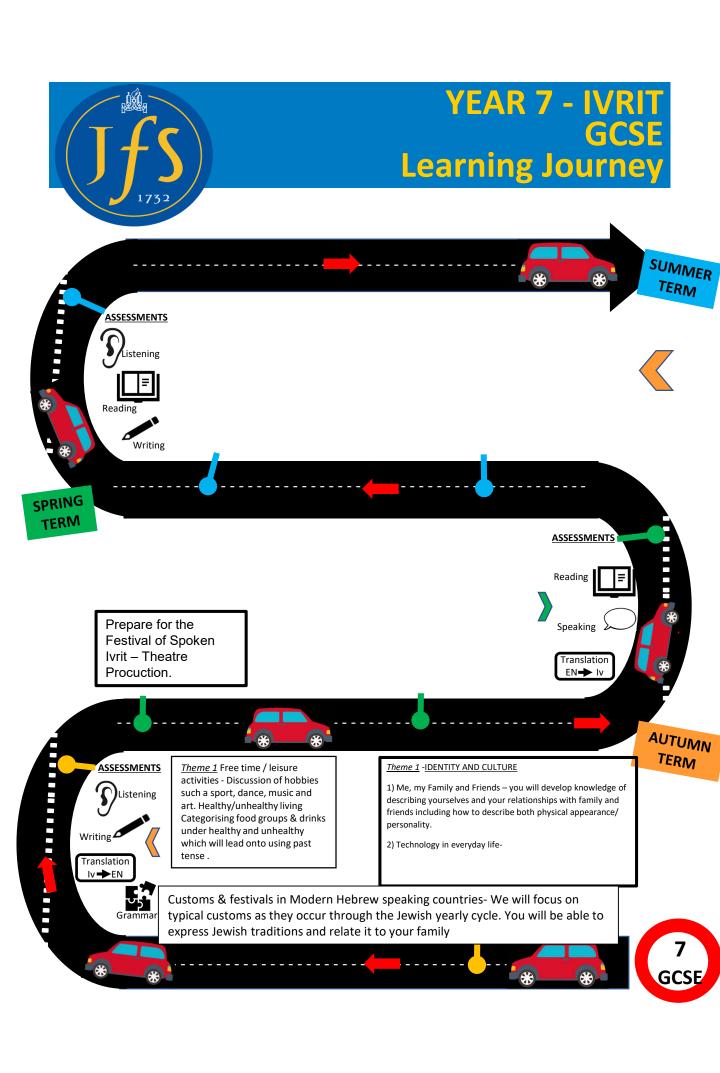


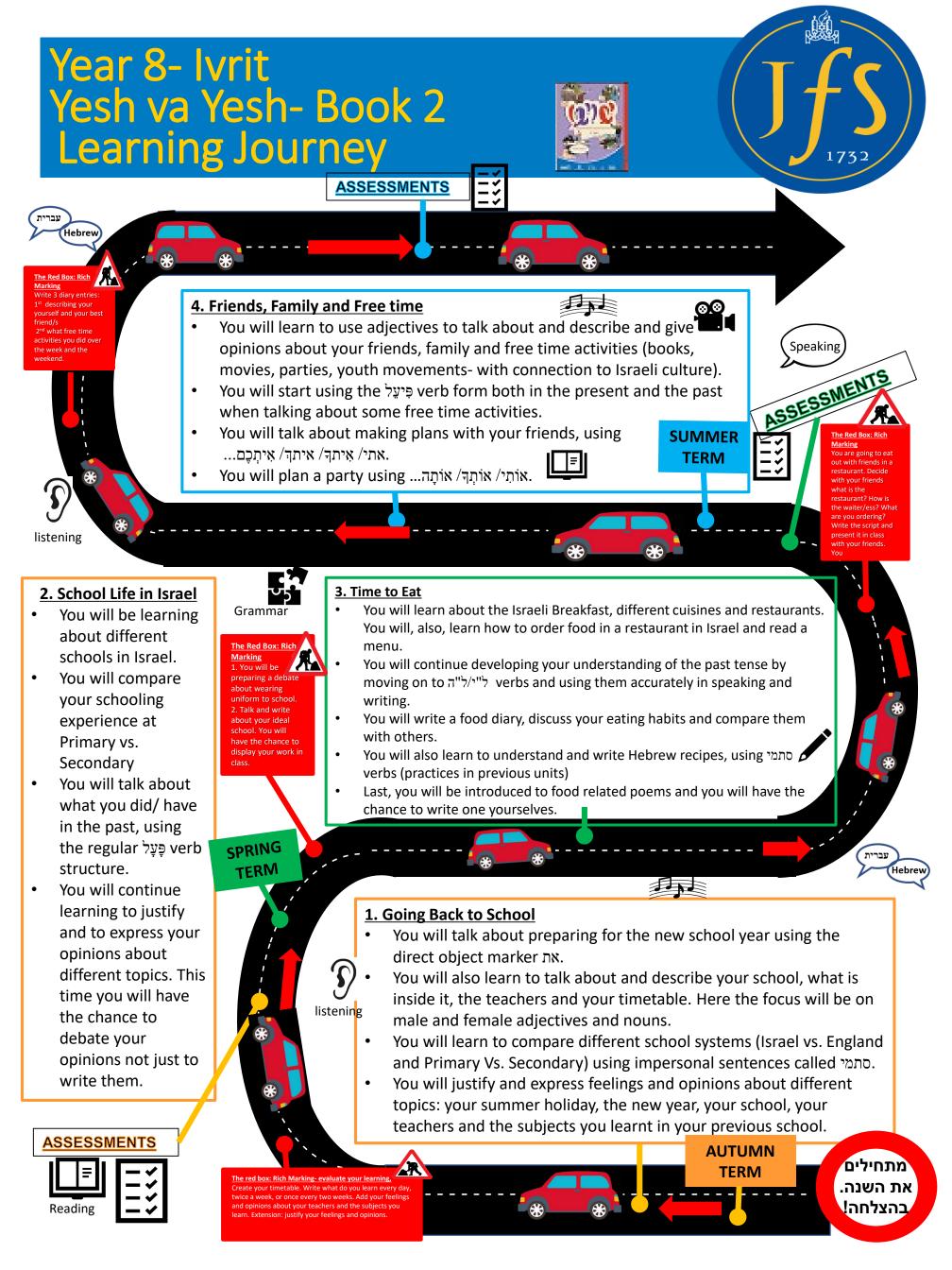
Links to Year 8 Age of Revolutions & the consequences of the revolutions on England. Adds to understanding of development of democracy in UK. Link to impact of WW1.





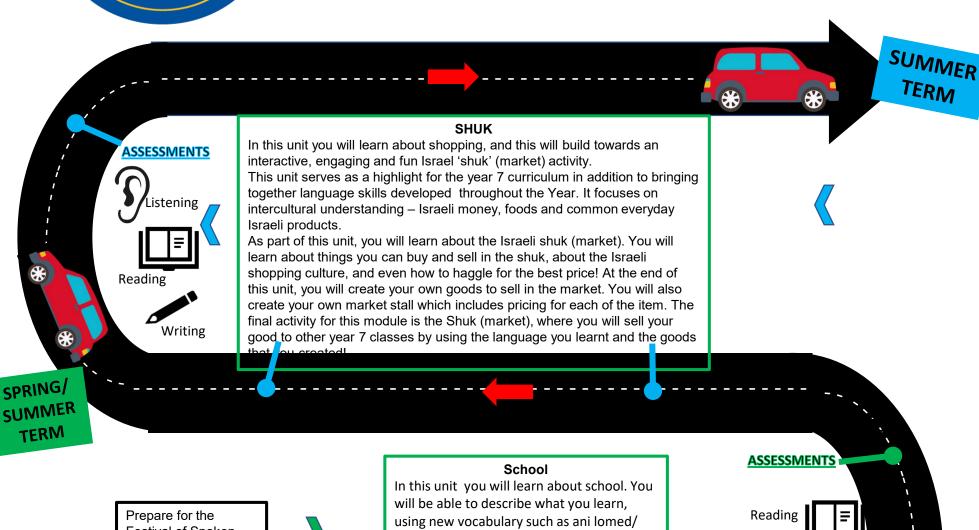








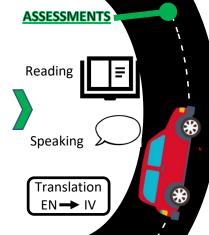
YEAR 7 - IVRIT SCHEMES OF WORK Learning Journey



Festival of Spoken
Ivrit – Theatre
Procuction



In this unit you will learn about school. You will be able to describe what you learn, using new vocabulary such as ani lomed/ ani lomedet/ ata lomed/ at lomedet.. You will begin to express your opinions and justify them, using a range of adjectives. You will also learn to describe different subjects, days of the week and your likes and dislikes, so that at the end of the module you will be able to describe your timetable and your school life.



ASSESSMENTS Listening In all United to the second of th

Family

In this unit, you will continue studying about yourself in the context of the family unit, this includes pets too. You will learn to introduce and describe your family members including their appearance and personality. Therefore, you will learn a variety of adjectives in masculine and feminine, in singular and plural forms to be able to describe them.

Learning to read in Ivrit /Introducing Myself

If you have never learnt how to read in Ivrit, you will do this first and then move on to Intodrucing Myself. In this module you will learn greetings, how to introduce yourself and use basic question words and as a basis for an introductory conversation. You will learn about countries and languages, so that you can talk and write about yourselves and understand where someone else lives and how old they are. As part of the unit you will learn to ask simple question such as: who/ where(to), using the present tense.

You will feel more confident by using cognates and se

AUTUMN



YESH VE YESH — Boo **Learning Journey**



SUMMER TERM

ASSESSMENTS



Writing

Reading

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

Prepare for the Festival of Spoken Ivrit - Theatre

Procuction

Writing 4

Translation

Iv **→**EN

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









ASSESSMENTS Listening

Music

Through the topic of music, you will build on use של 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.





AUTUMN

TERM



YEAR 8 - IVRIT GCSE Learning Journey



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 .



SUMMER TERM

SPRING TERM

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.





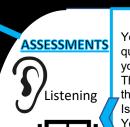
<u>Theme 2 – LOCAL, NATIONAL, INTERNATIONAL & GLOBAL AREAS OF INTEREST</u>
Home, town, neighborhood & region - you will develop knowledge of describing where you live/ neighbourhood/describing different places in town. This will lead onto describing your own home and what it looks like inside. Use of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

AUTUMN

TERM



YEAR 8 – IVRIT SOW– Learning Journey



Reading

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.

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.

SPRING TERM

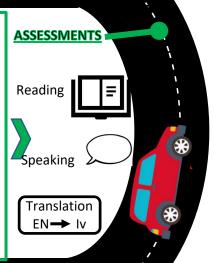
My House

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, dinning 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 Listening Writing Translation IV → EN

Hobbies

In this unit you will learn to <u>describe your hobbies</u> (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 <u>days of the week</u> 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 <u>ask your friends about their hobbies</u> in the present/future tense, using intonation.

AUTUMN TERM

SUMMER



YEAR 9 - IVRIT Learning Journey

SUMMER TERM



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) הפסיק ללמוד /לבחור...להפסיק...
 - Express reasons using modalsfor a job/ cv /nterview
 - 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 היכן /אילו
- Register of language formal versus informal letter

<u>ASSESSMENTS</u>



Speaking

Translation EN**→** Iv

> AUTUMN TERM



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 <u>.</u>

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





YEAR 9 - IVRIT Learning Journey

ASSESSMENTS Listening Reading

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

SUMMER TERM

SPRING TERM

Health

Speaking 2

This topic is a continuation of the previous topic. You will learn how to recognize body parts and say what hurts. This will 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 חשוב, כדאי, and understand the use of when/while מליץ... In Ivrit.

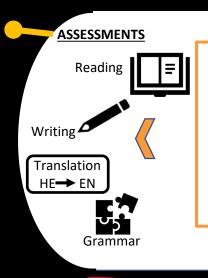
Music and Media

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 (מצחיק, מרגשת, עושה רעש, יש לה קַצֶב), 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).



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 מעדיפה/אני רוצה .אני ממליץ, אני מעדיף) and opinions (אני חושבת, אני חושבת, אני חושבת, 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.



YEAR 9 - IVRIT YESH VA YESH — Book 3 Learning Journey



Reading

THE ENVIRONMENT

<u>Global issues</u>– In this unit, you will give your opinions about global issues and use the impersonal expression 'אכפת לי' <u>Our Earth</u> – The aim will be to discuss the environment and give opinions on a topical issue, using different tenses. You will also use grammar such as בשביל

Endangered animals – You will discuss and learn how to give amounts in thousands. You will use אין and אין in all three tenses, including the conditional of אם Volunteering – You will learn how to apply to a volunteer

job.
<u>Israelis helping in the world – You will read complicated</u>

texts and write an article.

PLANNING A HIKE IN ISRAEL

Going on a journey – In this unit, you will learn how to plan a hike on the Israel National Trail. You will also be able to give and justify your opinions.

Meeting good people on the way—You will read and understand authentic texts whilst finding out about the Trail Angels. You will also learn how to ask and answer questions. This will help you prepare and present a role-play.

SUMMER TERM

SPRING TERM

FUTURE PLANS/ ASPIRATIONS

<u>Future plans</u>—This unit will help you describe your dreams and ambitions. You will identify patterns in the future tense.

Growing up — The aim is to learn about professions in order to talk about future jobs, using the future tense of the verb להיות. You will also use כש when expressing what you will do in the future. Other grammar points will include using לכן and

 $\frac{\text{Dreams of famous children} - \text{You will understand authentic texts and you will develop your reading strategies. You will also learn how to redraft your writing.}$

<u>Future wishes – You will discuss what you will have in the future whilst</u> developing listening strategies. You will learn the future tense of יש לי and אין לי

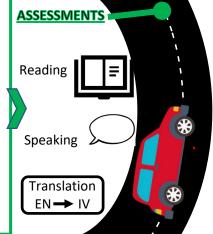
<u>Israeli technology</u> – Developing your reading strategies will be achieved through reading and understanding authentic texts.

THE DRUZE COMMUNITY

The Druze community – The main aim will be to develop your reading strategies and to give a personal response to a text. You will also learn how to use indirect speech.

<u>Directions - You will understand how to give directions/ how to get to destinations.</u>

<u>Visiting the doctor</u> – You will express what hurts using כואב לי and you will revise dual nouns.



AUTUMN TERM



VISITING ISRAEL

Before the visit — In this unit, you will talk about an upcoming trip to Israel. You will learn how to express your thoughts and opinions. You will also identify future tense patterns, including a range of tenses.

Jerusalem - You will become familiar with food specialities and different destinations/ famous monuments. You will also learn how to ask and answer questions about Jerusalem. You will be encouraged to use connectives such as 'שחרי ש' and 'פני ש'

MULTICULTURALISM

Multicultural Families- This unit starts with a discussion about multiculturalism. It is essential for you to become familiar with using the present and past tense in order to be able to talk about families who have made Aliyah and their personal stories (past and present). Countries — Talk about your family background, place of origin and design your family tree.

<u>Languages</u> – Talk about the different languages spoken in different countries or what languages certain family members speak.

<u>Numbers</u> – You will be introduced to authentic video clips about Aliyah and you will need to say and recognise dates.

Research – You will research the birth of Modern Hebrew and Ben

Research – You will research the birth of Modern Hebrew and Ben Yehuda. You will discover word families and roots in Ivrit, whilst using the past tense of יש and יש.



Y9 Iyun: Jewish Studies Learning Journey

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.

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.

Term

Summer

Term

Autumn

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 dav dilemmas.



Y8 Iyun: Jewish Studies Learning Journey

8

Tanach / Talmud

Summer Term

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

Jewish History

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.

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

Jerm Term

We examine the difficult period of persecution of the Jews, beginning with the Crusades. We move onto the Tach vTat 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 fugures of the time.

Tanach / Talmud 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.

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.



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.

Tanach / Talmud

We move onto the story of Noach and the Flood. We examine another Talmud topic, which has practical

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 keep.

We then return to Tanach, exploring the episode of the building of the Tower of Bavel 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

Summer

Term

Autumn 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 Yochanah 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.



Y9: Jewish Studies Learning Journey

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.

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.

Term

Autumn

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

Unit 3 deals with the rebellion of Korach and analyses his motivation and behaviour.



Y8: Jewish Studies Learning Journey



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

Term

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.

•

Autumn 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.



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.

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

Term

Autumn 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.



Year 7 Mathematics Learning Journey

ASSESSMENT

Careers in Term

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.

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

in Term

Investment banking Architect Designers Engineers Digital marketing Builders

> AUTUMN TERM

Careers in Term

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

Chef

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

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

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 manu sequences, including linear sequences, quadratics 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

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

Careers

in Term 1

Civil

Architects.

Statistician

engineers

Decorating

Computing

Investment

banking

Builders

You will be able to calculate missing lengths of rightangled 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

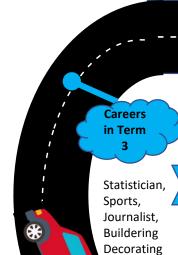
Here, you are going to learn 4 important measures used in the real world. These are Rates of pay; Speed, distance and time; Density; and Pressure. What you should know: Compound measures always involve three variables.







Year 9 Foundation Mathematics Learning Journey



5. Graphs

Coordinates and straight line graphs

Plotting and reading coordinates. 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.

Non linear graphs

You will learn to plot quadratic graphs. You will also learn about real-life graphs such as distance-time graphs.

6. Geometry

Angles

Knowing angle facts can help when designing the plan of a kitchen or a safety ramp for wheelchair access for example. These angle facts are the basics for topics such as sectors, trigonometry and circle theorems.

Bearings and compass points are used in navigation this includes aeroplanes, ships and even when you're hiking.

7. 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.

SUMMER TERM



3. Algebra

Simplifying, expanding and factorising

Architect

Skills such as simplifying, collecting like terms, expanding brackets and factorising will enable you to improve your problem solving. Using letters to represent numbers is useful. You can move from solving specific problems to expressing relationships. Factorising is a useful skill in real life. Common applications include: dividing something into equal pieces, exchanging money, comparing prices, understanding time and making calculations during travel.

Changing the subject

You will learn how to rearrange formula

4. More Algebra

Solving 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.

Inequalities

You are going to learn how to solve a linear inequality and learn how represent the solution on a number line. You will also learn how to find a region on a graph that obeys a linear inequality in two variables.

ASSESSMENTS

Careers in Term 2

Builder Quantity surveyor Architect, Designer, Engineers Budgeter

AUTUMN TERM

Careers in Term 1 Cyber security

Cyber security Chef Logistics Investment banking Tax auditors Accountants Payroll

2. Number, Ratio

Fractions and 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.

Ratio and Proportion

This is a very important skill. Chefs will use ratio and proportion in recipes to cook in large quantities, builders will use ratio when making cement, decorators will use ratio when mixing paint colours.

1. Number

Basic number

This unit starts with using all 4 operations with negative and positive integers and decimals.

Factors, Multiples, LCM, HCF

Prime factor decompositions will help complete Venn diagrams to find LCM and HCF.

Standard Form

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).



Year 9 Higher Mathematics Learning Journey



Statistician, Sports, Journalist, Buildering Decorating Architect

5. Graphs

Coordinates and straight line graphs

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.

Non linear graphs

You will learn about quadratic, cubic and reciprocal graphs. You will also learn about the equation of a circle.

Linear inequalities

This section deals with the theory of linear programming which uses inequalities in two dimensions You will learn how to find a region on a graph that obeys a linear inequality in two variables.

6. Geometry

Angles

Knowing angle facts can help when designing the plan of a kitchen or a safety ramp for wheelchair access for example. These angle facts are the basics for topics such as sectors, trigonometry and circle theorems.

Circle theorems

You will learn about basic circle theorem. Circles feature in many sorts of human activity, from pottery to clocks to wheels. Studying circle theory can help you understand how they can interact – vital knowledge for engineers who use gears and pulleys.

7. Probability 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.

SPRING TERM

3. Algebra

Simplifying, expanding and factorising

Skills such as simplifying, collecting like terms, expanding brackets and factorising will enable you to improve your problem solving. Using letters to represent numbers is useful. You can move from solving specific problems to expressing relationships. Factorising is a useful skill in real life. Common applications include: dividing something into equal pieces, exchanging money, comparing prices, understanding time and making calculations during travel.

Changing the subject

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

Ouadratics

Here you are going to learn how to expand two or more binomials and factorise quadratic expressions.

4. More Algebra

Solving 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.

Inequalities

You are going to learn how to solve a linear inequality and learn how represent the solution on a number line. You will also learn how to find a region on a graph that obeys a linear inequality in two variables.

Quadratic equations

You will learn how to solve quadratic equations. Quadratic equations are used in many real-life situations such as calculating the areas of an enclosed space, the speed of an object, the profit and loss of a product, or curving a piece of equipment for designing.

ASSESSMENTS

Careers in Term 2

Builder Quantity surveyor Architect, Designer, Engineers Budgeter

> AUTUMN TERM

SUMMER

TERM

Careers in Term

Cyber security
Chef
Logistics
Investment
banking
Tax auditors
Accountants
Payroll

2. Number, Ratio, Compound Measures and Surds Fractions and 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.

Ratio and Proportion

This is a very important skill. Chefs will use ratio and proportion in recipes to cook in large quantities, builders will use ratio when making cement, decorators will use ratio when mixing paint colours.

Compound measures

The concepts of time, speed, and distance are used for calculating the speed of trains and the distance covered. It is also used for finding out the length of a train.

Surds

You will learn how to simplify surds and rationalise denominators.

1. Number

Basic number

This unit starts with using all 4 operations with negative and positive integers and decimals.

Factors, Multiples, LCM, HCF

Prime factor decompositions will help complete Venn diagrams to find LCM and HCF.

Standard Form

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).

Bounds

Engineers and scientists work to a much greater degree of accuracy when solving real world problems. Here you will learn how to use bounds to solve real world problems in context.



KS3 Music Learning Journey

TOPIC 3 : CLUB TOPIC 1: BLUES MUSIC: Develop contextual understanding of the Lides

Year 9

KEY SKILLS:

Performing
 Composing
 Listening &

Appraising

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 des / 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

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.

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Year 7





Education Physical Year

Net/Wall Games

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

> **Invasion Games**

Invasion Games

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

Net/Wall Games



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

PE Basics

Strike/Field Games

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

Athletics

Athletics

Strike/Field

Games

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.



Gymnastics

Dance

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

> **Healthy Active Lifestyles** Learn about nutrition.

anatomy, pulse rates, activity

levels and training methods to

improve your own health and

fitness.

Active

Adventurous Activity

OAA

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

Healthy Lifestyles

Dance

Outdoor

Net/Wall Games

Develop you coordination skills learning specific techniques to outwit your opponent in sports such as Badminton, Table Tennis and Volleyball.

Invasion Games

Net/Wall

Games

Gymnastics & Trampolining Vork on partner balances and

Work on partner balances and two tier structures creating a competitive routine. Plus safety and basic positions on the trampoline.

Y8

Invasion Games

Improve your teamwork, tactical planning and competitive ability in sports such as Football, Netball, Rugby and Handball.

Trampolining Dance

Fitness

Dance

Developing your group dance work, creativity and ability to follow a set choreographed piece; creating a refined performance.

Strike/Field Games

Further develop your ability to throw, catch and bat with greater accuracy and applying tactics to develop as a team.

Strike/Field Games

Athletics

<u>Fitness</u>

Practice and understand a wide range of training methods in the gym, sports halls and outside. Plus fitness testing to measure your progress.

Disability Sports

Disability Sports

Adapt your skills to new situations and take on the challenge of disability in sports such as Blind Football, Goalball, Boccia, Sitting Volleyball and Seated Curling.

Athletics

Further develop your ability in individual track and field events, learn specific techniques and prepare for Sports Day.

Net/Wall Games

Adapt your skills and outwit your opponent in a full competition in sports such as **Badminton, Table Tennis and** Volleyball.

Invasion

Games

Net/Wall

Games

Gymnastics & Trampolining

Graduate onto the apparatus and use strength and coordination to create a routine on the beam, bars, ropes and vaults. Plus develop your trampolining ability towards somersaults and advanced twists. **Gymnastics**



Invasion Games

Become a specialist in a specific position and learn to compete as a team throughout a full competition in sports such as Football, Netball, Rugby and Handball.

Dance

Fitness

Dance

Create an advanced piece using choreographic devices and the inspiration of recognized works.

Strike/Field Games

Become a specialist in a specific position; bowl bat or field, and compete as a team in a full competition in sports such as Cricket, Rounders and Baseball.

Strike/Field Games

Activity

Options

Athletics

Trampolining

Fitness

Learn about weight training and its benefits while creating a personalised fitness plan to improve on the areas you wish to work on.

Athletics

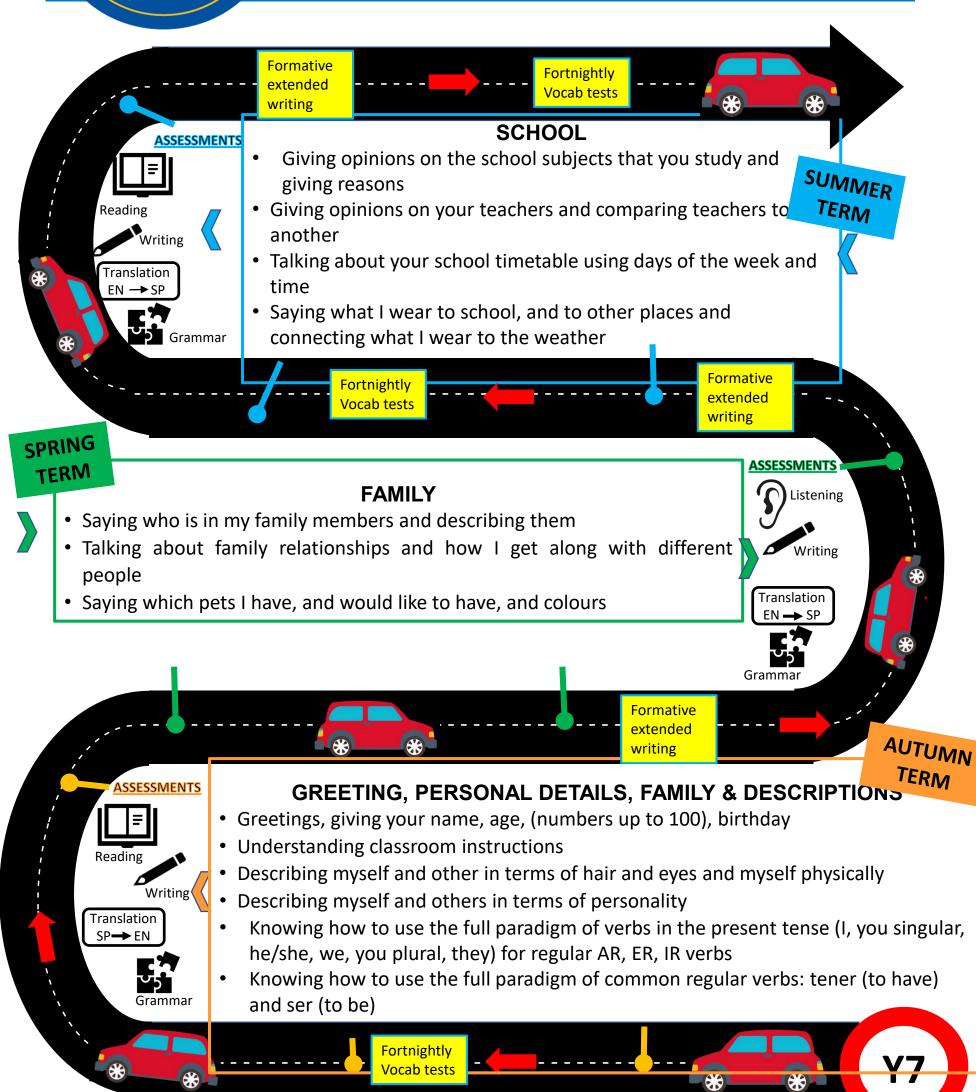
Specialise in the events that show your ability. Work on more advanced techniques and prepare for Sports Day.

Activity Options

Take the opportunity to enjoy and compete in a sport of your choice. Continue with the sport you love or try something new.

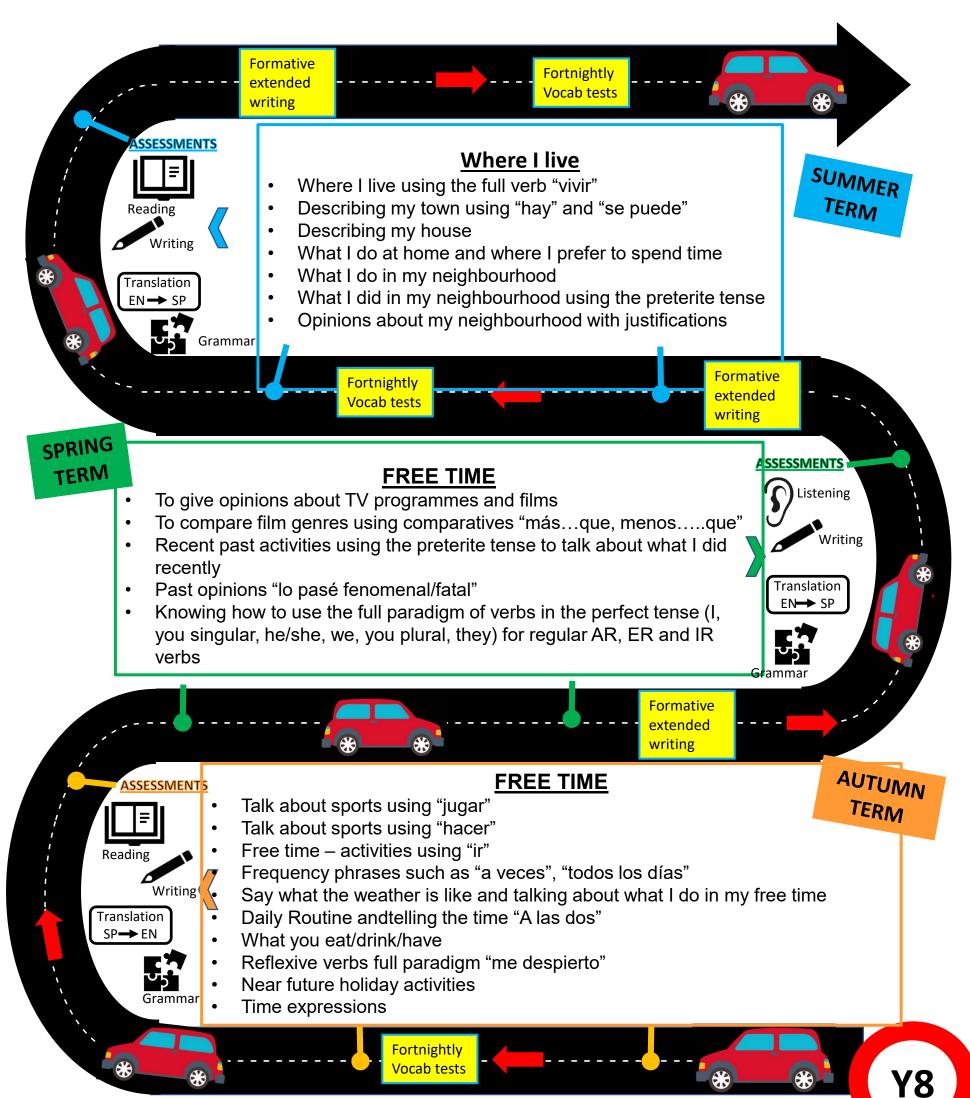


Year 7 Spanish Learning Journey





Year 8 Spanish Learning Journey





Year 9 Spanish Learning Journey

