



# Key Stage 3 Art and design Learning Journey

## 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 of the world we exist in. This project looks at design in the world around us and the design process.

## Public Art

This project looks at Public Art and how it has been used to record events. We look at how the holocaust has been documented in Public Art and we examine ways of engaging with this theme and develop a personal response to the holocaust.

## 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

## ASSESSMENTS

YEAR 9

## 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

YEAR 8

## 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 visual elements

## 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.

## ASSESSMENTS

YEAR 7

# Year 7 Computer Science Learning Journey



## Scratch

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

In this topic you will learn the fundamental principles of:

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



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

## Skills



Knowledge & Understanding



Decomposition



Computational Thinking and Problem Solving



Syntax



Creativity

## Summer Term



## Binary Representation

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

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

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



## E-Safety

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

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

## Spring Term



## The Internet

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

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

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



## Touch Typing

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



## Autumn Term





# Year 8 Computer Science Learning Journey



## Python Turtle

Put your knowledge into making a VBA game in PowerPoint

## Assessment

End of topic assessment

## Databases

You will learn about how large amounts of information is stored. You look at a programming language to search a database including:

- How to use Microsoft Access
- Understanding MySQL coding language basics
- How to filter the results of a search



3<sup>rd</sup> HALF TERM

## HTML

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

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



## HTML Project

Using your HTML knowledge have a go at creating your own HTML website!

## Assessment

End of topic assessment

2<sup>nd</sup> HALF TERM

## Binary Representation

You learn about the hardware inside a computer that enables it to operate and how certain files (like images and text) are stored on a computer using binary.

- Why Computer Science is important
- Binary recap
- How strings and images are stored in binary
- The hardware inside a computer



## Assessment

End of topic assessment

1<sup>st</sup> HALF TERM





# Year 9 Computer Science Learning Journey



## Visual Basic

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

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

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



## Office Skills

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

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



## Skills



Knowledge & Understanding



Decomposition



Computational Thinking and Problem Solving



Syntax



Creativity

## Summer Term



## Algorithms

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

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

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



## Logic Gates

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

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

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

## Spring Term



## Python

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

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

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



## Python Turtle

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

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

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



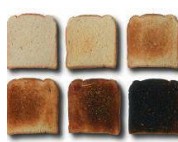
## Autumn Term



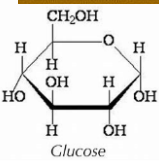




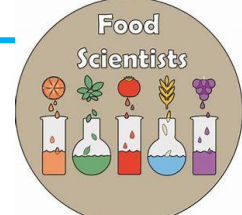
# YEAR 9 Learning Journey: Food Preparation & Nutrition 'Foundation' Course



Practical Food investigation Caramelisation Dextrinization Practical Assessment Practical's



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



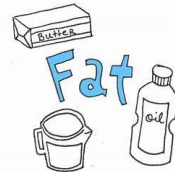
SUMMER TERM

Practical Assessment Practical Food investigation Gluten Practical Food investigation on stability of foams

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.



Foam formation Practical denaturation



SPRING TERM

Coagulation

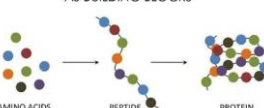
Structure of Proteins

Food investigation Practical Shortening Food investigation Practical Assessment



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.

HOW YOUR BODY USES AMINO ACIDS AS BUILDING BLOCKS



AUTUMN TERM



Making Butter/ Hollandaise sauce

Food investigation

Emulsions

Structure of lipids



## YEAR 8 Learning Journey: Design Technology Rotations

Design Technology at JFS 'usually' consists of three focus areas: Product Design, Fashion & Textiles and Food Preparation & Nutrition.

### ASSESSMENTS



Self/Peer  
Assessment



Creativity

### Product Design: Ice-Lolly

In this unit you will follow the creative design and make process to produce a commercially viable product. This is the first time that you will have followed this process in product Design and we will take you through it stage by stage. We start by analysing the task using a mind map and moodboard which will result in you identifying a suitable Design Brief and Specification. This will enable you to sketch some creative design ideas for your new ice-cream product and make a high quality concept model from Styrofoam. We will then look into the importance of brand identity and learn new skills by designing logos and developing ideas for wrappers on Serif DrawPlus X8.

Unit 2

Unit 1

### Food Preparation & Nutrition: Bake-Off

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 develop our understanding of raising agents and discover their functional and chemical properties when baking. We will apply our knowledge of raising agents to make a variety of baked goods that rely on raising agents to be successful. We will look at the different process that occur when baked goods are placed in the oven and by the end of the module we should have developed our confidence, creativity and love of food science when cooking.

### ASSESSMENTS



Self/Peer  
Assessment



Practical  
Assessment

### ASSESSMENTS



Practical  
Assessment



Self/Peer  
Assessment

### Prior Learning in Design Technology

Last year you will have experienced two unit rotations throughout the year; one in Food Preparation & Nutrition and one in Fashion & Textiles. This system continues into Year 8 but Fashion & Textiles is replaced by Product Design.

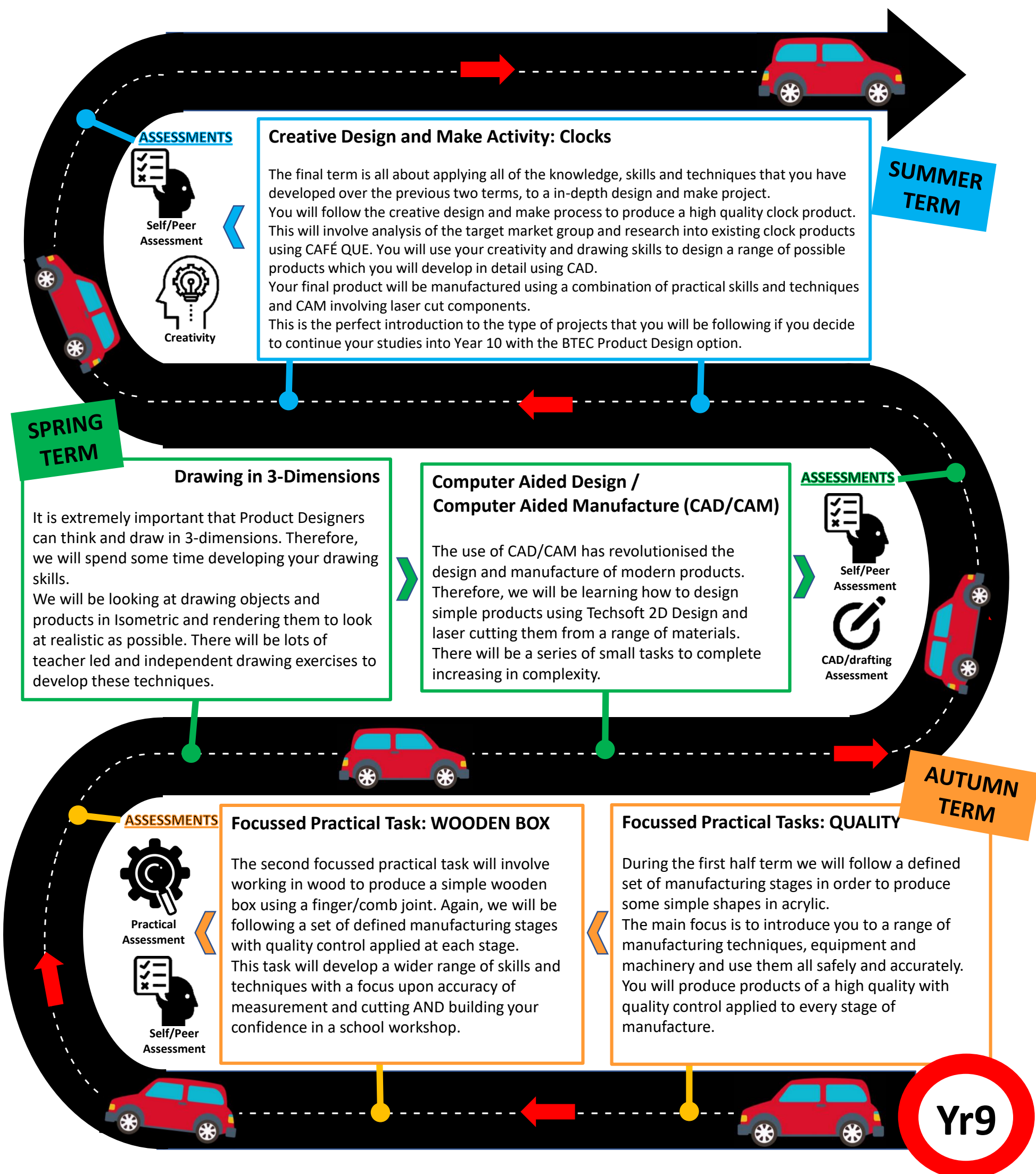
Don't forget that at the end of this year you will be given the choice of which DT focus area you want to specialise in next year. In Year 9 you will stay in the one DT focus area all year and will be able to study the curriculum in greater depth and have more opportunities for practical activities.

Year 7

Yr8



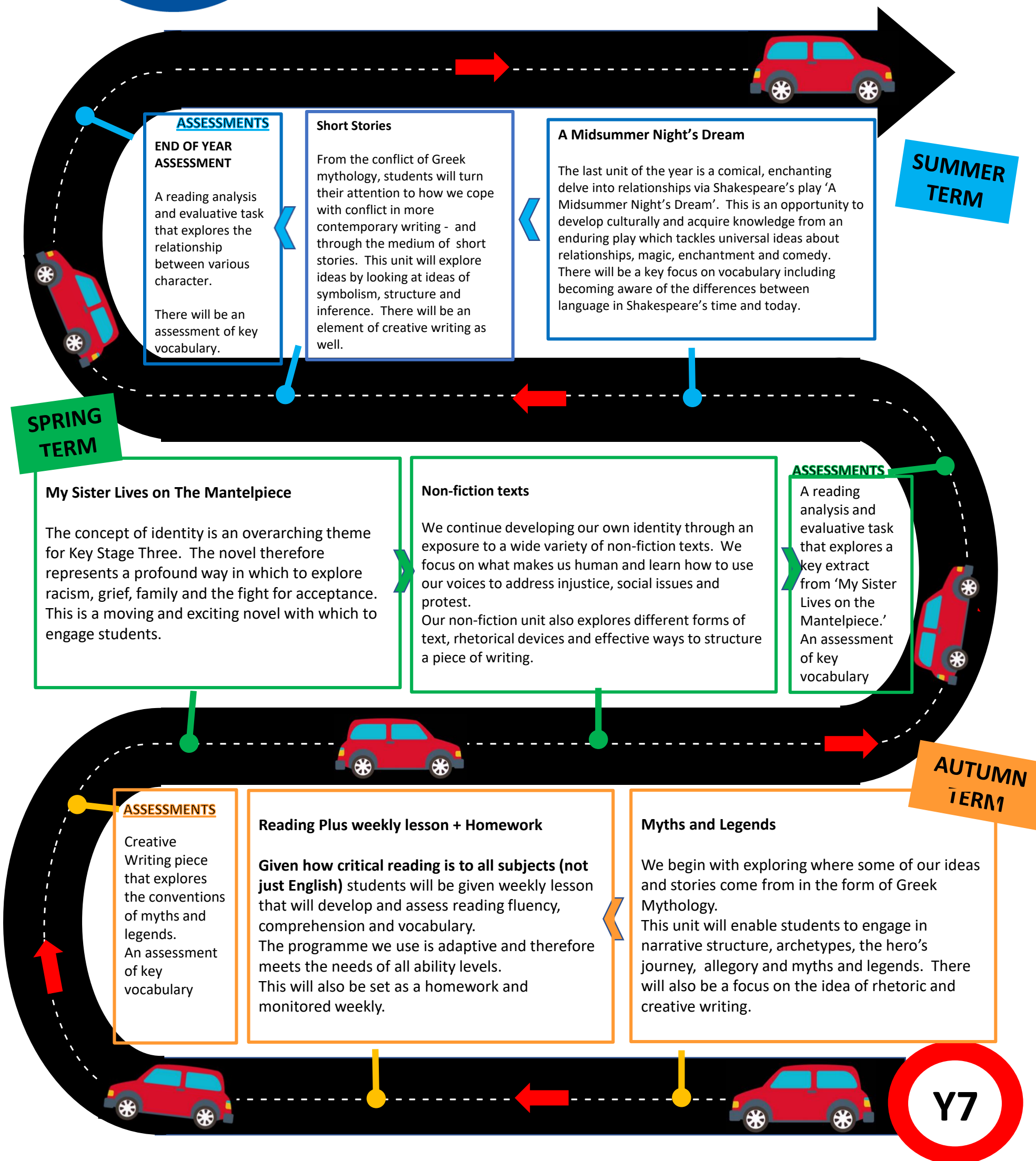
## YEAR 9 Learning Journey: Product Design 'Foundation' Course





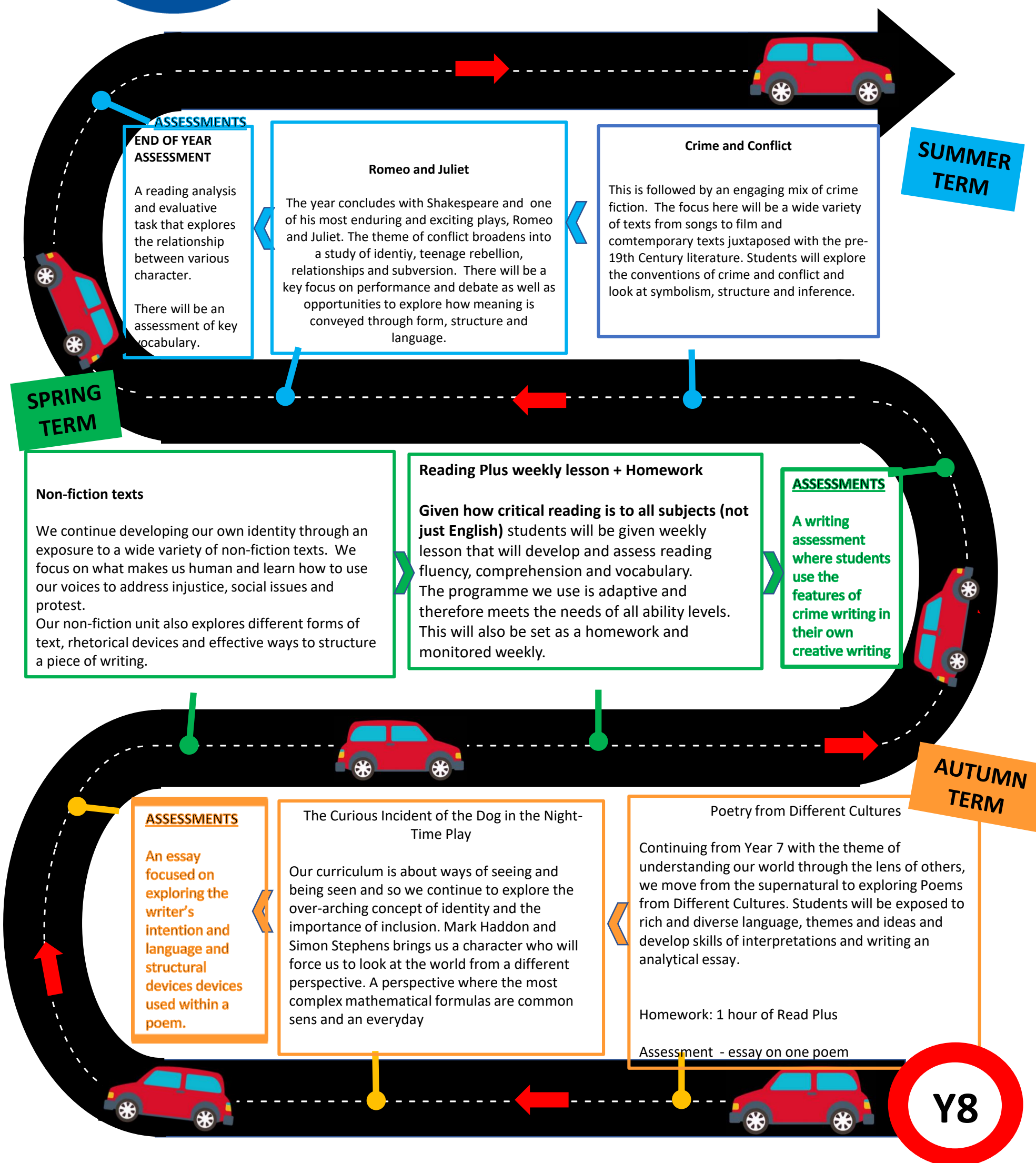


# Year 7 English Learning Journey





# Year 8 English Learning Journey





# Year 9 English Learning Journey

## LANGUAGE PAPER 1, Section B

Paper 1 section B allows students to engage in independent creative writing. The unit gives them the opportunity to demonstrate their narrative and descriptive writing skills in response to a written prompt scenario or visual image. There is a focus on developing students' abilities to write compelling descriptions, use structure effectively and expand their ability to use literary techniques, as well as ambitious punctuation and vocabulary.

## UNSEEN POETRY

Unseen Poetry will enable you to truly grasp the cross-over between skills and techniques that are used in different aspects of the English Language and Literature GCSEs, which will therefore enhance the students' ability to succeed. 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.

Reading Assessment  
Homework – Reading Plus

SUMMER TERM

SPRING TERM

## Reading Plus weekly lesson + Homework

**Given how critical reading is to all subjects (not just English)** students will be given weekly lesson 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. This will also be set as a homework and monitored weekly.

## 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 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.

Spoken Language Assessment (GCSE spoken language)  
Homework - Reading Plus

AUTUMN TERM

## GOTHIC THROUGH THE AGES

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 gothic novels 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.

Writing assessment – creative tasks  
Homework – Reading Plus

## 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.

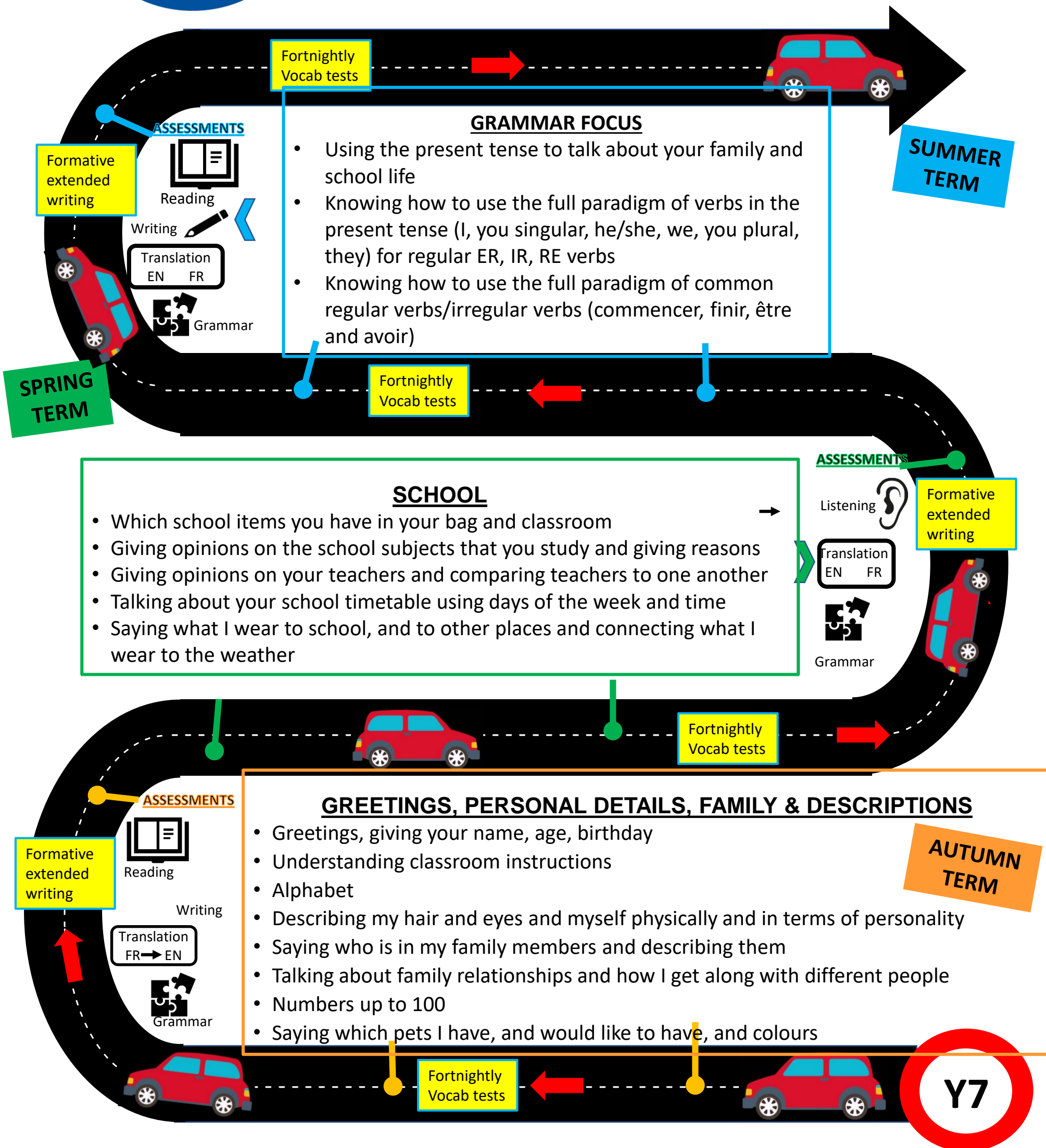
Reading Assessment – Character study  
Homework – Reading Plus

Y9

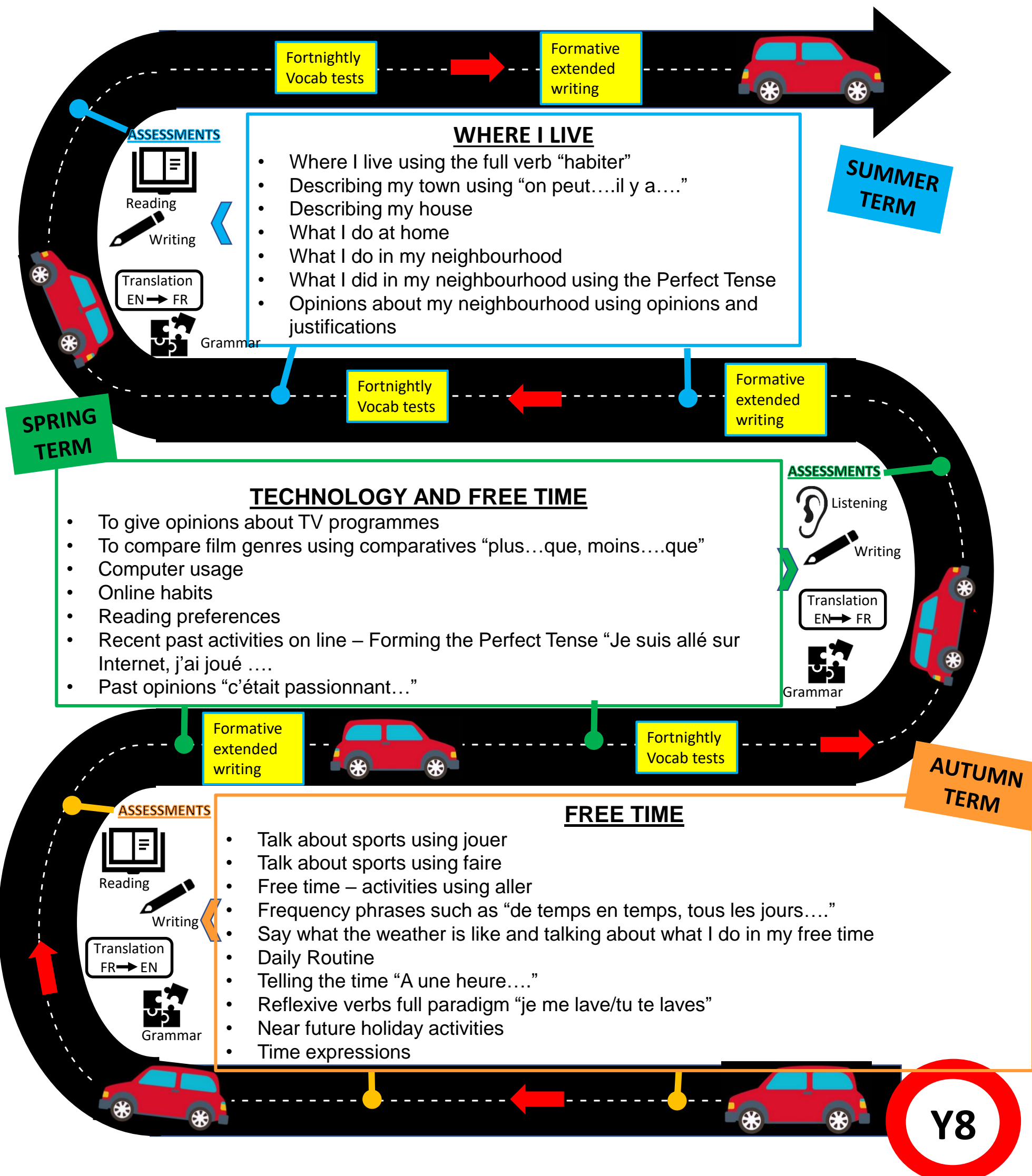




# Year 7 French Learning Journey

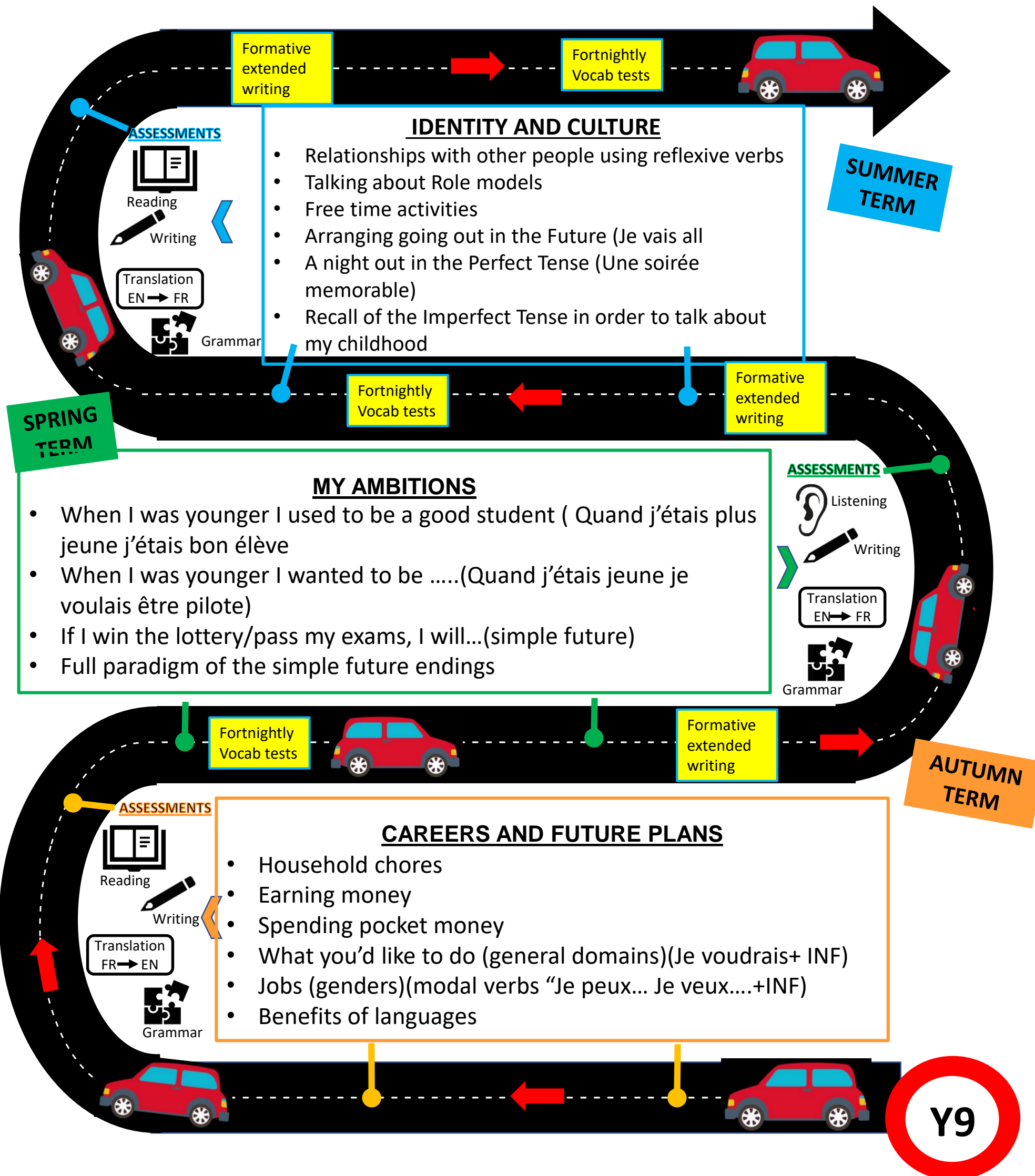


# Year 8 French Learning Journey

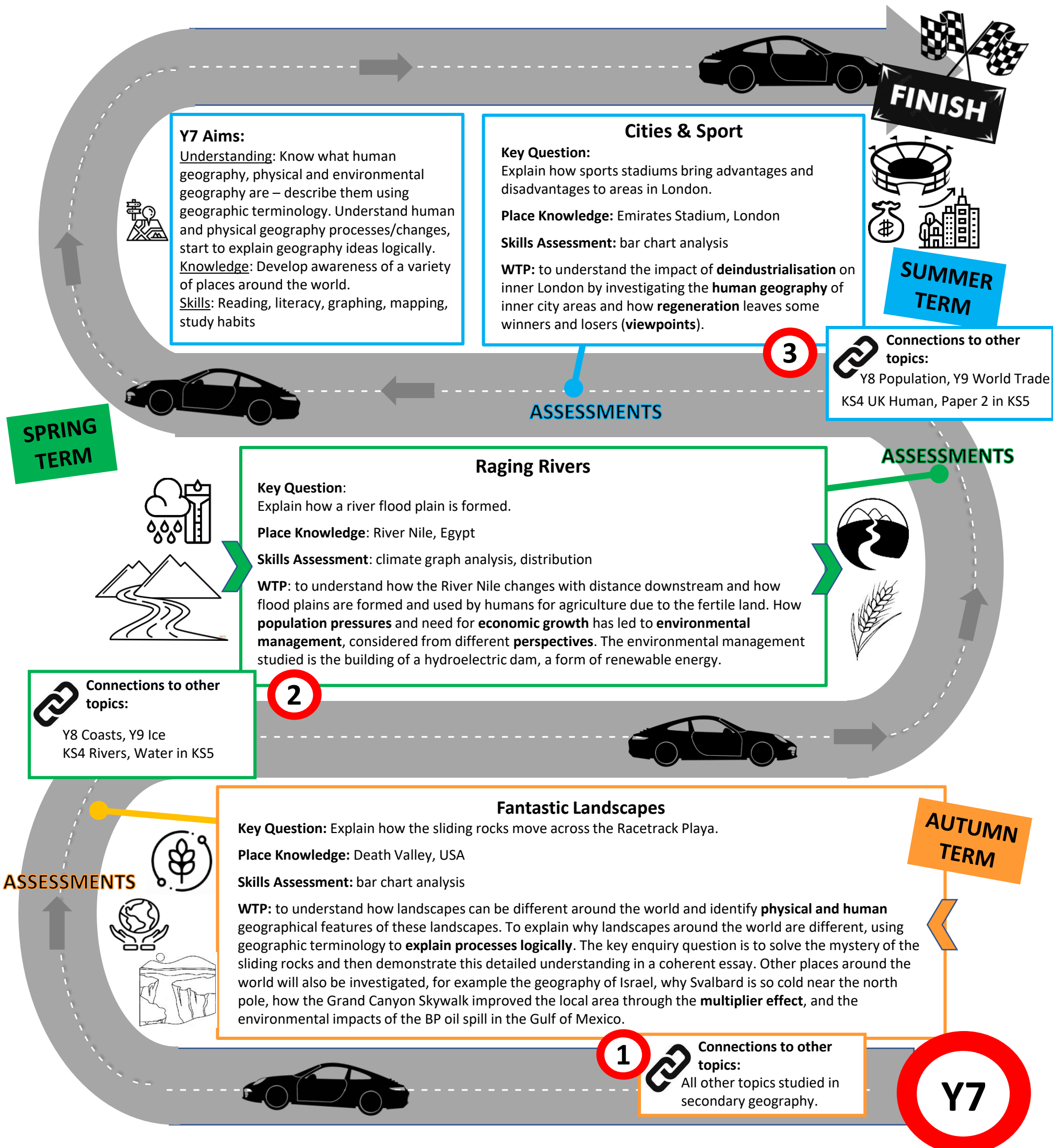




# Year 9 French Learning Journey

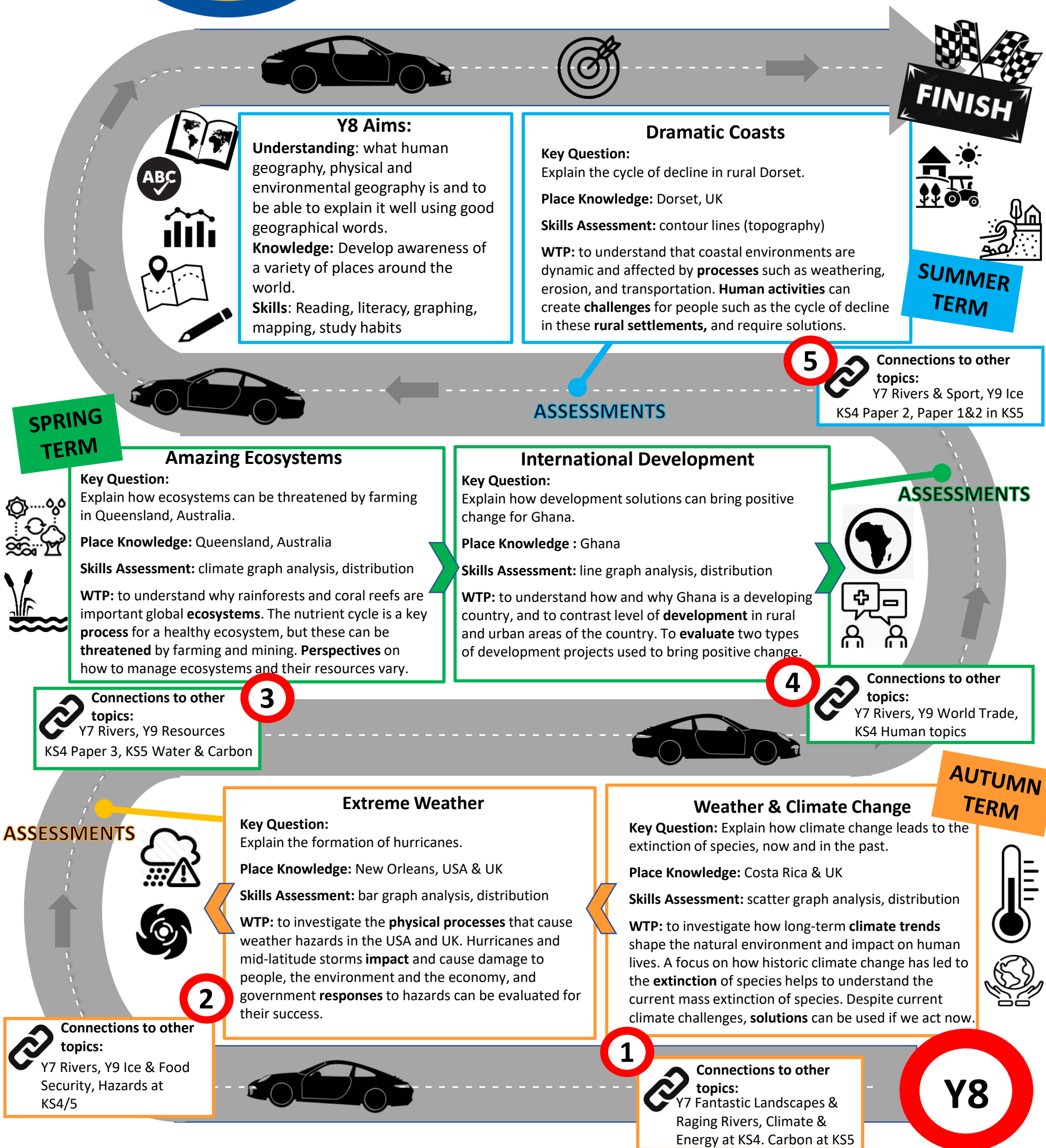








# Year 8 Geography Learning Journey





# Year 9 Geography Learning Journey



## Connections to other topics:

**KS3:** Climate Change, Ecosystems, World Trade, Ice.

**GCSE/A Level:** Consuming resources, Superpowers, Globalisation, Energy & Water

## ASSESSMENTS

SUMMER TERM



FINISH



### Awesome Ice

3

**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.



### Tectonics

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

**Place Knowledge:** New Zealand, Haiti

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



SPRING TERM

2

### Resources

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

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

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

**WTP:** One of the key dilemmas of the 21<sup>st</sup> Century is how to use the natural environment 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**.



## ASSESSMENTS

4



## 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

1

#### Key Question:

To what extent has world trade benefitted 'emerging' countries?

**Place Knowledge:** China. Other countries studied this unit – India and Bangladesh.

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

**WTP:** to understand where the goods we buy e.g. our clothes, trainers, mobile phones are made. Globalisation has made an **interconnected world** and we will understand why countries trade with each other. 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'.



AUTUMN TERM



## 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



Y9





# Year 7 History Learning Journey

SUMMER TERM



## TRADE & EMPIRE

### What travelled along the Silk Road?

Was Persia, in fact, 'the Greatest of all ancient Empires?'

How did The Silk Road Empires grow?

Does the Silk Road deserve its name?

How did emperors and violence spread the peace of Christianity?

What can an interview with Peter Frankopan tell us about the importance of learning about the Silk Roads?

**WTP:** To gain a better sense of the scale of world history  
Consider that significance of different empires to world history  
Understand historians have different interpretations

Provides important context ahead of study of Empire & trade in Year 8.

## JEWISH LIFE

### When was it most dangerous to be Jewish in Medieval England?

**WTP:** To understand how the attitudes towards Jewish people have changed over time

**Assessment:** In class test

Link to Year 9 study of anti-Semitism & the Shoah.

SPRING TERM

## MEDIEVAL POWER

### Could a medieval King do whatever he liked?

Murder of Thomas Becket

Was John really a greedy, nasty & terrible king?

Where did the power lie between kings & barons?

Why do we still remember the Magna Carta?

**WTP:** To understand the limits on the power of the monarch & recognise the role of the Church & barons.



## MEDIEVAL LIFE

### Rats or rebels: What was more significant the Black Death of Peasants' Revolt?

Black Death

Peasants' Revolt

**WTP:** To study a historic pandemic and the consequences of it, to help make sense of the current events, To identify consequences of historical events & the connections between historical events. To develop an understanding of what makes an event significant in history.

**Assessment:** In class test

Link to studies of monarchy in Year 8 & dictatorship in Year 9

Historical concept of significance  
Link to studies of changing power of the monarchy in Year 8 and development of democracy in Year 8 & 9

AUTUMN TERM

## MIGRATION & CONQUEST

How were the first English People?

What was the impact of the Norman Conquest

**WTP:** To establish a foundation of skills required for historical study  
Understand long history of migration to this country. Understand why different groups came & how they changed England.  
Develop historical thinking: Causation & consequence

**Assessment:** In class test



Skills of chronology, using evidence & the process of historical enquiry used throughout  
Thematic study of migration  
Link to Year 7 topic on Jewish life

Y7



# Year 8 History Learning Journey

SUMMER TERM



Links to previous topics of the slave trade and industrialisation.

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



## AGE OF EMPIRE

To what extent did the British Empire improve living standards?

- Jamaica
- India
- Hong Kong
- Australia



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

## POWER & THE PEOPLE

Why did some women use violence to get the vote?

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

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

SPRING TERM

## POWER & PARLIAMENT

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

- Civil War
- Interregnum
- Restoration
- Glorious Revolution



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

## SLAVE TRADE

What part did Britain play in the transatlantic slave trade?

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



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

## AGE OF REVOLUTION

How revolutionary was the Age of Revolution?

- Industrial revolution
- American Revolution
- French Revolution



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

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

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

Links to empire and development of political ideas

AUTUMN TERM

## AGE OF EXPLORATION

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

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



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

## IDEAS & BELIEFS

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

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



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

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

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





# 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 TERM



## Civil Rights

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

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

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

## Civil Rights

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

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

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



## Road to War

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

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

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

## How could the Holocaust have happened?

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

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

SPRING TERM

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

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

AUTUMN TERM

## Conflict

**Why does the Great War still matter?**

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

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

## Power and the people

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

How democratic was Britain at the turn of the 19<sup>th</sup> century  
Victorian attitudes towards women  
Significance of Millicent Fawcett & the Suffragists  
Suffragette tactics  
Obstacles to the vote  
Impact of WW1

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



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



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

Y9





# YEAR 7 - IVRIT SCHEMES OF WORK Learning Journey

## ASSESSMENTS



Listening



Reading



Writing

### OUT AND ABOUT

In this module you will recap a lot of vocabulary from previous modules and introduce new words relating to places in a town, you will also practice asking questions and answering them in relation to those places. You will also learn about the kibbutz in Israel, what is a kibbutz? You will learn about the different places in the kibbutz and how to give directions from each of those places. In addition to that, you will learn to describe the daily routine in the kibbutz and will prepare a presentation about a kibbutz of your own choice (or even a made up one!), which will include a detailed map and a set of directions.

SUMMER  
TERM

SPRING/  
SUMMER  
TERM

### SHUK

In this unit you will learn about shopping, and this will build towards an interactive, engaging and fun Israel 'shuk' (market) activity. This unit serves as a highlight for the year 7 curriculum in addition to bringing together language skills developed throughout the Year. It focuses on intercultural understanding – Israeli money, foods and common everyday Israeli products.

As part of this unit, you will learn about the Israeli shuk (market). You will learn about things you can buy and sell in the shuk, about the Israeli shopping culture, and even how to haggle for the best price! At the end of this unit, you will create your own goods to sell in the market. You will also create your own market stall which includes pricing for each of the item. The final activity for this module is the Shuk (market), where you will sell your good to other year 7 classes by using the language you learnt and the goods that you created!

### School

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

Reading



Speaking



Translation  
EN → IV

## ASSESSMENTS

Listening



Writing



Translation  
IV → EN



Grammar

### 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.

### Introducing Myself

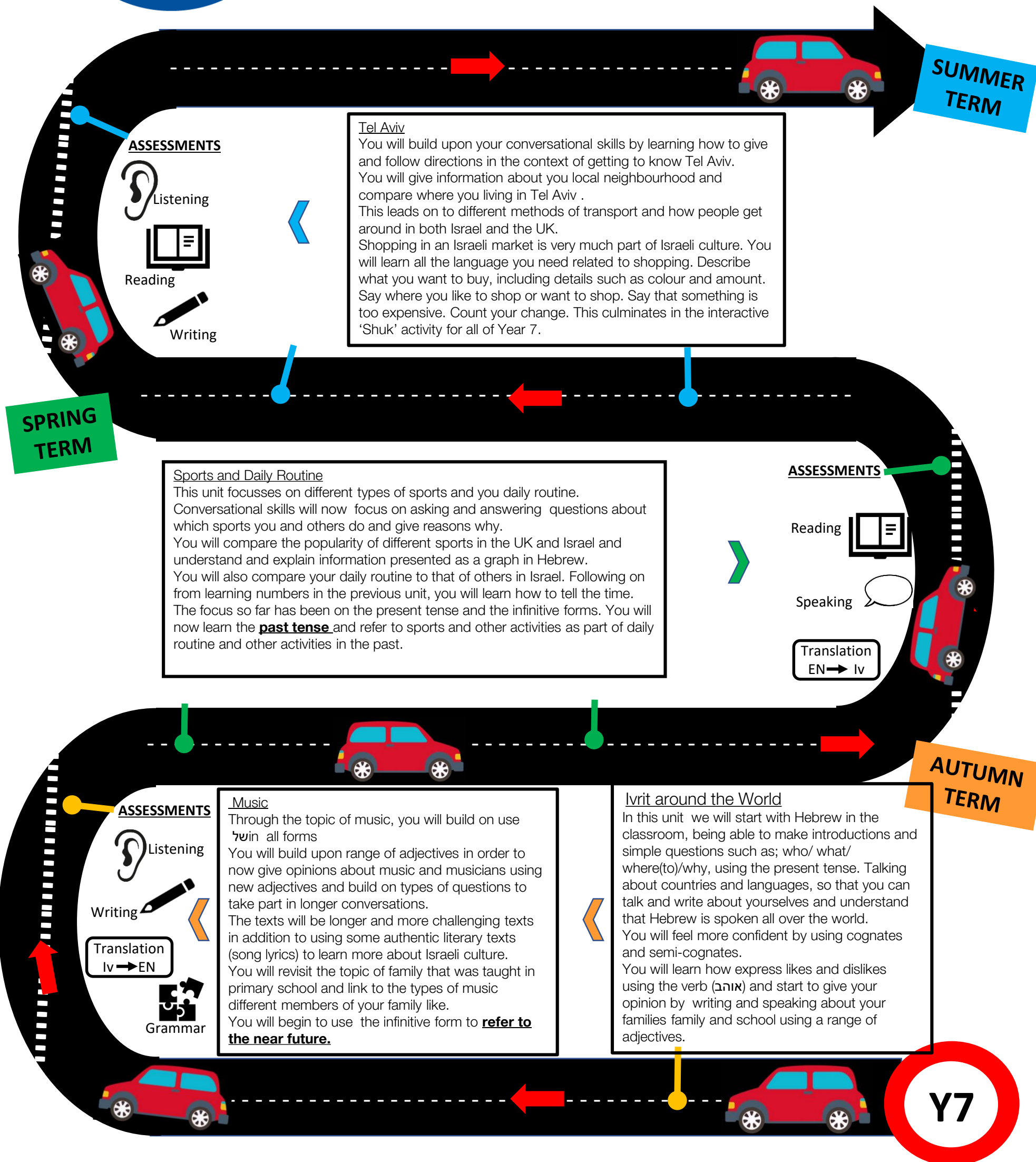
In this module you will learn greetings, how to introduce yourself and use basic question words and as a basis for an introductory conversation. You will learn about countries and languages, so that you can talk and write about yourselves and understand where someone else lives and how old they are. 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 semi-cognates when referring to countries and places.

AUTUMN  
TERM

Y7



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





# YEAR 8 – IVRIT SOW– Learning Journey

SUMMER  
TERM

## ASSESSMENTS



Listening



Reading



Writing

### 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

Reading



Speaking



Translation  
EN → Iv

## ASSESSMENTS



Listening



Writing

Translation  
Iv → EN



Grammar

### Hobbies

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

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

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

AUTUMN  
TERM

Y8



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



## ASSESSMENTS



עברית  
Hebrew

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

### 4. Friends, Family and Free time

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



Speaking

SUMMER TERM

## ASSESSMENTS

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

listening

### 2. School Life in Israel

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

Grammar

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

### 3. Time to Eat

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



SPRING TERM

### 1. Going Back to School

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

listening

## ASSESSMENTS



Reading



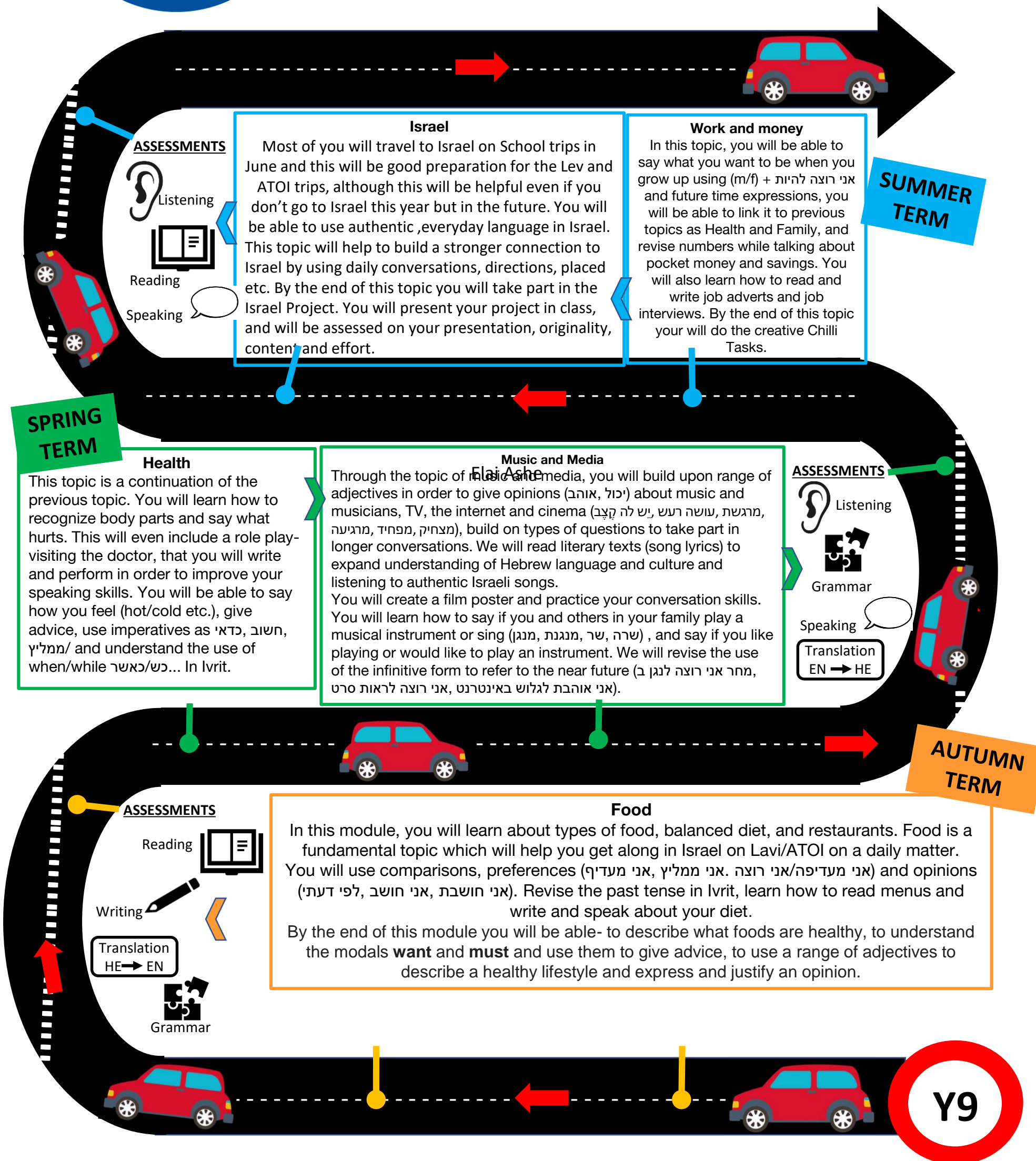
AUTUMN TERM

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

מתחילים  
את השנה.  
בהצלחה!

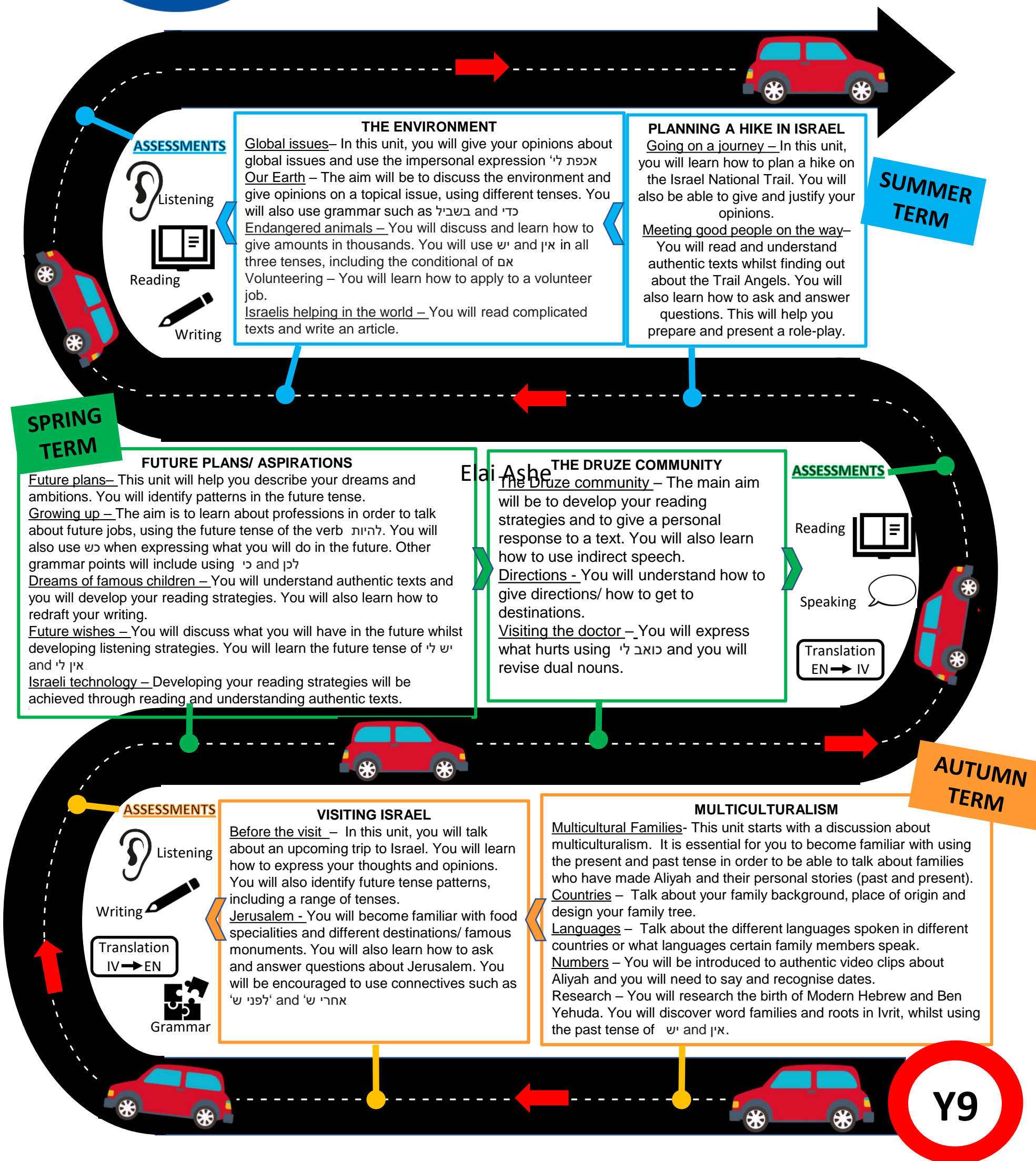


# YEAR 9 - IVRIT Learning Journey





# YEAR 9 - IVRIT YESH VA YESH – Book 3 Learning Journey







# KS3: Jewish Studies Learning Journey

9

## My Jewish Life

A variety of practical Jewish topics

- Correct Speech
- Torah and Science
- Kiddush and Chillul Hashem

### Why we learn it:

It helps us develop our perspective as Jews fully engaged in society.

## My Jewish Story

### What we learn:

Key events from Nach and subsequent Jewish history that describe the division of the people in Israel into two kingdoms, the exile, the development of the Oral Torah and the return to Israel.

### Why we learn it:

To know how and why we went into exile, how Judaism developed as a result and what the origins of Zionism are & how it led to the establishment of the State of Israel.

Year 9

8

## My Jewish Story

### What we learn:

Key events in Sefer Shemot and the rest of the Torah as well as some of Neviim, dealing with the development of the Jewish people and their entry into Israel.

### Why we learn it:

To know what it means to be part of the Jewish people and how our people are linked to the land of Israel and the importance and significance of the Temple.

## My Jewish Life

A variety of practical Jewish topics

- Luach Hashana
- Shavuot, Written & Oral Torah
- Bar & Bat Mitzvah

### Why we learn it:

It helps us prepare for important events in our lives and find more meaning in the mitzvot we do.

Year 8

## My Jewish Life

### What we learn:

A variety of practical Jewish topics

- Tefillah
- Tzedakah
- Kashrut

### Why we learn it:

It helps us develop ourselves into more caring and considerate individuals and build our relationship with Hashem and other people.

## My Jewish Story

### What we learn:

Key events in Sefer Bereishit. We track the development of the individual, society and the ancestors of the Jewish people.

### Why we learn it:

It teaches important lessons about ourselves as humans, as part of society and as part of the Jewish people.

Year 7

7



# KS3: Jewish Studies Iyun Learning Journey

9

## Talmud

### What we learn:

The selection of sugyot about damages & forbidden uses of other people's property

### Why we learn it

It helps us appreciate the value & importance of respecting other people's property & enhances skills of analysis & Talmudic deduction.

## Tanach

### What we learn:

Main stories of Bamidbar (4th bk Torah) & the story of Chana, King Shaul & David from Shmuel (3rd bk Nevi'im)

### Why we learn it

It deals with the Jews in the desert & some mistakes they made. We learn important lessons for our lives from these stories.

## Jewish History

### What we learn:

Key events from the Dreyfus Affair (1894C.E.) up to present day

### Why we learn it

To know how Zionism developed & how it led to the establishment of the State of Israel.

Year 9

8

## Tanach

### What we learn:

Main stories of Shemot (2nd book of the Torah) & story of Devorah & Gidon from Shoftim (2nd book of the Nevi'im)

### Why we learn it

It teaches about slavery of the Jews in Egypt, how God performed miracles, took us out, the revelation at Mt Sinai & how the Torah was given.

## Jewish History

### What we learn:

Key events from life in Babylon and the Gaonim (589C.E.) until the creation of the Reform Movement (1750C.E.)

### Why we learn it

It teaches the process of the scattering of Jews across the globe & how 2 distinct groups developed among our people – Ashkenazim & Sephardim, it also includes different ways to practise Judaism e.g. the Reform Movement.

## Talmud

### What we learn:

A variety of different sugyot relating to the chagim of Pesach & Purim

### Why we learn it

It helps us to understand the halachic principles that underlie some of the mitzvot we do over these chagim & provide a real taste of the challenge & depth of Gemara study.

Year 8

Year 7

## Talmud

### What we learn:

Overview of Talmud; introduction to Mishna/Gemara, topics about caring for other people & their property

### Why we learn it:

It teaches us about our responsibility towards other people & introduces us to key Gemara terms & concepts & the logic & method of Gemara analysis.

## Tanach

### What we learn:

The main stories of Bereishit (1st book of the Torah) & Story of Joshua (1st book of Nevi'im)

### Why we learn it:

It teaches about creation of the world & the Jewish people & gives examples of good & evil people to learn from.

## Jewish History

### What we learn:

Key events from destruction of the 2nd Temple (70C.E.) up to the recording of the Talmud (500C.E.)

### Why we learn it

We understand how the exile of the Jews began & the beginnings of life for the Jewish people outside of Israel.

7

# Year 7 Mathematics Learning Journey

## ASSESSMENTS

### Careers in Term 3

Statistician  
Builder  
Architect  
Decorating  
Risk analysis  
Scientists

### 6. Probability

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

### 7. Statistics.

#### Statistical diagrams

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

#### Averages

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

**SUMMER TERM**

**SPRING TERM**

### 3. Angles, 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.

### 4. Perimeter, Area and Volume

#### Perimeter and Area

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

#### Volume

This is linked to perimeter and area. Volume tell us how much space there is inside any structure. In this chapter, you will learn formulae that can be used to calculate volumes of different prisms, based on a few measurements. Many of these formulae were first worked out thousands of years ago. The

### 5. Fractions, Decimals, Percentages

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

#### Percentages

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

## ASSESSMENTS

### Careers in Term 2

Investment bank  
Architect  
Designers  
Engineers  
Digital marketing  
Builders  
Chef

**AUTUMN TERM**

### 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

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. Negative numbers are often used in temperature and sometimes seen in bank statements. It is essential for you to become familiar with calculations with decimals as they appear in measurements, rounding, probability, money and averages that you will visit later in the year.

#### Order of operations, Factors and multiples

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

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

#### Standard Form

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).

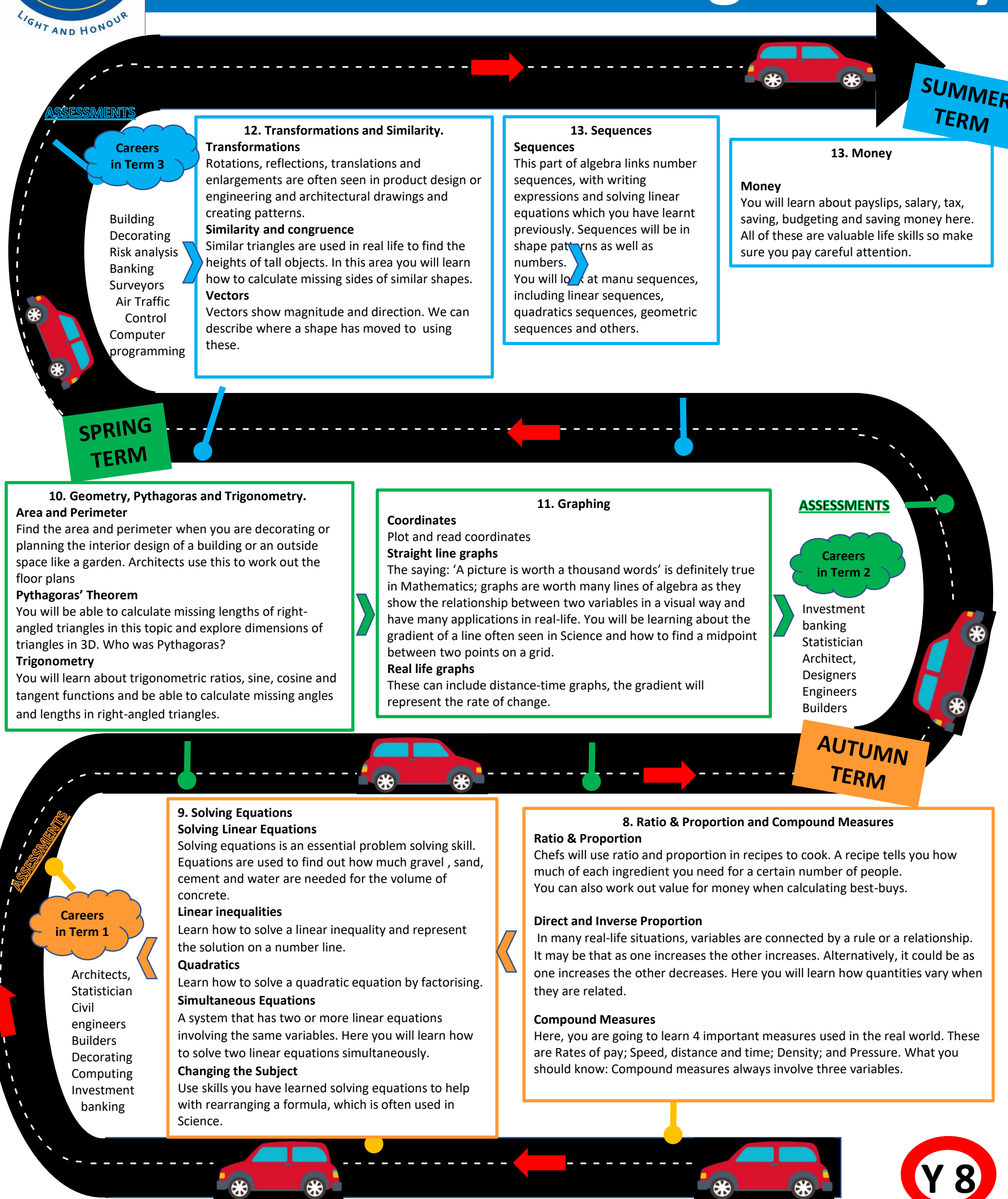
### Careers in Term 1

Building  
Decorating  
Air Traffic  
Control  
Computer programming

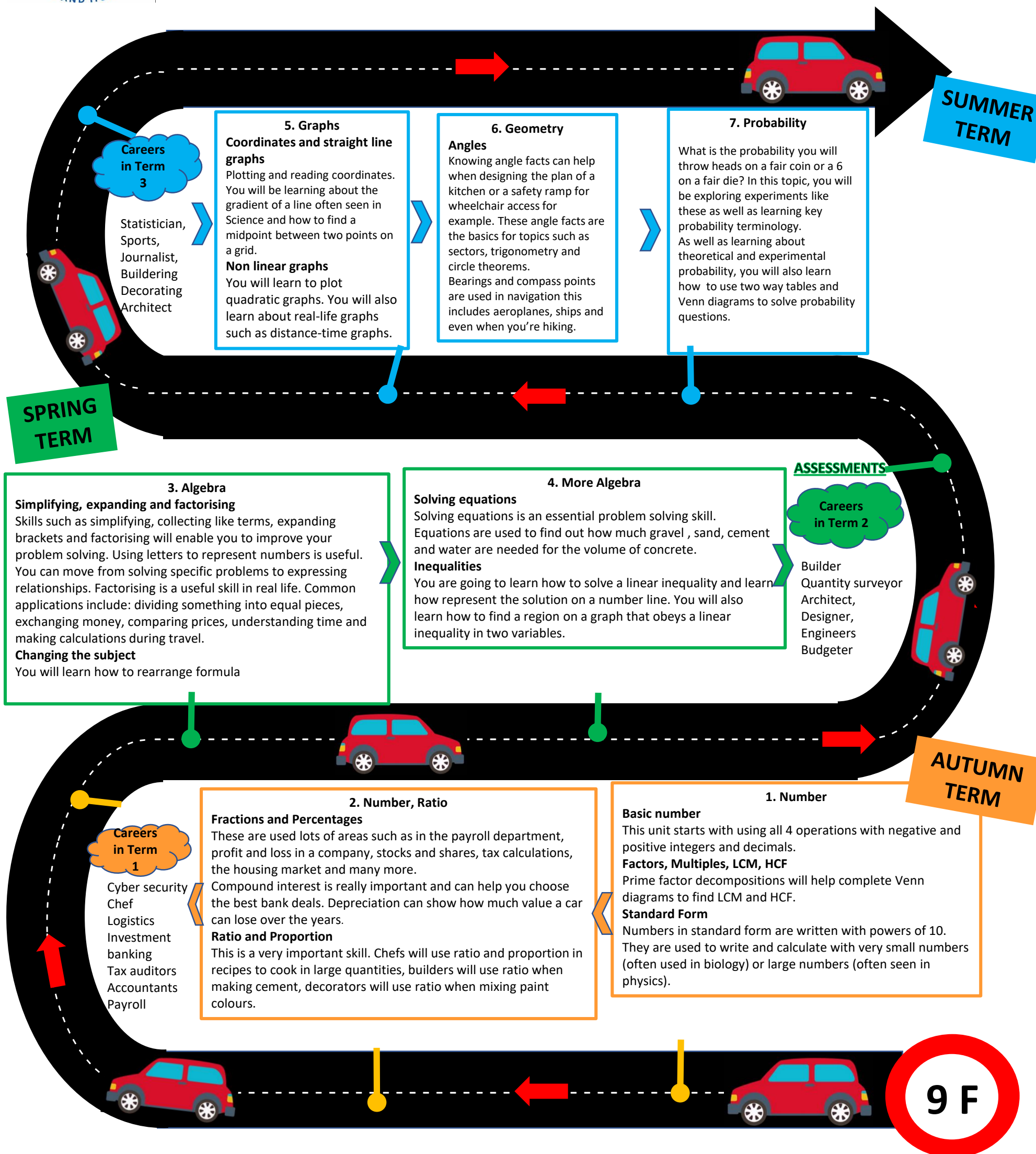
**Y 7**



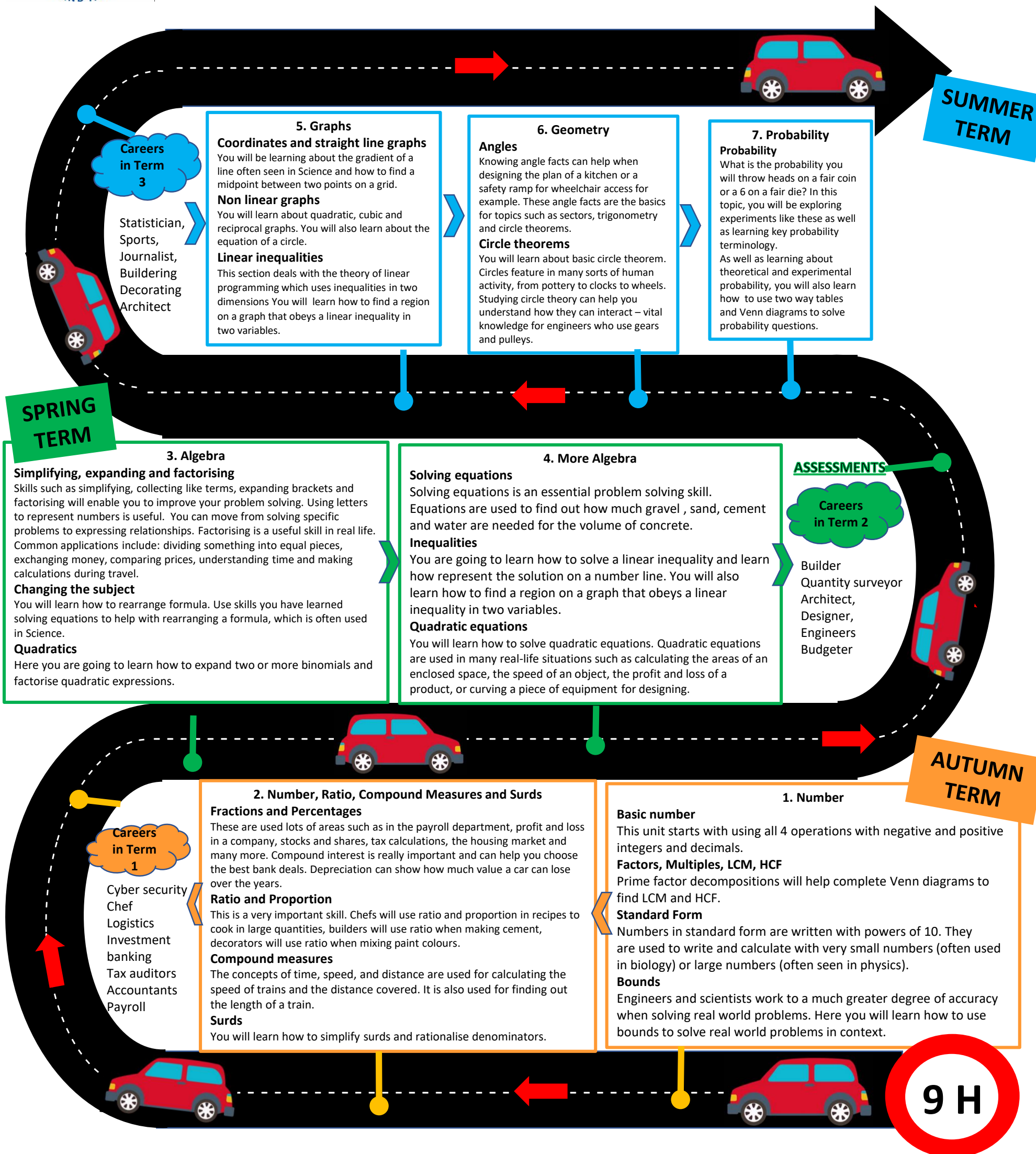
# Year 8 Mathematics Learning Journey



# Year 9 Foundation Mathematics Learning Journey



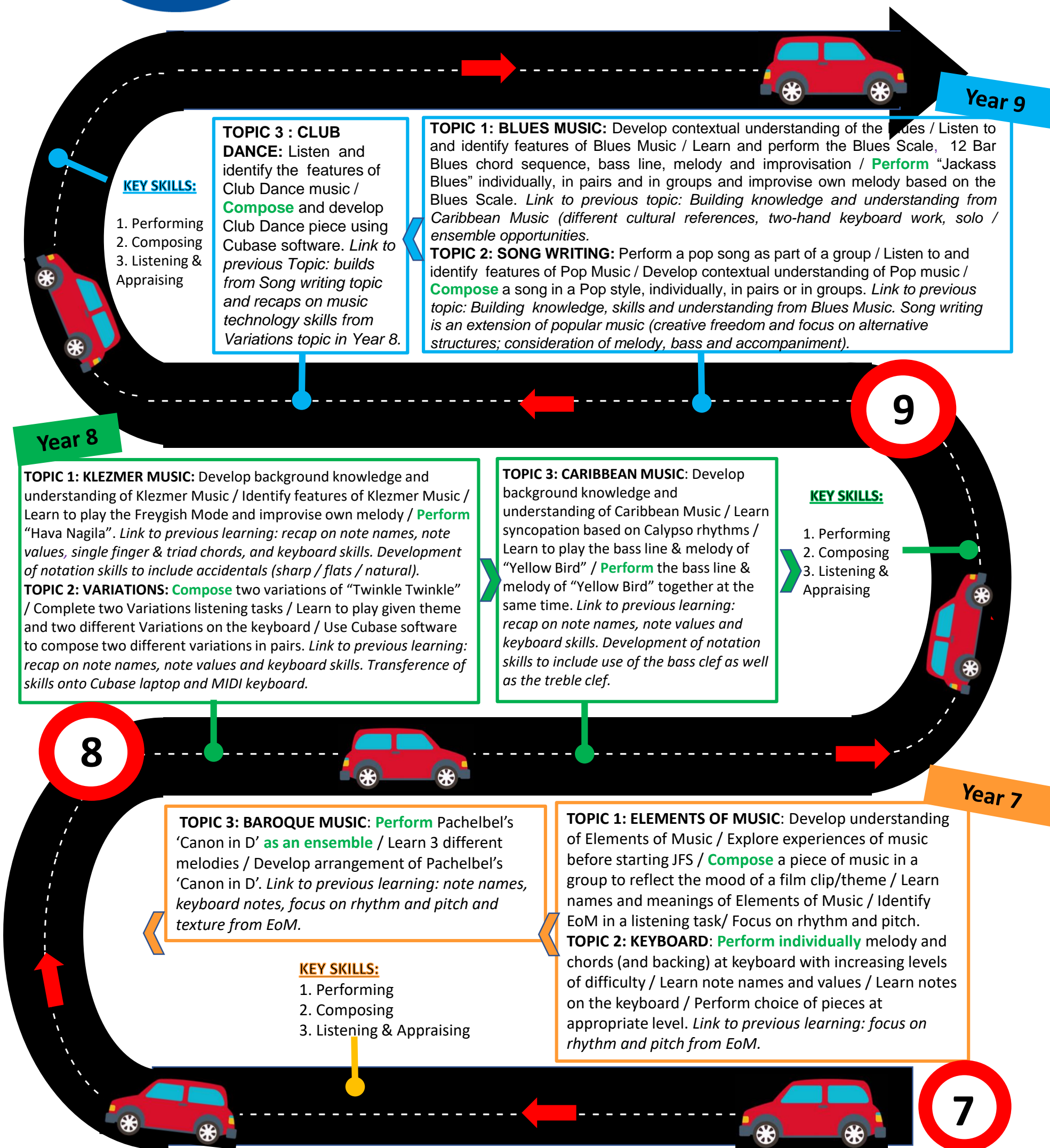
# Year 9 Higher Mathematics Learning Journey







# KS3 Music Learning Journey



# Jfs

# Y7

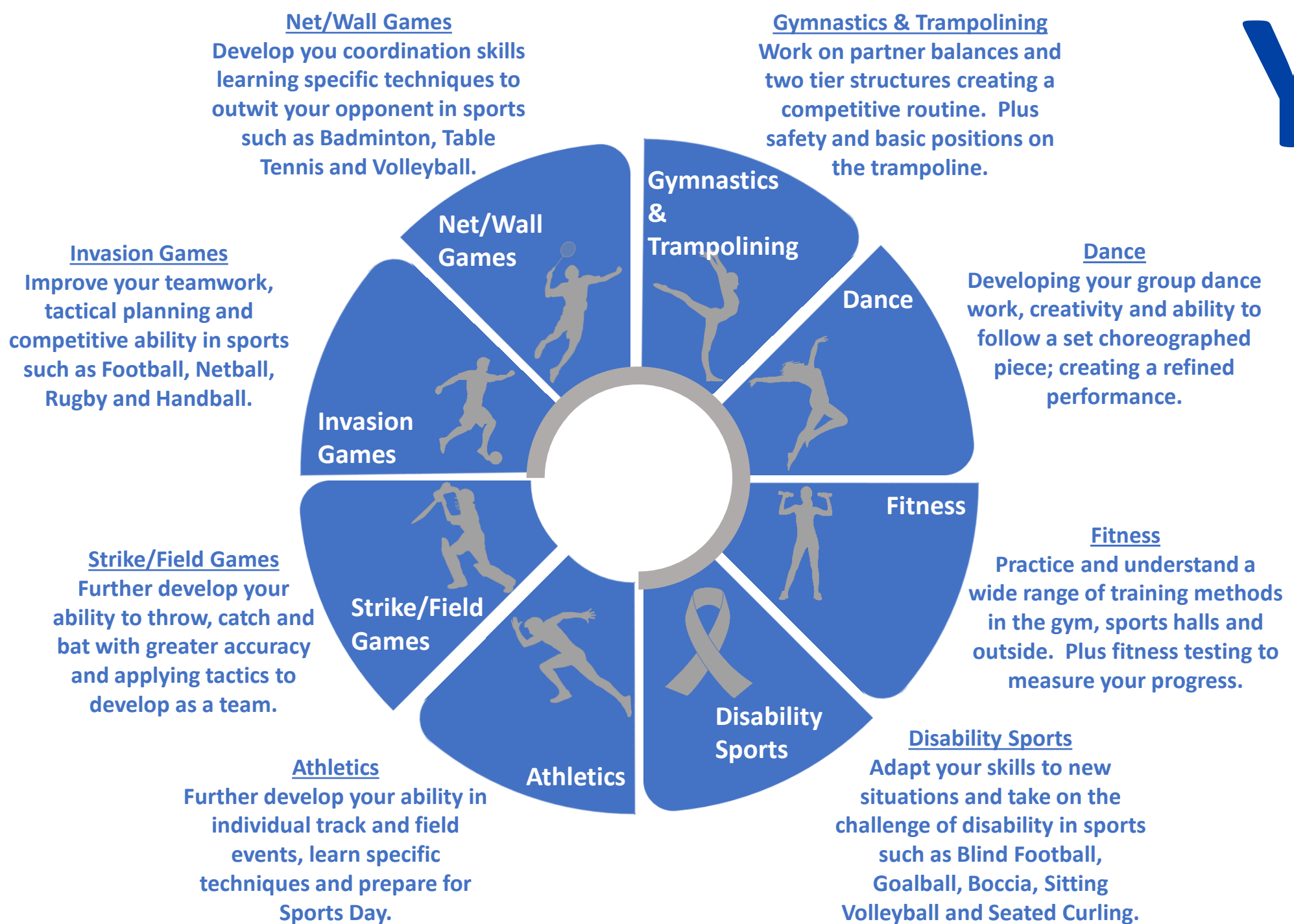
## Year 7 Physical Education



# Ifs

# Y8

## Year 8 Physical Education

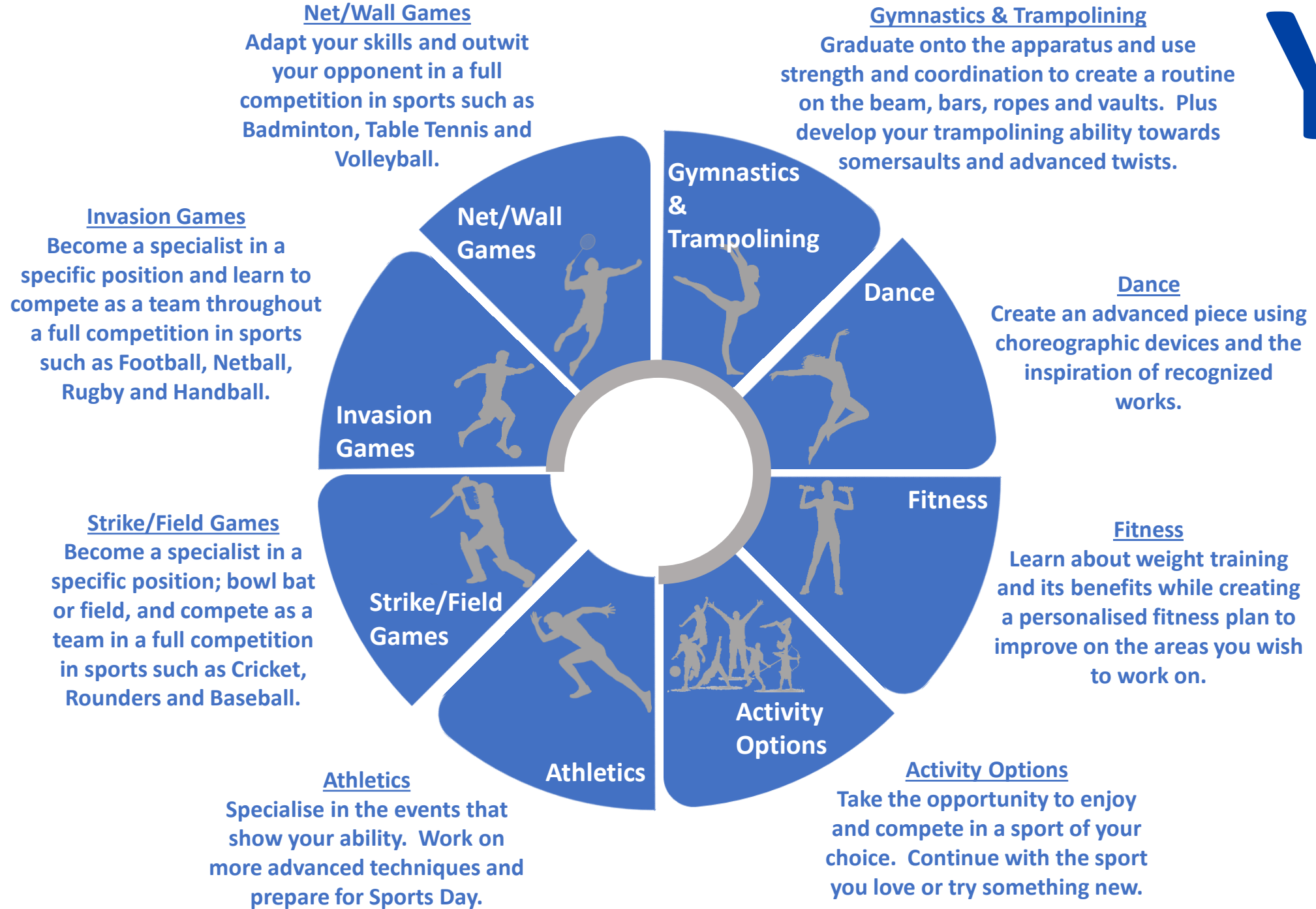




# Ifs

# Y9

## Year 9 Physical Education





# Year 7 Science Learning Journey

## ASSESSMENTS:

- 7GH TEST
- 7C TEST
- YEAR 7 END OF YEAR ASSESSMENT

### 7C-Ecosystems

The final topic in Biology introduces concepts that you will cover in more detail in year 9 & 10. In this unit you will learn about different habitats and adaptations. You will explore how certain animals are adapted to different climates and how food chains and food webs form. You will also learn to: **Investigate** behavioural adaptations of woodlice using choice chambers

**Explain** how food chains can be used to demonstrate energy transfers in ecosystems

**Draw** food chains and food webs

**Evaluate** the strengths and weakness of different sampling methods

**Evaluate** uses of sustainable farming techniques

### 7GH-Energy and fuels/ Magnetism, circuits and particle theory

In this Physics topic you will learn about different forms of energy. This topic overlaps with Biology and Chemistry and you will learn about energy in food and fuels. You will **Recall** how particles are arranged in solids and the arrangement of subatomic particles and **Describe** current as a rate of flow of charged particles (electrons). You will be conducting a number of practical's where you will learn to draw and build model different circuits. You will learn about the difference between parallel and series circuits. You will also learn about: **Magnetism, Electromagnets and DC motors.**

SUMMER TERM

Careers in Term 3

- ☐ Ecology
- ☐ Environmental scientist
- ☐ Electrical engineer
- ☐ Electrician
- ☐ Environmental consultant

SPRING TERM

### 7I Space

In this Physics topic we explore the Earth and beyond. You will learn about space beyond the Solar system, day night & seasons as well as gravity, mass and weight. You will learn about the moon and observe moon phases. This topic includes mathematical skills and you will learn how to calculate weight on different planets, light years. **This topic includes a badger task on the different planets.**

**You will also learn to:**

- **Evaluate** the benefits and risks of manned space flight
- **Explain** the causes of the solar and lunar eclipses and **explain** the seasons in terms of Earth's tilted axis and orbit around the sun

### 7EF- The Periodic table, atoms, elements and compounds

This Chemistry topic is the basis of what you will learn throughout KS3 & KS4. You will recall examples and learn the structure of atoms, chemical symbols and formulae. You will learn how elements form compounds. You will explore your practical skills by doing experiments on the conservation of mass and gas tests. When studying the periodic table:

- You will learn how elements are categorised.
- Describe the properties of elements
- You will use skills from the very first topic to develop an argument on states of matter.
- **Observe and identify** unknown metals from flame test
- **Recall** flame colours of different metals

## ASSESSMENTS

- 7I TEST
- 7EF TEST
- DEVELOPING AN ARGUMENT

- ☐ Astrophysics
- ☐ Biochemist
- ☐ Engineer
- ☐ School teacher
- ☐ Meteorologist
- ☐ Actuary

Term 2 Careers

AUTUMN TERM

Careers in Term 1

- ☐ Stem cell research
- ☐ Gynaecology
- ☐ Lab technician
- ☐ Botanist
- ☐ Hazardous Waste Chemist
- ☐ Materials Scientist

### 7D -States of matter

This topic is an introduction to Chemistry. You will be learning about the properties of solids, liquids and gases. You will **Explain** how scientists test theories, **State and describe** the three states of matter. **Classify** materials as one of the three states of matter. **Observe** changes of state as they occur. **Describe** particle arrangements of solids, liquids and gases. **Investigate** temperature changes during a change of state. **Explain** a change in gas pressure in terms of particles.

### 7AB – Cells & Reproduction

An introduction to Biology: To understand all life process, we start with learning about cells, tissues and organ systems. You will learn how to use a microscopes and observe plant and animal tissue.

**Explain** the role of diffusion in the movement of materials in and between cells. We then move onto explaining how fertilisation occurs in animals and plants. You will be challenged to think scientifically on the ethics on organ transplants. **Discuss** what factors need to be considered when separating conjoined twins

## ASSESSMENTS:

- 7D test
- 7AB test
- Sammy the sperm and Ella the egg badger task
- Particle model badger task

### 7X-Science introduction

This unit is an essential introduction to the Science course. We will be covering concepts that you will come across in various topics in the course over year. Areas we will be focusing on:

- Thinking scientifically
- Different equipment in the lab
- Using a Bunsen burner
- Planning an investigation
- CASE lessons

Y



# Year 8 Science Learning Journey

Y9

SUMMER TERM

## 8F- The Earth and Atmosphere

In this final topic pupils learn about the composition of the Earth, the structure of the Earth, the rock cycle and the formation of igneous, sedimentary and metamorphic rocks.

Pupils also learn about the Earth as a source of limited resources and the efficacy of recycling. We learn how important the carbon cycle is and the composition of the atmosphere, also how carbon dioxide is produced by human activity and the impact on climate.

### ASSESSMENTS:

- 8HI
- 8F

- End of Year Assessment

## 8HI – Electricity and Heat Transfers

Pupils extend the year 7 electricity unit to include the differences between series and parallel circuits by learning how current flows as charge, how it adds at branches in parallel circuits and its measurement in amperes. They also consider potential difference, its measurement in volts and how it is shared in series circuits. Pupils discuss resistance (ohms), and begin to think of conducting and insulation components linking to how the motion and spacing of particles and the internal stored energies in materials change with an increase in energy. Thermal equilibrium of components/materials, where energy is transferring from a hotter object to a cooler one, through contact (conduction) or radiation is considered as well as the movement of particles in air and water (convection). Insulating materials are studied to consider the reduction of temperature through transfers.

### Careers Term 3

- ☐ Electronics engineer
- ☐ Electricity distribution worker
- ☐ Conservation scientist
- ☐ Geologist
- ☐ Oceanographer

SPRING TERM

## 8G-Waves

We learn waves which travel through water with transverse motion. The sound frequencies are measured in hertz (Hz) it needs a medium to travel. We also learn sound produced by vibrations of objects, in loud speakers and are longitudinal. We need to know the similarities and differences between light waves. With the use of ray model we explain imaging in mirrors and the refraction of light and action of lenses. We also learn how waves are used for cleaning and physiotherapy by ultra-sound.

### Careers Term 2

- ☐ Forensic Scientist
- ☐ Materials Engineer
- ☐ Brewery Worker
- ☐ Cardiologist
- ☐ Pulmonologist
- ☐ Sport Scientist

## 8BC – Gaseous Exchange, Respiration and Circulation

Pupils identify and learn of the gas exchange system in the human body. This includes adaptations for functioning, mechanism of breathing to move air in and out of the lungs, and using a pressure model to explain the movement of gases (including simple measurements of lung volume). Pupils begin to link how the impact of exercise, asthma and smoking has an effect on the human gas exchange system. Pupils will also learn the importance of the stomata in the leaf and how gas exchange occurs in plants. Gas exchange leads into how aerobic and anaerobic respiration works in living organisms by explaining the breakdown of organic molecules to enable all the other chemical process necessary for life. Anaerobic respiration in humans and micro-organisms is extended by explaining the processes of fermentation. Pupils will be able to differentiate between aerobic and anaerobic respiration by the end of the topic.

### ASSESSMENTS

- 8DE
- 8BC

AUTUMN TERM

## 8DE – Pure & Impure Compounds, and Materials

Pupils begin to identify what makes up a pure substance, why it is important to identify a pure substance, how mixtures are formed and how to extract substances within compounds. Pupils review diffusion in terms of the particle model and learn different techniques to separate mixtures: filtration, evaporation, distillation and chromatography. Pupils will begin to learn the order of metals, and carbon in the reactivity series, linking this to significance of group 1 and 7 elements. Pupils learn of the uses of carbon in obtaining metals from metal oxides, and the properties of: ceramics, polymers and composites (qualitative). Pupils identify the properties of metals and non-metals.

### ASSESSMENTS

- 8A
- 8G

## 8A- Nutrition

In this topic we learn the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed.

We need to also calculate energy requirements in a healthy diet the consequences of imbalances in the diet.

We learn how the digestive system digests food (enzymes simply as biological catalysts) and the importance of bacteria in the human digestive system. Plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots.

### Careers Term 3

- ☐ Nutritionist
- ☐ Food Scientist
- ☐ Food factory worker
- ☐ Audiologist
- ☐ Optometrist
- ☐ Hearing aid specialist

Y8





# Year 9 Science Learning Journey

Y10

SUMMER TERM

Careers Term 3

- ☐ Fluid Power
- ☐ Hydraulics Engineer
- ☐ Materials engineer
- ☐ Botanist
- ☐ Horticulturalist
- ☐ Forestry worker

## 9B Photosynthesis

Learning about the reactants in, and products of, photosynthesis. The ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy stores. Also to maintain levels of oxygen and carbon dioxide in the atmosphere. To learn how the adaptations of leaves for photosynthesis is important.

### ASSESSMENTS:

- 9B
- 9HI
- End of Year Assessment

## 9HI - Pressure in Fluids, and Solids

Pupils begin to study the effect of pressure in the atmosphere and its affect in liquids, and applying it to the concept of floating and sinking. How pressure is measured as a ratio of force (Newton's) over area is discussed, and the association of forces with pressure to push objects out of the away and how resistance against the motion of air and water can affect an object. Learners will study how the turning effect (moment) has an effect on an object's balance and stability, and how simple machines can give a bigger force at the expense of a smaller movement (and vice versa). Hooke's law is observed through the stretching and squashing of different materials, and the observations of frictional forces forming between objects by rubbing surfaces together are investigated.

SPRING TERM

Careers Term 2

- ☐ Doctor (MD)
- ☐ Geneticist
- ☐ Ecologist
- ☐ Toxicologist
- ☐ Hazardous Waste Management

## 9E-Acid & Alkalis

Combining acids and alkalis cause a neutralisation reaction. The pH scale is used for measuring acidity/alkalinity of a substance and indicators are used to test the pH of a substance. Pupils perform reactions between acids and alkalis to produce salt and water, as well as, reactions of acids with metals to produce a salt and hydrogen gas. Learners develop their ideas of the chemical properties of metal and non-metal oxides in terms of acidity. Particle theory is reviewed in order to understand the changes of state (qualitative) with use of energy, and types of reactions produced (endothermic and exothermic). Pupils begin to use and derive simple equations (word and chemical formulae) and learn to balance equations with suitable calculations.

## 9AC-Health and Skeletons, and Genetics

Biomechanics is the interaction between skeleton and muscles, including the measurement of force exerted by different muscles is important to understand and how the function of muscles and antagonistic muscles work. This is linked through knowledge of the human skeleton to support, protect and allow movement of the body and make blood cells. Learners discuss how behaviour, health and life processes are affected through the use of recreational drugs and substance misuse. How genetic information passes through each generation through genes and DNA is discussed. Learners research into the discovery and development of the DNA model, and replicate a model of chromosomes. Pupils differentiate between continuous and discontinuous variation within species, and consider how natural selection changes in the environment, leaving an entire species or individuals within it without the necessary adaptations for successful competition.

### ASSESSMENTS

- 9EF
- 9AC
- 9B
- Mock Exam

AUTUMN TERM

Careers Term 3

- ☐ Automotive Engineer
- ☐ Pilot
- ☐ Video Game Developer
- ☐ Chemical engineer
- ☐ Pharmacist

## 9D - Chemical Reactions

In this topic pupils will be learning about chemical reactions as the rearrangement of atoms, how chemical reactions are represented using formulae and equations. We will *understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) for chemical nomenclature*. Pupils will practice combustion, thermal decomposition, oxidation and displacement reactions. Pupils learn what catalysts do and how the conservation of mass changes and why. With the use of the Periodic Table we can to predict patterns in reactions.

### ASSESSMENTS:

- 9D
- 9G
- Badger tasks

## 9G- Forces and Motion

Pupils learn of the quantitative relationship between average speed, distance and time ( $\text{speed} = \text{distance} \div \text{time}$ ) and how this is represented on a distance-time graph. Pupils learn forces as pushes or pulls, arising from the interaction between two objects using force arrows in diagrams and how this causes balanced and unbalanced forces. Pupils also learn the difference between non - contact forces and contact forces.

Y9



# Year 7 Spanish Learning Journey

Formative  
extended  
writing

Fortnightly  
Vocab tests

## ASSESSMENTS



Reading

Writing

Translation  
EN → SP



Grammar

## GRAMMAR FOCUS

- Using the present tense to talk about your family and school life
- Knowing how to use the full paradigm of verbs in the present tense (I, you singular, he/she, we, you plural, they) for regular AR, ER, IR verbs
- Knowing how to use the full paradigm of common regular verbs (tener, ser, ir, hacer)

SUMMER  
TERM

Fortnightly  
Vocab tests

Formative  
extended  
writing

SPRING  
TERM

## SCHOOL

- Which school items you have in your bag and classroom
- Giving opinions on the school subjects that you study and giving reasons
- Giving opinions on your teachers and comparing teachers to one another
- Talking about your school timetable using days of the week and time
- Saying what I wear to school, and to other places and connecting what I wear to the weather

## ASSESSMENTS



Listening



Writing

Translation  
EN → SP



Grammar

Formative  
extended  
writing

AUTUMN  
TERM

## GREETING, PERSONAL DETAILS, FAMILY & DESCRIPTIONS

- Greetings, giving your name, age, birthday
- Understanding classroom instructions
- Alphabet
- Describing my hair and eyes and myself physically and in terms of personality
- Saying who is in my family members and describing them
- Talking about family relationships and how I get along with different people
- Numbers up to 100
- Saying which pets I have, and would like to have, and colours

## ASSESSMENTS



Reading



Writing

Translation  
SP → EN



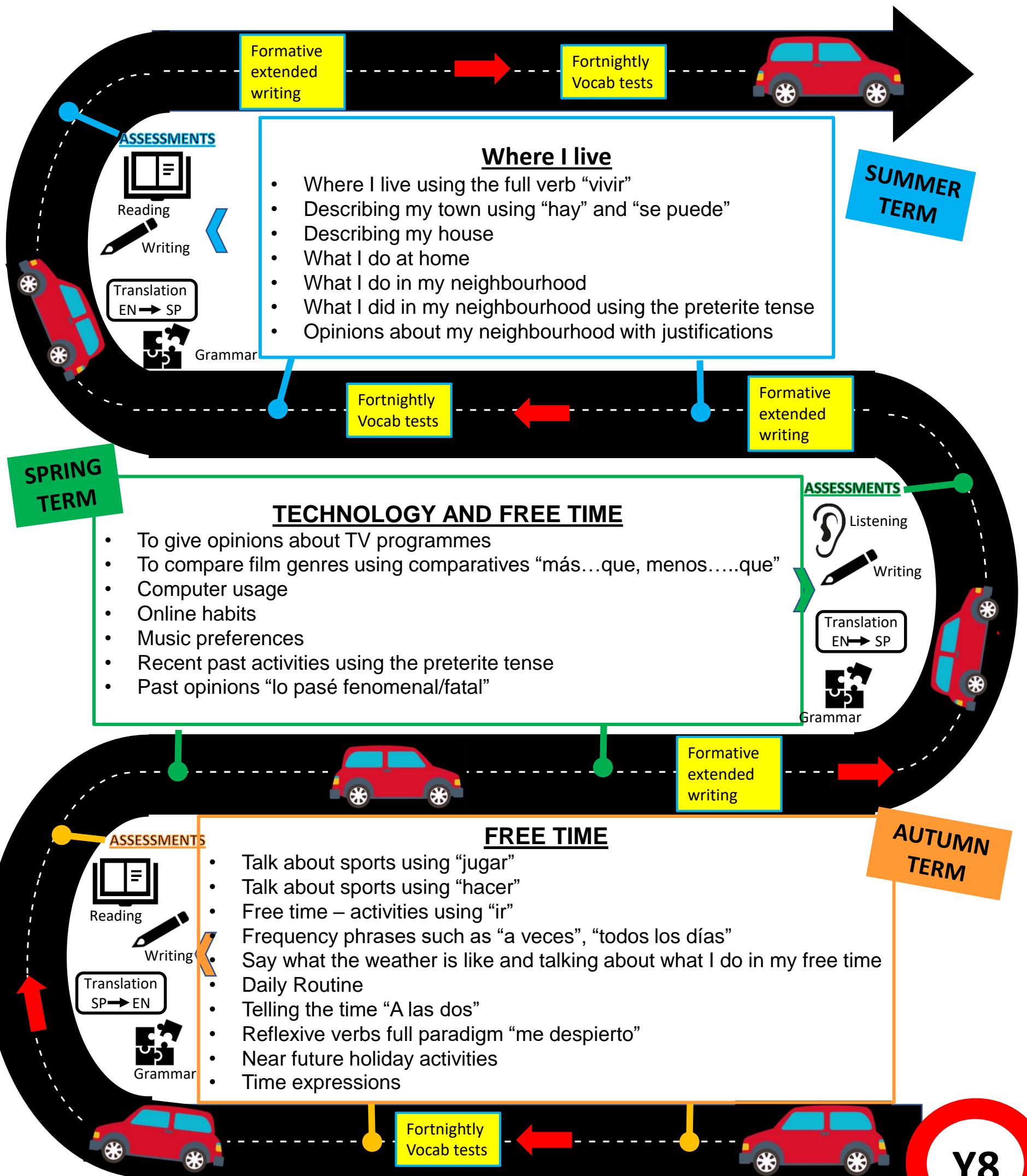
Grammar

Fortnightly  
Vocab tests

Y7



# Year 8 Spanish Learning Journey







# Year 9 Spanish Learning Journey

