

### 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**

#### Objects and Viewpoints Anim

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 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.

### 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** 



# Python Turtle Put your knowledge into making a VBA game in PowerPoint Python Turtle PowerPoint Year 8 Computer Science Learning Journey







3<sup>rd</sup> HALF TERM

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

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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

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.

- How strings and images are stored in binary

1010010101001001 1ST HALF 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









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











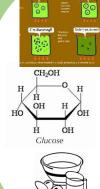


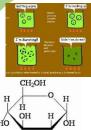




In our last term we will focus on Carbohydrates . We will explore their chemical structure and the different foods they are found in. We will look at the functional process of gelatinisation and how its used in cooking. We will conduct food science investigations on the viscosity of sauces and how starch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









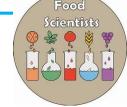
subject in year 10.













**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.



**Practical** 

denaturation















Coagulation



Food investigation

**Practical** 

Shortening

Food investigation Practical

Assessment

Structure of **Proteins** 

HOW YOUR BODY USES AMINO ACIDS AS BUILDING BLOCKS

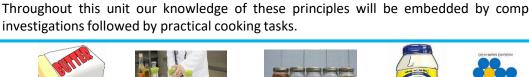
**AUTUMN** 

**TERM** 

Aeration

**Plasticity** 

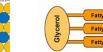
In this unit of work learners will develop their understanding of the chemical and functional properties of Fats and lipids. This will be delivered through a series of focused practical tasks and food science investigations, focussing upon investigation, problem solving and independent learning skills. 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



















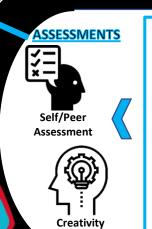


Unit 2



#### 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.



#### **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 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 reply 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

#### **Prior Learning in Design Technology**

Year 7

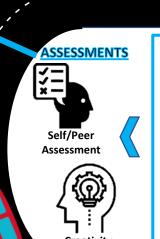
Last year you will have experienced two unit rotations throughout the year; one in Food Preparation & Nutrition and one in Fashion & Textiles. This system continues into Year 8 but Fashion & Textiles is replaced by Product Design.

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 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 TERM

#### **Drawing in 3-Dimensions**

It is extremely important that Product Designers can think and draw in 3-dimensions. Therefore, we will spend some time developing your drawing skills.

We will be looking at drawing objects and products in Isometric and rendering them to look at realistic as possible. There will be lots of teacher led and independent drawing exercises to develop these techniques.

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

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



#### AUTUMN TERM

### ASSESSMENTS

#### **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.

During the first half term we will follow a defined set of manufacturing stages in order to produce

**Focussed Practical Tasks: QUALITY** 

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.

# Practical Assessment Self/Peer Assessment



## Year 7 English Learning Journey

#### **ASSESSMENTS**

#### END OF YEAR ASSESSMENT

A reading analysis and evaluative task that explores the relationship between various character.

There will be an assessment of key vocabulary.

#### **Short Stories**

From the conflict of Greek mythology, students will turn their attention to how we cope with conflict in more contemporary writing - and through the medium of short stories. This unit will explore ideas by looking at ideas of symbolism, structure and inference. There will be an element of creative writing as

#### A Midsummer Night's Dream

The last unit of the year is a comical, enchanting delve into relationships via Shakespeare's play 'A Midsummer Night's Dream'. This is an opportunity to develop culturally and acquire knowledge from an enduring play which tackles universal ideas about relationships, magic, enchantment and comedy. There will be a key focus on vocabulary including becoming aware of the differences between language in Shakespeare's time and today.

SUMMER TERM

#### SPRING TERM

#### My Sister Lives on The Mantelpiece

The concept of identity is an overarching theme for Key Stage Three. The novel therefore represents a profound way in which to explore racism, grief, family and the fight for acceptance. This is a moving and exciting novel with which to engage students.

#### **Non-fiction texts**

We continue developing our own identity through an exposure to a wide variety of non-fiction texts. We focus on what makes us human and learn how to use our voices to address injustice, social issues and protest.

Our non-fiction unit also explores different forms of text, rhetorical devices and effective ways to structure a piece of writing.

#### **ASSESSMENTS**

A reading analysis and evaluative task that explores a key extract from 'My Sister Lives on the Mantelpiece.' An assessment of key vocabulary

#### **ASSESSMENTS**

Creative
Writing piece
that explores
the conventions
of myths and
legends.
An assessment
of key
vocabulary

#### 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.

#### Myths and Legends

We begin with exploring where some of our ideas and stories come from in the form of Greek Mythology.

This unit will enable students to engage in narrative structure, archetypes, the hero's journey, allegory and myths and legends. There will also be a focus on the idea of rhetoric and creative writing.

**AUTUMN** 

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## Year 8 English Learning Journey

#### ASSESSMENTS END OF YEAR

#### END OF YEAR ASSESSMENT

A reading analysis and evaluative task that explores the relationship between various character.

There will be an assessment of key ocabulary.

#### 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 identiy, 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.

#### Crime and Conflict

This is followed by an engaging mix of crime fiction. The focus here will be a wide variety of texts from songs to film and comtemporary texts juxtaposed with the pre-19th Century literature. Students will explore the conventions of crime and conflict and look at symbolism, structure and inference.

SUMMER TERM

#### SPRING TERM

#### **Non-fiction texts**

We continue developing our own identity through an exposure to a wide variety of non-fiction texts. We focus on what makes us human and learn how to use our voices to address injustice, social issues and protest.

Our non-fiction unit also explores different forms of text, rhetorical devices and effective ways to structure a piece of writing.

#### 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.

#### **ASSESSMENTS**

A writing assessment where students use the features of crime writing in their own creative writing

#### AUTUMN TERM

#### **ASSESSMENTS**

An essay focused on exploring the writer's intention and language and structural devices devices used within a poem.

The Curious Incident of the Dog in the Night-Time Play

Our curriculum is about ways of seeing and being seen and so we continue to explore the over-arching 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 sens 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 from the supernatural 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.

Homework: 1 hour of Read Plus

Assessment - essay on one poem



## 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

#### 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 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.

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

#### **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



**SUMMER** 

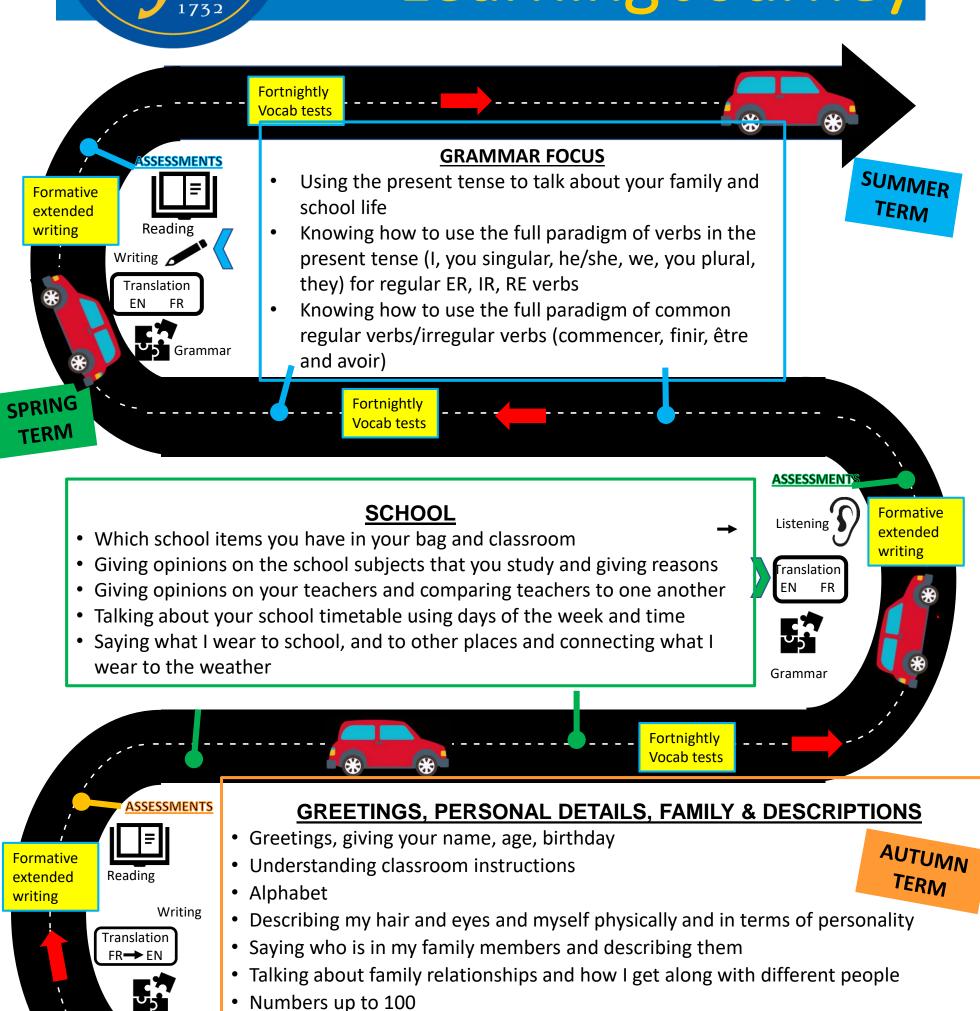
**TERM** 







## Year 7 French Learning Journey

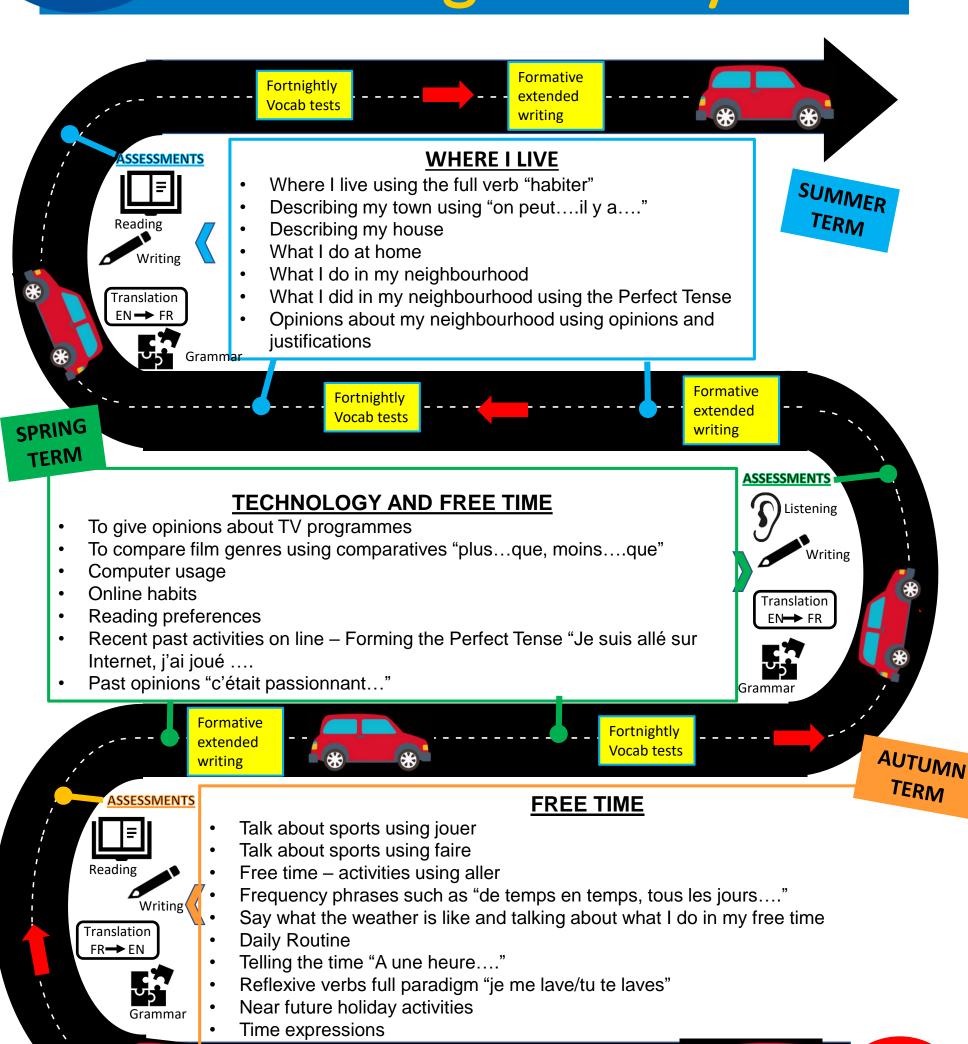


Saying which pets I have, and would like to have, and colours

Fortnightly Vocab tests

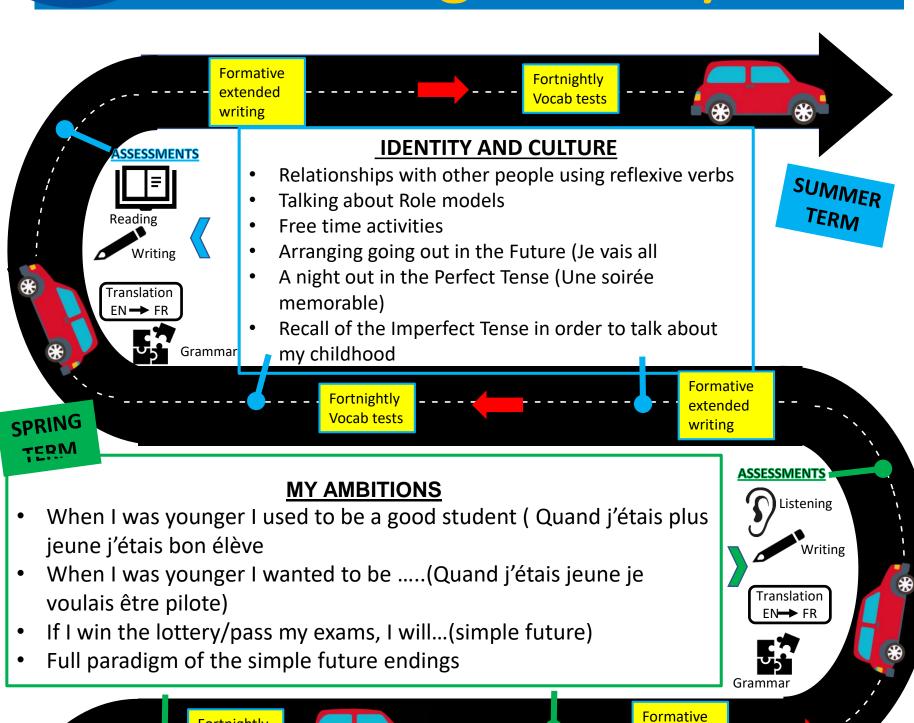


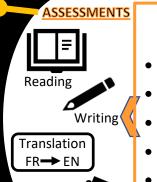
## Year 8 French Learning Journey





## Year 9 French Learning Journey





#### **CAREERS AND FUTURE PLANS**

extended

writing

- Household chores
- Earning money

Fortnightly

Vocab tests

- Spending pocket money
- What you'd like to do (general domains)(Je voudrais+ INF)
- Jobs (genders)(modal verbs "Je peux... Je veux....+INF)
- Benefits of languages



## 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

#### **Cities & Sport**

#### **Key Question:**

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

Place Knowledge: Emirates Stadium, London

Skills Assessment: bar chart analysis

WTP: to understand 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).



**TERM** 



**Connections to other** topics:

Y8 Population, Y9 World Trade KS4 UK Human, Paper 2 in KS5

**ASSESSMENTS** 



#### **ASSESSMENTS**

#### **Raging Rivers**

#### **Key Question:**

Explain how a river flood plain is formed.

Place Knowledge: River Nile, Egypt

Skills Assessment: climate graph analysis, distribution

WTP: to understand how the River Nile changes with distance downstream and how flood plains 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. The environmental management

studied is the building of a hydroelectric dam, a form of renewable energy.



KS4 Rivers, Water in KS5

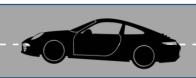


#### **Fantastic Landscapes**

Key Question: Explain how the sliding rocks move across the Racetrack Playa.

Place Knowledge: Death Valley, USA Skills Assessment: bar chart analysis

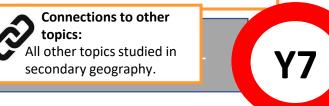
WTP: to understand how landscapes can be different around the world and identify physical and human geographical features of these landscapes. To explain why landscapes around the world are different, using geographic terminology to explain processes logically. The key enquiry question is to solve the mystery of the sliding rocks and then demonstrate this detailed understanding in a coherent essay. Other places around the world will also be investigated, for example the geography of Israel, why Svalbard is so cold near the north pole, how the Grand Canyon Skywalk improved the local area through the multiplier effect, and the environmental impacts of the BP oil spill in the Gulf of Mexico.

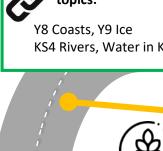












**SPRING** 













## Year 8 Geography Learning Journey









**Understanding**: what human geography, physical and environmental geography is and to be able to explain it well using good geographical words.

Knowledge: Develop awareness of a variety of places around the

Skills: Reading, literacy, graphing,

mapping, study habits

#### **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 weathering, erosion, and transportation. Human activities can create **challenges** for people such as the cycle of decline in these rural settlements, and require solutions.







**Key Question:** 

in Queensland, Australia.



Place Knowledge: Queensland, Australia

**Amazing Ecosystems** 

Explain how ecosystems can be threatened by farming

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.

#### **ASSESSMENTS**

#### **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



KS4 Paper 2, Paper 1&2 in KS5

**Connections to other** 

Y7 Rivers & Sport, Y9 Ice

topics:





**Connections to other** topics:

Y7 Rivers, Y9 World Trade, **KS4** Human topics



**ASSESSMENTS** 

**Connections to other** topics:

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

#### **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** 





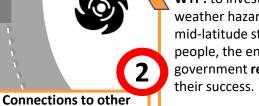
Y7 Rivers, Y9 Ice & Food Security, Hazards at KS4/5



**Connections to other** topics:

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







## 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



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.

**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.



**ASSESSMENTS** 

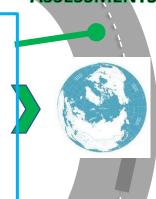


**Key Question:** To what extent is the current use of natural resources sustainable? **Place Knowledge:** Middle Fact. Saudi Arabia, LIAE and DRC

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 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.** 





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



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**ASSESSMENTS** 

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'.









#### **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 7 History Learning Journey

**SUMMER** 



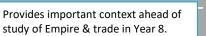


#### TRADE & EMPIRE

#### 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





#### **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

## SPRING



#### 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





#### **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









## 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**

Abolition

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

Triangular trade & the middle passage Life on plantations Slave rebellions

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

#### **AGE OF REVOLUTION**

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

Industrial revolution American Revolution French Revolution



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

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

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

Links to empire and development of political ideas

#### AGE OF EXPLORATION

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

**Christopher 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.

Theme of conflict & resolution. Historical concepts of causation & significance

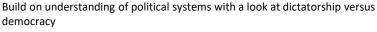
#### How could the Holocaust have happened?

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 understand how the policies radicalised into events of tl

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



#### 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

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

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.











## Learning Journey



#### **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



SPRING **SUMMER** TERM

#### SHUK

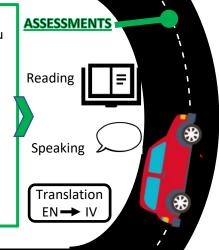
In this unit you will learn about shopping, and this will build towards an interactive, engaging and fun Israel 'shuk' (market) activity.

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.



**AUTUMN** 

**TERM** 



Translation

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#### **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.

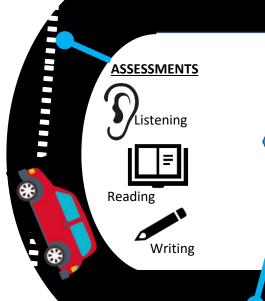
#### **Introducing Myself**

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.



## YEAR 7 - IVRIT YESH VE YESH — Book 1 **Learning Journey**



#### Tel Aviv

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.

Shopping in an Israeli market is very much part of Israeli culture. You will learn all the language you need related to shopping. Describe what you want to buy, including details such as colour and amount. Say where you like to shop or want to shop. Say that something is too expensive. Count your change. This culminates in the interactive 'Shuk' activity for all of Year 7.

## **SPRING**

#### 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

#### **ASSESSMENTS**

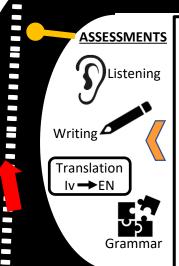
**SUMMER** 

**TERM** 

Reading

Speaking

Translation EN→ Iv



routine and other activities in the past.

Through the topic of music, you will build on use in all forms

You will build upon range of adjectives in order to now give opinions about music and musicians using new adjectives and build on types of questions to take part in longer conversations.

The texts will be longer and more challenging texts in addition to using some authentic literary texts (song lyrics) to learn more about Israeli culture. You will revisit the topic of family that was taught in primary school and link to the types of music different members of your family like.

You will begin to use the infinitive form to refer to the near future.

#### Ivrit around the World

In this unit we will start with Hebrew in the classroom, being able to make introductions and simple questions such as; who/ what/ where(to)/why, using the present tense. Talking about countries and languages, so that you can talk and write about yourselves and understand that Hebrew is spoken all over the world. You will feel more confident by using cognates and semi-cognates.

You will learn how express likes and dislikes using the verb (אוהב) and start to give your opinion by writing and speaking about your families family and school using a range of adjectives.



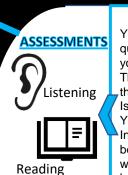


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### YEAR 8 – IVRIT SOW– Learning Journey



#### 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

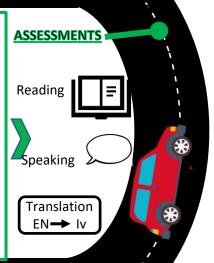
#### My House

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

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#### **Hobbies**

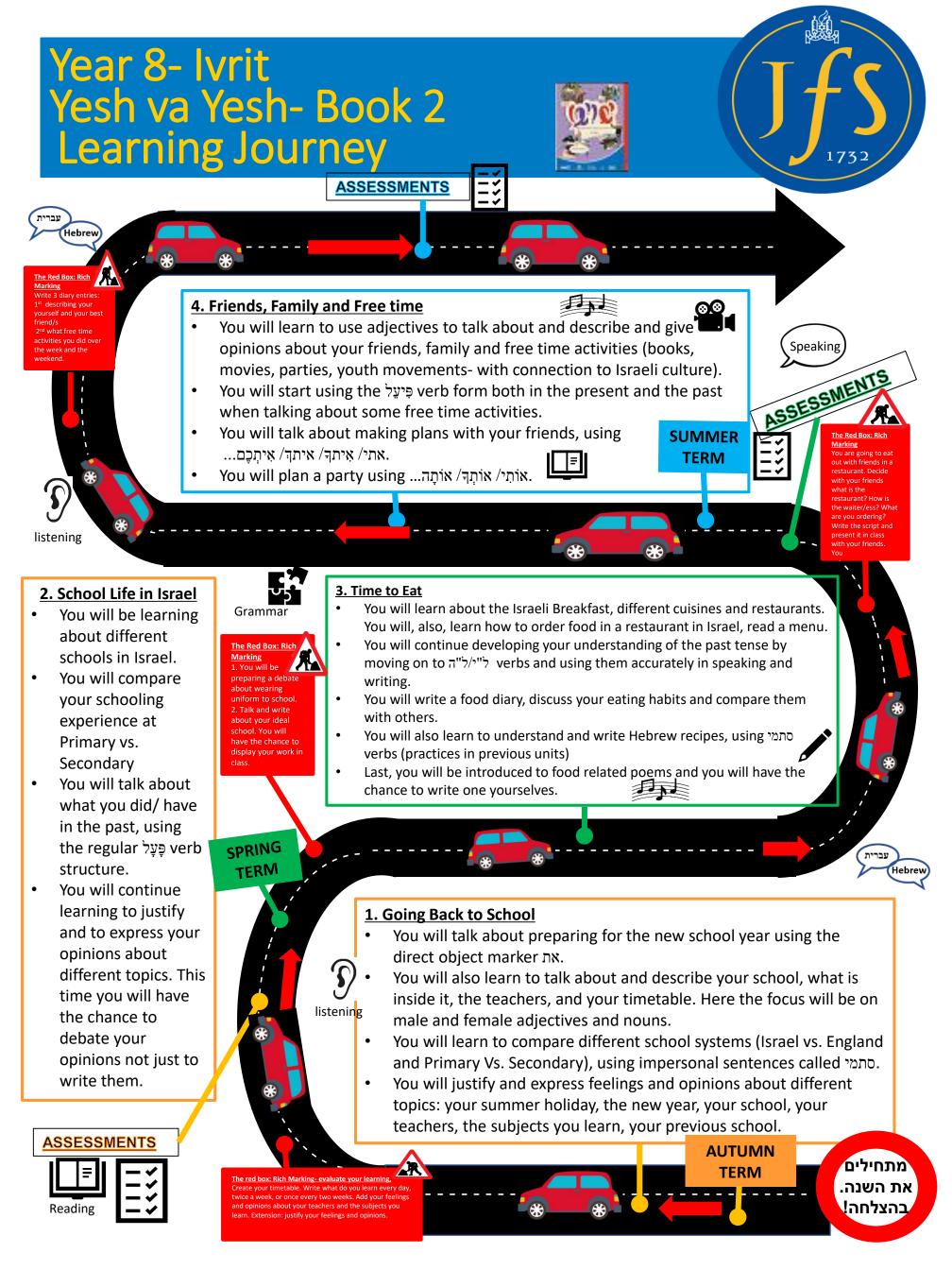
In this unit you will learn to <u>describe your hobbies</u> (first person) and your family/friends hobbies (third person). You will be able to justify your opinions, positive and negative, and to use the infinitive with modal verbs and give reasons why you like/dislike free time activities using a variety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



Reading

Speaking 2

#### Israel

Most of you will travel to Israel on School trips in June 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, placed 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, contentand effort.

#### Work and money

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

**SUMMER TERM** 

## **SPRING**

#### Health

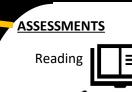
This topic is a continuation of the previous topic. You will learn how to recognize body parts and say what hurts. This will even include a role playvisiting the doctor, that you will write and perform in order to improve your speaking skills. You will be able to say how you feel (hot/cold etc.), give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

#### **Music and Media**

Through the topic of habin Ashemedia, you will build upon range of adjectives in order to give opinions (יכול, אוהב) about music and musicians, TV, the internet and cinema (מרגשת, עושה רעש, יש לה קצב, מצחיק, מפחיד, מרגיעה), build on types of questions to take part in longer conversations. We will read literary texts (song lyrics) to expand understanding of Hebrew language and culture and listening to authentic Israeli songs.

You will create a film poster and practice your conversation skills. You will learn how to say if you and others in your family play a musical instrument or sing (שרה ,שר, מנגנת, מנגן) , and say if you like playing or would like to play an instrument. We will revise the use of the infinitive form to refer to the near future (מחר אני רוצה לנגן ב, אני אוהבת לגלוש באינטרנט ,אני רוצה לראות סרט).





Writing **2** 

Translation

HE<del>→</del> EN

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 Lavi/ATOI on a daily matter. You will use comparisons, preferences (אני מעדיפה/אני רוצה .אני ממליץ, אני מעדיף) and opinions (אני חושב, אני חושב, לפי דעתי). Revise the past tense in Ivrit, learn how to read menus and write and speak about your diet.

By the end of this module you will be able- to describe what foods are healthy, to understand the modals want and must and use them to give advice, to use a range of adjectives to describe a healthy lifestyle and express and justify an opinion.





**AUTUMN** 

**TERM** 



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



Reading

#### THE ENVIRONMENT

Global issues - In this unit, you will give your opinions about global issues and use the impersonal expression 'אכפת לי Our Earth – 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 כדי and כדי

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 DA

Volunteering – You will learn how to apply to a volunteer

<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

#### **FUTURE PLANS/ ASPIRATIONS**

Future plans- This unit will help you describe your dreams and ambitions. You will identify patterns in the future tense.

<u>Growing up – The aim is to learn about professions in order to talk</u> 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 ילכן and לכן

<u>Dreams of famous children</u> You will understand authentic texts and you will develop your reading strategies. You will also learn how to redraft your writing.

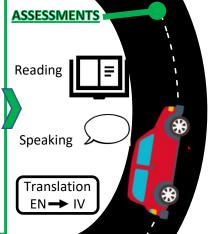
Future wishes - You will discuss what you will have in the future whilst developing listening strategies. You will learn the future tense of יש לי

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

Elai AsheTHE DRUZE COMMUNITY
The Bruze 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.

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

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



#### SSESSMENTS

Writing 4

Translation

IV**→**EN

Listening

#### **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 'אחרי ש' and 'לפני 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.

Languages - Talk about the different languages spoken in different countries or what languages certain family members speak. Numbers – 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 Yehuda. You will discover word families and roots in Ivrit, whilst using

the past tense of אין and אין.





**AUTUMN** 

**TERM** 



## KS3: Jewish Studies Learning Journey



#### 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**

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:

What we learn:

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.

8

Year 8

Year 9

#### 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.

#### 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.

#### 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.





Year 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.

#### Tanad

#### 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.

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 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 to a shape we all it.

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

#### Tanach

#### rarra

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

#### Why we learn it:

What we learn:

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.



### 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

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

Angles in Polygons:

looked at.

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

Investment ban Architect Designers Engineers Digital marketin Builders Chef

> AUTUMN TERM

## Careers in Term 1 Building Decorating Air Traffic Control Computer programming

#### 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).



## Year 8 Mathematics Learning Journey

SUMMER TERM

#### Careers in Term 3

Building
Decorating
Risk analysis
Banking
Surveyors
Air Traffic
Control
Computer
programming

#### 12. Transformations and Similarity. Transformations

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

#### Similarity and congruence

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

#### Vectors

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

#### 13. Sequences

#### Sequences

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

You will look at 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 TERM

#### 10. Geometry, Pythagoras and Trigonometry. Area and Perimeter

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

#### Pythagoras' Theorem

**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**

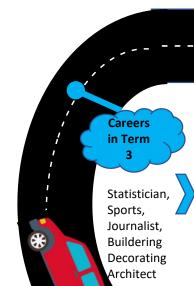
Here, you are going to learn 4 important measures used in the real world. These are Rates of pay; Speed, distance and time; Density; and Pressure. What you should know: Compound measures always involve three variables.







### 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.

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

#### 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

#### 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

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.

#### **Quadratics**

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

#### 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

**Basic number** 

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

## \*

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 3: CLUB** 

**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:**

- Performing
   Composing
- 3. Listening & Appraising

8

Year 7

**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 / 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.

## **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 Science Learning Journey

**ASSESSMENTS:** 

**7GH TEST** 

YEAR 7 END OF

**ASSESSMENT** 

**7C TEST** 

YEAR

#### 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

 $\underline{\textbf{Evaluate}} \text{ the strengths and weakness of different sampling}$ 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

**SUMMER** 

**TERM** 

Careers in Term 3

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

## **SPRING**

#### 71 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
- **<u>Recall</u>** flame colours of different metals

#### **ASSESSMENTS**

- 71 TEST
- **7EF TEST**
- **DEVELOPING AN ARGUMENT**

Term 2 Careers

- Astrophysics
- Biochemist ■ Engineer
- School teacher
- Meteorologist
- □ Actuary

#### **AUTUMN TERM**

#### ASSESSMENTS:

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

#### **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

#### 7X-Science introduction

This unit essential introduction 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
- Using a Bunsen burner
- Planning an investigation
- **CASE lessons**

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









## Year 8 Science Learning Journey



#### **SUMMER TERM**

#### ASSESSMENTS:

- **8HI** 8F
- **End of Year** Assessment

#### 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.

#### 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 movement of particles in air and water (convection). Insulating materials are studied to consider the reduction of temperature through transfers

#### Careers Term 3



- distribution worker Conservation
- scientist Geologist Oceanographer

## SPRING

Forensic Scientist

Materials Engineer

Brewery Worker

<sub>Pulmono</sub>logist

Sport Scientist

Cardiologist

Careers

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#### 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-

#### 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.

#### **ASSESSMEN**

- 8DE
- SBC

#### AUTUMN **TERM**

#### ASSESSMENTS

84 8**G** 

#### 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.

#### **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

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



**ASSESSMENTS:** 

**End of Year** 

**Assessment** 

9HI

## Year 9 Science Learning Journey

#### **SUMMER TERM**

Careers Term 3

Fluid Power Hydraulics Engineer Materials engineer Botanist Horticulturalist

orestry 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.

#### 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

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**

#### 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.

#### 9G- Forces and Motion

Pupils learn of the quantitative relationship between average speed, distance and time (speed = distance ÷ 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.

Careers Term 3

- **Automotive Engineer** Pilot
- Video Game

- Developer
- Chemical engineer **Pharmacist**

#### **Badger** tasks

ASSESSMENTS:

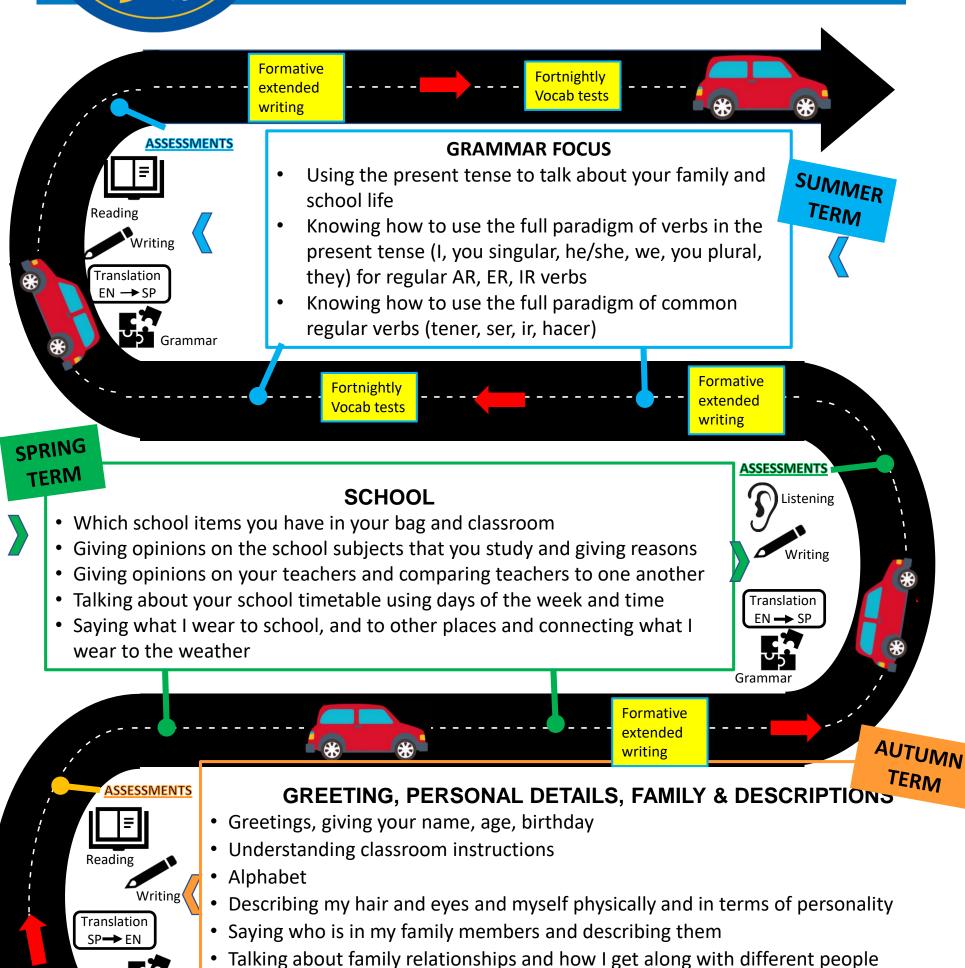
9D

9G





## Year 7 Spanish Learning Journey



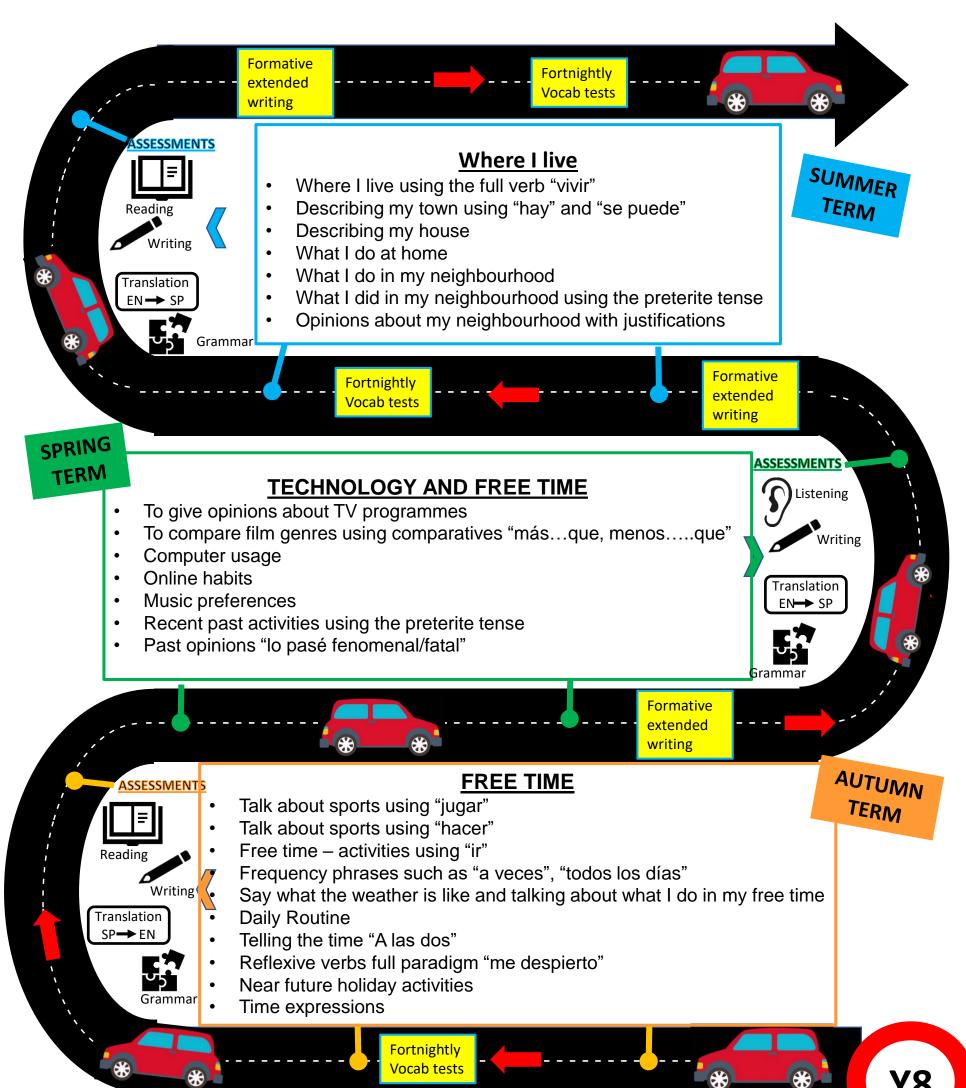
Saying which pets I have, and would like to have, and colours

Fortnightly Vocab tests

• Numbers up to 100



## Year 8 Spanish Learning Journey





## Year 9 Spanish Learning Journey

