

KS3 CORE Curriculum at CNS

- English
- Maths
- Science



City of Norwich School

An Ormiston Academy – Excellence in all

English

	Year 7	Year 8	Year 9
Autumn 1	Novel cold read and Myths	Texts and transformations	Gothic writing
Autumn 2	The Odyssey	A Christmas Carol	Things Fall Apart
Spring 1	Frankenstein	Gendered advertising	Rhetoric
Spring 2	Fantasy	Short stories	Poetry
Summer 1	Detectives	Animal Farm	War Writing
Summer 2	Y7 Poetry	Dystopian Fiction	Shakespeare – The Tempest or Much Ado about Nothing

N.B. Our nurture students follow a slightly adapted curriculum in Y-9 (additional info in nurture handbook)

Unit and Assessment	Key subject knowledge needed	Key skills to focus on	Questions which students should be able to answer
Y7 Intro Unit	Booker's theory of 7 basic plots: tragedy, comedy, quest, voyage and return, rags to riches, rebirth, overcoming the monster	<ul style="list-style-type: none"> • Comprehension • Inference • Reading fluency • Discussion and introduction of the idea of themes <p>Sentence form: Despite.....,</p>	<ul style="list-style-type: none"> • What are the 7 basic plots/ ability to give overview of each one • How to use an apostrophe • What is a theme: an abstract noun which tells us the big ideas of a text: what is it really about? • What is a third person narrator? • What is a first person narrator?
Unit and Assessment	Key subject knowledge needed	Key skills to focus on	Questions which students should be able to answer
Y7 Myths	Knowledge of The Odyssey	<p>Paragraphing</p> <p>Accurate sentence demarcation</p>	<p>What are the 5 features of a Greek tragedy?</p> <p>What is a 'tragic' flaw?</p> <p>What are hubris and hamartia?</p>

<p>Writing: Impact of Choices and Structure</p>	<p>Icarus/ Midas/ Medusa/ Prometheus/ Pandora/ The Olympians</p> <p>p.93/94 of Chris Curtis ‘How to Teach English’ - different ways of showing characterisation.</p> <p>BBC Radio 4 - In Our Time, The Greek Myths BBC Radio 4 - In Our Time, The Iliad BBC Radio 4 - In Our Time, Tragedy BBC Radio 4 - In Our Time, Heroism BBC Radio 4 - In Our Time, The Trojan War</p>	<p>Main focus on characterisation and describing character/ showing personality attributes through different methods</p> <p>Vocabulary and connotations of word choices esp. Verbs and adjectives and using these to show rather than tell</p> <p>Colour imagery and vocabulary for colour</p> <p><i>Could</i> begin work on personification</p> <p>Sentence form: Start with a preposition</p>	<p>Who was Prometheus and what did he do? What is an Achilles’ heel? Who was Medusa and what happened to her? What is personification? Why did the Greeks write myths? To explain the world/ for entertainment/ as morality tales Word roots: omni, trans,mort,mater, pater, pell/puls, plac, feroc/ferus, sol, tempus/tempor, vert/vers and prefixes: pre and im</p>
<p>Unit and Assessment</p>	<p>Key subject knowledge needed</p>	<p>Key skills to focus on</p>	<p>Questions which students should be able to answer</p>
<p>Y7 The Odyssey</p> <p>Reading: Impact of Choices and Using Evidence</p>	<p>Knowledge of the story of the Odyssey/ text by Simon Armitage</p> <p>What/how/ why format and the CNS English approach to it</p> <p>Understanding of similes and how they work</p> <p>The What How Why of WHW: Introducing and Using ‘What How Why’ – codexterous (home.blog)</p> <p>BBC Radio 4 - In Our Time, The Odyssey</p> <p>BBC Radio 4 - In Our Time, Heroism</p>	<p>Using precise vocabulary to describe characters – use of adjective grid to help with this and turn this into topic sentences</p> <p>Selecting appropriate quotes (in content and length)</p> <p>How to integrate a quote into an answer/ paragraph: embedded, contextualised</p> <p>Introducing What/ How/Why paragraphs and analytical writing as a structure, with a focus on what and how in particular.</p> <p>Exploring similes and their connotations</p> <p>Sentence form: Complex sentence, subordinate clause in middle (use of commas and dashes)</p>	<p>How did the Ancient Greeks expect you to treat visitors to your house? Name 2 things which the Greeks would have considered honourable/ dishonourable How do the gods treat mortals in Ancient Greece? What kinds of heroes did the Greeks idolise? What is a simile?</p>
<p>Unit and Assessment</p>	<p>Key subject knowledge needed</p>	<p>Key skills to focus on</p>	<p>Questions which students should be able to answer</p>
<p>Y7 Frankenstein</p> <p>Reading: Impact of Choices and Context/ Writer’s Intentions</p>	<p>Knowledge of Frankenstein as a story and to have read both the novel and play version.</p> <p>Scientific advancements of the time esp. Galvani and work around electricity</p> <p>BBC Radio 4 - In Our Time, Frankenstein</p> <p>Frankenstein: graveyards, scientific experiments and bodysnatchers The British Library (bl.uk)</p>	<p>Consolidating using and selecting evidence from previous unit</p> <p>Discussion of historical scientific context of Frankenstein</p> <p>Engagement with ‘big ideas’ and themes in the texts – links to writer’s intentions and messages and how to include this into paragraphs, especially topic sentences eg. Shelley may be highlighting the dangers of science by presenting Frankenstein as reckless.</p>	<p>What is a stage direction? What is an anti hero? What did people in the Regency period believe about the link between physical ugliness and morality? What is morality? What do Christians believe about the sanctity of life? What does the word reckless mean? What Scientific developments were made in the 1700s and 1800s? - electricity, Galvani, rapid</p>

	The science of life and death in Mary Shelley's Frankenstein The British Library (bl.uk)	Establishing What/ How/Why paragraphs, with more focus on why Could begin to focus on connotation of words/ zooming in more Sentence form: However, (in the middle of a sentence).	medical advancements, dangerous sometimes pseudo scientific discoveries. What was the Enlightenment? What was Romanticism? Why was Captain Walton in the Arctic and how does this link to the context of the 1800s? Why did Shelley write Frankenstein? In what way might the monster and Frankenstein both be considered outsiders? Word roots: anima, scire/sci, ab, mal, mort
Fantasy Reading: impact of choices and using evidence.	Propp's Character types The Hobbit, Narnia, LOTR, Harry Potter – plot outline rather than detailed knowledge needed	Specific explanations of impact on reader/effect Choosing precise quotes (in length and relevance) Using more than one quote to support each point +1: Embedding quotes into sentences Connotations of specific words/ other methods and writer's intentions in using them Sentence Form: Subordinate clause with dashes	-What does conventional mean? -What does it mean to conform to something? -What are the traits of a typical fantasy hero? -How are fantasy heroes different from Greek heroes like Achilles? -Name 3 of Propp's character types -What is an embedded quote? -In what era did fantasy become very popular? -Why did fantasy become so popular as a genre around the era of World War Two? -What are the features of a typical fantasy setting? -What are the features of a typical fantasy villain
Unit and Assessment	Key subject knowledge needed	Key skills to focus on	Questions which students should be able to answer
Y7 Detectives Writing: Impact of Choices and structure and coherence	Sherlock Holmes and the Speckled Band Agatha Christie and key conventions of Christie novels Raymond Chandler and the hard boiled detective archetype – this unit uses an extract from 'The Lady and the Lake' Chris Curtis 'How to Teach English' p.214-217 on describing settings Ronald Knox's Ten Commandments of Detective Fiction - Sean O'Neill, Writer (seanoneillwriter.com) Sherlock Holmes, the world's most famous literary detective The British Library (bl.uk)	Ability to write convincing, and correctly punctuated, dialogue and how dialogue can be used for characterisation Use of place and description of setting to imply things about a character Chris Curtis ideas on ways to describe a setting Use of vocabulary to build characterisation/ atmosphere, including abstract/ symbolic meanings – might begin to use metaphorical language eg. The colour of... Focus on verbs and verb choice and how this might link to personification Consider of whole text and paragraph level structure – plotting/ reveal of information and the impact this will have on a reader. Sentence form: Very short sentence (1,2, 3 words)	What is a whodunnit? What is a hardboiled detective? What is a femme fatale? What is a red herring? What is a deduction? How do I punctuate and set out dialogue? What is a verb and how do I use it differently to an adverb? What is a denouement and what happens in the denouement of a crime story? What does the word corrupt mean? Why might a writer use a very short sentence?

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<p>Y7 Poetry</p> <p>Writing: Impact of Choices and Structure and Coherence</p>	<p>Familiarity with the poems in the scheme</p> <p>It would also be useful to have had a go at some of the writing tasks in advance/ as you go through them with students</p> <p>Would It Be Different If... – codexterous (home.blog)</p>	<p>Focus on simile and metaphor and how to create these</p> <p>Ability to expand one image or idea out into a more detailed image</p> <p>Confident use of personification</p> <p>Ability to write about abstract concepts and ideas</p> <p>Ability to use different senses within writing</p> <p>Getting students to deeply consider individual word choices – rework/ edit individual lines, isolate words in poems and offer alternatives – decide why that word in particular.</p> <p>Sentence form: Practising sentences done so far</p>	<p>How is a poem different to prose?</p> <p>What is a simile?</p> <p>What is a metaphor?</p> <p>What is an extended metaphor?</p> <p>What is a concrete noun?</p> <p>What is an abstract noun?</p> <p>What is a stanza?</p> <p>What is enjambment?</p> <p>What is caesura?</p> <p>What is a volta?</p>
Unit and Assessment	Key subject knowledge needed	Key skills to focus on	Questions which students should be able to answer
<p>Y8 Tales and Transformations</p> <p>Writing: Writer’s Voice and Structure and Coherence</p>	<p>Basics of Marxism/ Feminism</p> <p>Stories of: Cinderella Little Red Riding Hood The Garden of Eden Lazarus Cain and Abel David and Goliath</p> <p>Knowledge of Freytag’s story structure, motifs, structural devices</p> <p>BBC Radio 4 - In Our Time, The Fall</p> <p>BBC Radio 4 - In Our Time, Marx</p> <p>BBC Radio 4 - In Our Time, The Brothers Grimm</p> <p>Fairy Tale: A Very Short Introduction Marina Warner - YouTube</p>	<p>Being able to write using different narrative voices and perspectives, creating a clear voice and character through this.</p> <p>Considering what different narrators would and wouldn’t know and how they would describe the same thing differently using precise vocabulary</p> <p>Experimenting with structure including flashbacks and other non linear narratives, motifs, in media res</p> <p>Considering endings and how these relate to writer ideology.</p> <p>Sentence form: The expanding sentence</p>	<p>What are Marxists concerned with?</p> <p>What are feminists concerned with?</p> <p>What is a motif?</p> <p>Label the narrative arc</p> <p>What does the serpent represent in the Garden of Eden?</p> <p>What does the apple represent in the Garden of Eden?</p> <p>What is ideology?</p> <p>What is a limited third person narrator?</p> <p>Which famous biblical character is seen as the ultimate underdog?</p> <p>What does ‘in media res’ mean?</p> <p>Why was Eve punished in the Garden of Eden?</p> <p>What is a morality tales and which morality tales have we studied so far?</p> <p>What can you learn from the end of a morality tale?</p> <p>Why might a writer choose to write in 1st person?</p> <p>Why might a writer choose to write in 3rd person?</p>

Unit and Assessment	Key subject knowledge needed	Key skills to focus on	Questions which students should be able to answer
<p>Y8 A Christmas Carol</p> <p>Reading: Impact of Choices and Context/ Writer's Intentions</p>	<p>The story and background to the writing of A Christmas Carol</p> <p>Victorian social novel as a genre</p> <p>The Christian story around Christmas</p> <p>In our time episode on the novel is useful: BBC Radio 4 - In Our Time, Capitalism BBC Radio 4 - In Our Time, Redemption BBC Radio 4 - In Our Time, The Poor Laws Ghosts in A Christmas Carol The British Library (bl.uk) The origins of A Christmas Carol The British Library (bl.uk) Victorian Britain The British Library (bl.uk) Dickens's A Christmas Carol: Poverty, Money and Miserliness The British Library (bl.uk) Oliver Twist and the workhouse The British Library (bl.uk) The Condition of England novel The British Library (bl.uk)</p>	<p>Return to topic sentences and how to use specific adjectives/ include awareness of writer</p> <p>Begin to introduce alternatives to 'shows' and explore other writer's verbs</p> <p>Development of 'why' section of analytical work – ability to link to context and form of the novel as social/ morality tale and Dickens' message. Dickens uses Scrooge to....Dickens use this moment to...</p> <p>Zooming in on words and layers of meaning within whole text/ quotes/ words</p> <p>Essay planning: Ability to track how a character changes over the course of a novel and use this to plan different paragraphs, although this might be quite guided.</p>	<p>What in an intrusive narrator?</p> <p>What is a 'foil' character?</p> <p>What is symbolism and can you give an example from A Christmas Carol?</p> <p>What is dramatic irony?</p> <p>What does the word 'didactic' mean?</p> <p>What does fire symbolise in A Christmas Carol?</p> <p>What do Christians believe about the poor?</p> <p>How were the poor treated in Victorian England?</p> <p>What is redemption?</p>
Unit and Assessment	Key subject knowledge needed	Key skills to focus on	Questions which students should be able to answer
<p>Y8 Gender and Advertising</p> <p>Writing: Impact of Choices and The Writer's Voice</p>	<p>Basics of Media and decoding of an image</p> <p>All vocabulary in the homework booklet around gender</p> <p>Possible structures for persuasive pieces: see J.Webb book 'Teach Like a Writer'</p>	<p>Persuasive language features and devices, with focus on the specific effects these will have on an audience: rhetorical questions, groups of 3, emotive language, similes, collective pronouns</p> <p>How to open an article convincingly and the difference between written and spoken opinion writing. Use Moran/ Bridget Christie etc. As models here.</p> <p>Ability to generate ideas and structure an argument with different, but linked, ideas in each paragraph</p>	<p>What does the term representation mean?</p> <p>What is objectification?</p> <p>What does domestic mean?</p> <p>What do masculinity and femininity mean?</p> <p>What is hyper masculinity/ femininity?</p> <p>What is conditioning?</p> <p>What is an anecdote?</p> <p>What is a straw man argument?</p> <p>What is a discourse marker?</p> <p>What is meant by the term 'The Media'?</p>

		<p>Reading an image and connotations of colours/ facial expressions etc. Development of tier 2 vocabulary around gender and society</p> <p>Sentence form: Anaphora</p>	Give two ways you might open a persuasive article
Unit and Assessment	Key subject knowledge needed	Key skills to focus on	Questions which students should be able to answer
<p>Y8 Short Stories</p> <p>Reading and Writing: Impact of Choices and Structure and Coherence</p>	<p>Knowledge of 4 key short story structures from Jennifer Webb’s Teach Like a Writer (Encounter, epiphany, classic and power inversion)</p> <p>Knowledge of structural techniques such as in media res, motif, foreshadowing</p>	<p>Confident understanding of macro level structure: plot shapes/ story structures Knowledge of specific structure techniques: motif, different ways to open stories, non chronological story telling, temporal and tonal shifts Understanding of how the audience is affected by choices, how audience assumptions / expectations are challenged/ how we are aligned/ alienated Ability to use quotes flexibly, embedded into analysis to support structure based comments At the higher end, ability to read change and symbolism into the use of motif. Explicit focus on writer verbs Discussion of motifs and planning (not necessarily writing) stories based around a motif</p> <p>Sentence form: Two simile sentence.</p>	<p>What is an encounter story? What is a power inversion story? What is a ‘classic’ short story? What is an epiphany story? How are short stories different to novels? What is a temporal shift? What is a tonal shift? What does the term ‘aligns us’ mean? What does the term ‘alienates us’ mean? What is an exposition for? What is the ‘male gaze’? What does it mean to ‘establish’ something? Why might a writer want to use foreshadowing? Why might a writer want to mislead to a reader?</p>
Unit and Assessment Foci	Key subject knowledge needed	Key skills to focus on	Questions which students should be able to answer
<p>Y8 Animal Farm</p> <p>Reading and Writing: Using Evidence and Writer’s Intentions and Context</p>	<p>Knowledge of Animal Farm (and 1984)</p> <p>Knowledge of political context which inspires the novel eg. Cold War, Stalin’s Russia</p> <p>Some knowledge of Orwell’s biography</p> <p>BBC Sounds - Orwell in Five Words - Available Episodes</p>	<p>Being able to create an overarching argument Linked to this, ability to write an introduction setting out position which is independent and personal The following are all skills which they should be able to do and should be consolidated/ practised. Using and grouping quotes from different places in a text and embedding these within answers Teaching of specific verbs to discuss writer’s intent and message</p>	<p>What is socialism, capitalism and communism? What is corruption? What is an allegory? What do we mean when we say that a character is a ‘construct’? What is a rebellion? What are the key motifs of Animal Farm? What is propaganda? What is idealism and cynicism? Define logos, ethos and pathos What is a tyrant?</p>

	Orwell's proposed introduction to Animal Farm The British Library (bl.uk) British modernism and the idea of Russia The British Library (bl.uk) Animal Farm and the beast fable The British Library George Orwell's Animal Farm: Protest and allegory The British Library (bl.uk)	<p>Understanding of characters as symbols and what they represent +1: being able to blend structural and language analysis.</p> <p>Sentence form: Complex sentence with subordinate clause first</p>	<p>What does the word futility mean? What is exploitation?</p>
Unit and Assessment Foci	Key subject knowledge needed	Key skills to focus on	Questions which students should be able to answer
Y8 Dystopia Writing: Impact of Choices and Structure and Coherence	<p>Knowledge of key dystopian texts: 1984, Brave New World, The Handmaid's Tale, Children of Men film, Ray Bradbury's 'The Pedestrian'</p> <p>Work on paragraph structures: 60-61 of Chris Curtis 'How to Teach English'</p> <p>In Our Time - Aldous Huxley's Brave New World - BBC Sounds Bookclub - Margaret Atwood - The Handmaid's Tale - BBC Sounds The Forum - Ray Bradbury, a master of science fiction - BBC Sounds Freedom or oppression? The fear of dystopia The British Library (bl.uk) Nineteen Eighty-Four and the politics of dystopia The British Library (bl.uk) George Orwell's Nineteen Eighty-Four The British Library (bl.uk) (video) Brave New World by Aldous Huxley The British Library (bl.uk) Where the grass is greener: The dream of utopia The British Library (bl.uk)</p>	<p>Use of genre conventions (character, setting, structure) Ability to show, not tell to reveal the change in the world. Using paragraph structures to string sentences together: zoom, zoom, zoom/ sound 1/sound2/sound3/, object 1, object2, object 3, link Experimenting with structure and shifts in time/ place, particularly in relation to before/ after and revealing/ withholding info Focus on building micro description alongside macro.</p> <p>Sentence form: Parallel sentence structures</p>	<p>What is a dystopia? How does dystopia relate to the idea of utopia? What are the conventions of a typical Dystopian main character? What different types of dystopia can you have? What is a dictator? Why might a writer create a dystopian story? A forum for social and political comment/ rebellion What is oppression? Give two paragraph structures which can be used within descriptive writing. Why might you choose a 1st person narrator? Why might you choose to use a 3rd person narrator?</p>
Unit and Assessment Foci	Key subject knowledge needed	Key skills to focus on	Questions which students should be able to answer
Y9 Gothic Writing: Impact of Choices and Structure and Coherence	<p>Key conventions of gothic genre and how it has changed over time.</p> <p>Useful texts (most in hw book or scheme) For weather/ atmosphere: The Woman in Black 'fog'; Abaslom! Absalom! Bleak House (rain)</p>	<p>Initial understanding of the key thematic ideas and conventions of Gothic – specific lessons to establish this before writing phase.</p> <p>Whole text structure – planning descriptions to emphasise or draw attention to important objects</p>	<p>What is a Byronic hero? What makes a setting Gothic: entrapment, isolation, connection to the past What is the 'Return of the Repressed'? What is a vampire/ vampiric person?</p>

	<p>For conventions: Dracula (Harker travelling to castle), The Signalman For vampires: Carmilla For characterisation: Miss Havisham extract/ Dorian Grey description For unreliable narrators and ‘modern’ gothic: The Tell Tale Heart Narrative structure: The Monkey’s Paw/ The Signalman by Dickens, Byronic Hero: Frankenstein and Mr Rochester Also: use of images and film clips can be very useful Useful info/ content: The Gothic - The British Library (bl.uk) BBC Radio 4 - In Our Time, Gothic In Our Time - Polidori's The Vampyre - BBC Sounds Spotlight - The Picture of Dorian Gray - BBC Sounds Dracula: the Victorian vampire The British Library (bl.uk) Gothic fiction in the Victorian fin de siècle: mutating bodies and disturbed minds The British Library (bl.uk)</p>	<p>or characters/ settings through development of motifs/ juxtaposition Ambitious vocabulary Use of gothic conventions (character, setting, structure) Further developing figurative language, especially similes/metaphor Focus on sentence variety which has been building for 2 years Return to paragraph structures/ setting ideas from Christ Curtis’ ‘How to Teach English’ p.214/ p.60/61</p> <p>Sentence form: Use of 3 negatives</p>	<p>In what ways were vampires symbolic of Victorian fears? What is a damsel in distress? What is a doppelganger? How and why did Gothic villains change during the late Victorian period? What is voyeurism? What is pathetic fallacy? What does it mean to ‘other’ someone? What is the difference between Gothic and horror?</p>
<p>Unit and Assessment Foci</p>	<p>Key subject knowledge needed</p>	<p>Key skills to focus on</p>	<p>Questions which students should be able to answer</p>
<p>Y9 text – Things Fall Apart Reading: Impact of choices and Writer’s intentions/ context</p>	<p>Knowledge of/ have read Things Fall Apart Knowledge of the historical context of Nigeria and British colonialism in the 19th/20th century Knowledge of conventions for tragedy Things Fall Apart: Chinua Achebe's Lament - BBC Sounds Word of Mouth: Black masculinity and language: https://www.bbc.co.uk/programmes/m000lv4m</p>	<p>Ability to construct an argument and write an introduction (carried over from Animal Farm in Y8 to build independence), which sets out a clear position. Ability to guide readers through an idea within a paragraph – mini topic sentences to logically move through a point with quotes/ analysis after each one. Tentative language to discuss writer’s intentions and ideology and how this links to choices within the text: perhaps Achebe was... It could be argued that... Embedding short quotes and single word quotes throughout Encouraging nominalisation and students using noun forms of verbs eg. Colonisation/</p>	<p>What is a protagonist? How does a writer align the reader with a character? What is a character arc? What is colonialism / imperialism / empire / scramble for Africa? How does a writer develop characterisation? How are the rituals of Igbo culture similar/different to Western cultures? What are the conventions of tragedy? What is an anti hero?</p>

		Sentence form: Not only.... but...	
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Y9 Rhetoric Writing: Writer's Voice and Structure and Coherence	<p>Knowledge of key rhetorical techniques including Greek rhetoric features</p> <p>BBC Radio 4 - In Our Time, Rhetoric</p> <p>Useful structures for rhetorical speeches in J. Webb's Teach Like a Writer.</p>	<p>Features of speeches and how this is different to written articles: focus on repetition, shorter sentences, sound features – link back to y8 gender unit</p> <p>Research skills and how to use reliable information (perhaps focusing on one topic for the whole of the unit and using Library)</p> <p>How to use metaphor, simile, extended metaphor in their work.</p> <p>Sentence level features: anaphora, antistrophe, parallel sentence structures, amplification</p> <p>Whole-text structure – how to open, how to close, logical organisation of ideas within. Could teach the problem – solution – call to arms structure</p> <p>Use of facts: different purposes of facts</p> <p>Sentence form: It is not that... but that...</p>	<p>What basic structure should a persuasive speech follow?</p> <p>What is a call back?</p> <p>What is bookending?</p> <p>What are anaphora and antistrophe?</p> <p>What is amplification?</p> <p>What is a parallel sentence structure?</p> <p>What is a semantic field/ extended metaphor?</p> <p>What might you use the following extended metaphors for: the ocean/ prisons/ a virus or disease/ the sun or horizon</p> <p>What is an imperative?</p> <p>What does it mean to advocate for something?</p> <p>Why might you use a fact in a piece of persuasive writing: to make yourself sound well informed/ to shock the reader/ to challenge the reader.</p>
Unit and Assessment Foci	Key subject knowledge needed	Key skills to focus on	Questions which students should be able to answer
Y9 Poetry Reading: Impact of Choices and Context and Writer's Intentions	<p>Knowledge of Romanticism and Enlightenment</p> <p>Key poems: Mont Blanc, Mask of Anarchy, Ozymandias, London</p> <p>Knowledge of key political/ historical contexts of the 1700s/1800s: American and French Revolutions; George III/ IV and their reputations within England at the time.</p> <p>BBC Radio 4 - In Our Time, The Sublime</p> <p>BBC Radio 4 - In Our Time, The Romantics</p> <p>BBC Radio 4 - In Our Time, The Enlightenment in Britain</p> <p>BBC Radio 4 - In Our Time, Songs of Innocence and of Experience</p> <p>BBC Radio 4 - In Our Time, The Later Romantics</p> <p>BBC Radio 4 - In Our Time, The Divine Right of Kings</p> <p>Simon Schama 'The Romantics and Us'</p>	<p>Developing topic sentences to include writer intention and writer verbs, linked to context eg. Blake challenges the complacency and apathy of the British monarchy.</p> <p>Focus on embedding single word quotations</p> <p>Multiple interpretations of single words and lines as part of analysis and zooming in</p> <p>Continue focus on ability to write introductions developed with a focus on intention and context</p> <p>Being able to talk confidently about Romanticism</p> <p>Continue to use and practise nominalisation</p>	<p>What does secular mean?</p> <p>What is 'The Sublime'?</p> <p>What was the French Revolution?</p> <p>What happened at and after the Peterloo Massacre?</p> <p>What did Romantics think about the role of children in society?</p> <p>What is a flaneur?</p> <p>What did Romantics think about progress and technology?</p> <p>What were the key principles of the Enlightenment movement?</p> <p>What was the Industrial Revolution?</p> <p>What happened to the population of London between 1700-1900?</p>

	Slums The British Library (bl.uk) Foundlings, orphans and unmarried mothers The British Library (bl.uk) Prostitution The British Library (bl.uk) Henry Mayhew's London Labour and the London Poor The British Library (bl.uk) William Blake's radical politics The British Library Grammar for (academic) writing: sentences working hard... Funky Pedagogy Word of mouth, The Romantics: https://www.bbc.co.uk/programmes/b06d2j1w		Who were the kings of England from 1750-1850 and what their reputations amongst the people?
Unit and Assessment Foci	Key subject knowledge needed	Key skills to focus on	Questions which students should be able to answer
Y9 War Writing Writing: Impact of Choices and Writer's Voice	Key war poetry: Owen/ Sassoon, Pope's 'Who's For the Game' Heart of Darkness Birdsong by Sebastian Faulks – description of the trenches Achebe on Conrad: C2116_Chinua Achebe.pdf (learningu.org) BBC Radio 4 - In Our Time, Heart of Darkness https://www.bl.uk/20th-century-literature/articles/london-during-the-blitz-a-landscape-of-fear-and-shadows Word of Mouth: words from World War One: https://www.bbc.co.uk/programmes/m00139cm	Focus on setting and creating mood/ atmosphere/ specific effects Develop and practise whole text structure: paragraphing, shifts in focus, ability to manipulate the reader's focus, confident use of motifs Practise switching between micro/ macro description. Zooming in and zooming out. Varied sentence types within writing and using the repertoire they have built Being able to consciously switch between sparse/ streamlined description and more lyrical styles of description Writing for specific effects on the atmosphere/ audience – sense of quiet, sense of chaos, to align or alienate reader, to change pace Using symbols within work and to structure work Sentence form: Start with emotion or adjective, then comma, then sentence	What does it mean to 'zoom in' and 'zoom out' when structuring work? What are micro and macro description? What is a sparse writing style? What is a lyrical writing style? Give three examples of paragraph structures you could use within your work.
Unit and Assessment Foci	Key subject knowledge needed	Key skills to focus on	Questions which students should be able to answer
Y9 Shakespeare	The Tempest or Much Ado about Nothing. Bill Bryson's book 'Shakespeare' is very useful for context	Line of argument: really nailing topic sentences linked to writer intent and conclusions and their purpose.	What are the conventions of a Shakespearean comedy? What are the conventions of a Shakespearean tragedy?

Reading: Using Evidence, understanding context

Carl Jung's Archetypes perhaps useful when thinking about Shakespearean archetypes: [12 Jungian Archetypes: Definition, Theory, and Types \(verywellmind.com\)](#)
[In Our Time - The Tempest - BBC Sounds](#)
[BBC Radio 4 - In Our Time, Slavery and Empire](#)
[BBC Radio 4 - In Our Time, Shakespeare and Literary Criticism](#)
[BBC Radio 4 - In Our Time, Shakespeare's Work](#)
[BBC Radio 4 - In Our Time, Shakespeare's Life](#)
Emma Smith lectures: [Approaching Shakespeare | University of Oxford Podcasts - Audio and Video Lectures](#)
[Post-colonial reading of The Tempest | The British Library \(bl.uk\)](#)

Personal engagement with characters/ themes encouraged
Fine grained analysis of words and sound features – focus on natural imagery, wordplay and use of plosives as well as iambic pentameter etc.
Links to historical context and the extent to which Shakespeare is a product of/ critical of his society's attitudes and viewpoints
Use of tentative analytical vocabulary to explore multiple interpretations
Come back to discuss themes and big ideas: what is this play really about? Get students talking about abstract nouns precisely.

Sentence form:

Conditional sentence:

If _____, then _____

Which two monarchs did Shakespeare work under and how did this affect the way he wrote his plays?
How was a Shakespearean theatre different to a modern day theatre?
What do the following words mean: exeunt, thee, thou, hither, thither, prithee
What is the difference between 'thou' and 'you'
What is blank verse?
What is prose in the context of Shakespeare and why does he switch into this?
What is a Petrarchan lover?
What is a patriarchy?
What does paternalism mean?
What are the main themes of The Tempest/ Much Ado about Nothing?
What are plosives, fricatives and sibilance?

Maths

Components – What new knowledge/content do we introduce? How is it diagnostically assessed?						
Autumn 1		Spring 1		Summer 1		
Year 7	Unit/ Topic:	NP1 - Place Value & the Number Line NP2 – Addition and Subtraction	Unit/ Topic:	NP4 – Powers, Roots, and Primes NP5 – Order of Operations	Unit/ Topic:	NP7 - Fractions
	Notes on Sequencing and Progression 1.1 writing integers and decimals in expanded form and in words 1.2 ordering positive integers and decimals, placing on a number line 1.3 ordering positive and negative numbers, placing on a number line, symmetry of the number line about 0 1.4 multiplying/dividing by positive and negative powers of 10 1.5 rounding 'to the nearest', d.p. and s.f. 1.6 common metric conversions 1.7 finding the midpoint of two numbers 1.8 the median of discrete data 1.9 working in different bases (e.g. binary) 2.1 strategies for addition and subtraction of positive integers and decimals, including counting up/down in different intervals (incl. decimals) 2.2 complement of a decimal (able to find 1-p, given p) 2.3 inverting addition and subtraction, additive inverse, additive identity; 2.4 using the commutative and associative laws to help calculation 2.5 extending additive number sense to unknowns, working with equality 2.6 zero pairs 2.7 finding the perimeter of a polygon 2.8 basic angle facts 2.9 mean & range of a dataset 2.10 applications & problems, including money problems and using different bases, continuing linear sequences Key Vocab 1: Integer, natural number, round, placeholder, significant figure, median Key Vocab 2: sum, difference, vector, complement, inverse, commutative, associative, perimeter, path, vertex, mean, range Representations: Number line, Dienes, Cuisenaire, Algebra Tiles, Vectors		Notes on Sequencing and Progression: 4.1 Squares to 15^2 and cubes to 10^3 by heart 4.2 Calculating powers, evaluating numerical expressions with powers, understanding index form 4.3 Roots as inverses of powers 4.4 addition and subtraction rules with positive indices 4.5 Prime numbers, product of primes, using the primes as building blocks (Fundamental Theorem of Arithmetic), applying the prime factorisation to find the factors of (large) numbers; intro to HCF with primes 5.1 Commutativity and fluency in calculation 5.2 Order of operations with the four operations 5.3 Order of operations including exponents 5.4 Breaking the order of operations with brackets 5.5 writing numerical expressions using the order of operations; practice with integers and decimals Key Vocab: Power, exponent, index, square, cube, root, surd, prime, HCF, commutative Representations: Area/cube models, prime factor tiles, function machines.		Notes on Sequencing and Progression: 7.1 concept of a fraction, multiple visual representations - shading shapes, bar models, placing on a number line 7.2 proper and improper fractions, 7.3 equivalent fractions, simplifying fractions, comparing the size of fractions through common denominator or common numerator 7.4 complement of a fraction (able to find 1-p, given p) 7.7 adding and subtracting fractions, including proper, improper and mixed 7.8 fraction of an amount by a bar model, expressing one number as a fraction of another, find original amount if you know a fraction of it 7.9 multiplying and dividing fractions, fraction of an amount (incl. fractions of fractions) with link to multiplying; increasing and decreasing by a fraction by multiplying 7.10 multiplication of a number by its reciprocal gives 1 (revisit of NP3.5 more formally) 7.11 order of operations with fractions 7.12 problems: worded fraction problems; 7.13 Binary fractions Key Vocab: Numerator, denominator, proper, improper, coprime, complement, reciprocal. Representations: Bar models, number line.	
Components – What new knowledge/content do we introduce? How is it diagnostically assessed?						
Autumn 2		Spring 2		Summer 2		
Year 7	Unit/ Topic:	NP2 – Addition and Subtraction (cont.) NP3 – Multiplication and Division	Unit/ Topic:	NP6 – Directed Numbers GM1 – Drawing, Measuring, and Constructing	Unit/ Topic:	A1 – Introduction to Algebraic Thinking A2 – Manipulating and Simplifying Expressions 1
	Notes on Sequencing and Progression: NP2 as above. 3.1 multiplication tables to 12x12 3.2 mental and written strategies for multiplication of positive integers and decimals, 3.3 multiples and LCM (by systematic listing)		Notes on Sequencing and Progression: 6.1 negative numbers in context (temperature, finance) and on a number line (vertical and horizontal) 6.2 ordering positive and negative numbers, using symbols, placing on a number line 6.3 addition of directed numbers		Notes on Sequencing and Progression: 1.1 Generalising number to algebra, concept of an 'unknown variable' 1.2 Simplifying simple additive linear expressions with no more than three variables 1.3 Solving simple 'unknown value' problems, using a range of symbols, including blank boxes and letters	

	<p>3.4 division of positive integers and decimals, writing division as a fraction, formal and informal techniques</p> <p>3.5 inverse operations, multiplicative inverse creating the multiplicative identity, non-commutativity and non-associativity of division</p> <p>3.6 extending multiplicative and additive number sense to unknowns</p> <p>3.7 factors and HCF (by systematic listing), coprime numbers</p> <p>3.8 multiplicative reasoning: getting from one number to another by multiplying</p> <p>3.9 rectilinear area</p> <p>3.10 volume of cubes and cuboids</p> <p>3.11 applications and problems, including money problems; simple proportion problems; different bases; method selection (which operation) for worded problems</p> <p>Key Vocab: Product, multiplier, commutative, associative, distributive, multiple, LCM, quotient, divisor, factor, HCF, coprime, area, rectangle, square, volume, cube, cuboid.</p> <p>Representations: Algebra tiles/area models, number line, vectors</p>	<p>6.4 subtraction of directed numbers (as addition of additive inverse); symmetry of subtraction ($a-b=n$, $b-a=-n$)</p> <p>6.5 multiplication and division with negative numbers</p> <p>6.6 powers of negative numbers</p> <p>6.7 order of operations with negatives</p> <p>6.8 applications (contextual) and problems</p> <p>1.1 Points, lines, rays and segments, using a ruler to measure lines, labelling segments correctly</p> <p>1.2 Using a protractor to measure angles, labelling angles correctly, type of angles, estimating angles</p> <p>1.3 Using a compass to draw circles and arcs; construct and equilateral triangle and a hexagon (60/120 degree angles)</p> <p>1.4 Constructing triangles given SSS, SAS, ASA</p> <p>1.5 Constructing a perpendicular bisector, perpendicular from a point on/to a line, angle bisector, know that the shortest distance from a point to a line is the perpendicular, constructing a parallel line</p> <p>1.6 Constructing 30, 45, 90 angles</p> <p>1.7 Simple loci - fixed distance from a point, fixed distance from a line, equidistant from a two points, equidistant from two lines</p> <p>Key Vocab 6: Additive inverse</p> <p>Key Vocab GM1: Point, line, segment, ray, vertex, angle, acute, obtuse, reflex, circle, arc, construct, congruent, bisector, locus/loci, equidistant.</p> <p>Representations: Number lines, algebra tiles.</p>	<p>1.4 Substituting numbers for variables presented as a range of symbols, including blank boxes and letters</p> <p>2.1 Algebraic notation - ab for $a*b$, $3y$ for $y+y+y$ and $3*y$, a^4 for $a*a*a*a$, a^2b for $a*a*b$, a/b for division, coefficients as fractions not decimals, where brackets can be implied</p> <p>2.2 collecting like terms</p> <p>2.3 simplifying indices and coefficients when multiplying and dividing, multiplication rule for indices (power of a power)</p> <p>2.4 writing algebraic expressions</p> <p>Key Vocab: Expression, term, coefficient, variable, constant, monomial, binomial, polynomial.</p> <p>Representations: Algebra tiles.</p>
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Components – What new knowledge/content do we introduce? How is it diagnostically assessed?

	Autumn 1		Spring 1		Summer 1	
	Unit/ Topic:	1 – Mental and Written Calculation 3 – Expressions, Equations, Formulae, Identities	Unit/ Topic:	8 – Transformations 7 - Sequences	Unit/ Topic:	5 – Place Value, Ordering, Rounding, Powers, Roots 6 – Representing and Interpreting Data
Year 8	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> - Arithmetic with decimals. - Factors, Multiples, HCF, LCM - Algebraic recap - Expanding and factorising - Solving further equations - Inequalities and bounds <p>Year eight topic 1 largely focuses on extending the knowledge acquired in year 7 to include decimals; year 9 will further extend this. Factors and multiples are a major elements of KS4 but require solid knowledge of times tables and standard arithmetic to grasp conceptually, which is why they are introduced in year 8 instead of year 7.</p> <p>Topic 3 builds on the introduction to expanding brackets in year 7 and introduces the inverse, factorisation; again, this is reliant on times tables, so placing it with factors and multiplies allows teachers with classes who need support on this to have a good amount of flexibility to focus on this aspect in both topics.</p> <p>Key Vocab: Factor, Multiple, Prime, Expand, Factorise</p>		<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> - Reflection (including Diagonal) - Rotation (Full) - Enlargement (Centre, Fractional SF) - Translation (Vector) - Combined transformations - Linear sequences - Fibonacci sequences - Generating and finding nth term of simple quadratic sequences. <p>Topic 8 builds directly onto year 7, taking the same three transformations and adding new levels of complexity, shown in brackets. This is not revisited in Year 9, as there is very little in terms of new content which would not require KS4 mathematics and additional time on a later topic was decided to be more beneficial than revisiting the same content for a second year.</p> <p>Topic 7 largely acts as a bridge between the Year 7 version, which almost entirely focuses on linear sequences, and Year 9, which has a stronger emphasis on quadratic sequences. Quadratic sequences build on linear sequences – part of the method for the n^{th} term of a</p>		<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> - Ordering negatives and decimals. - Index laws, powers, and roots - Rounding - Calculator Use - Stem and Leaf - Scatter Graphs - Box Plots - Cumulative Frequency Graphs <p>Ideas on indices from year 7 extended to introduce index laws; students are expected to be able to simplify and evaluate index laws for positive integer values. Calculator use emphasised, as 2 out of 3 maths papers use a calculator so students should be comfortable.</p> <p>Key Vocab: Index, Root, Decimal Place, Box Plot, Cumulative Frequency</p>	

		quadratic sequence involves finding the n^{th} term of a linear sequence. Key Vocab: Transform, Rotate, Reflect, Enlarge, Translate, Symmetry, Linear, Sequence	
Components – What new knowledge/content do we introduce? How is it diagnostically assessed?			
	Autumn 2	Spring 2	Summer 2
Year 8	Unit/ Topic:	Unit/ Topic:	Unit/ Topic:
	4 – Geometrical Reasoning 11 – Functions and Graphs	9 – FDP, Ratio, and Proportion 2 – Collecting and Interpreting Data	10 – Probability 12 - Constructions
	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> - Properties of 2D shapes - Properties of angles - Formal angles in parallel lines - Interior and exterior angles - 2d representations of 3D shapes. - Congruence and similarity - Use of function machines / substitution - Plotting linear graphs - Use of gradient, intercept, and $y = mx + c$ - Conversion graphs - Distance-time graphs <p>Topic 11 is a prerequisite to elements of topic 8 such as reflecting is a given function, so must be placed prior on the scheme of work.</p> <p>Key Vocab: Parallel, Interior, Exterior, Congruence, Similarity, Function, Gradient, Intercept</p>	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> - Linking fraction multiplication and division - Fraction arithmetic - Calculator percentages - Ratios - Averages, choosing an average - Averages from frequency tables and GFTs. <p>Percentage calculations is an area of Topic 9 which has been traditionally weak; in order to support this, both year 8 and 9 cover the topic in detail, as well as splitting year 9's topic 9 in order to allow further emphasis on important aspects.</p> <p>Averages, as a major topic, are essentially the sole focus of topic 2; this will also interweave previous content of frequency tables, from year 7 topic 2.</p> <p>Key Vocab: Improper, Mixed Number, Numerator, Denominator, Frequency</p>	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> - Equally likely outcomes - Identifying outcomes - AND/OR probability rules - Tree Diagrams - Two-Way Tables - Perimeter with symmetry - Area of compound shapes and quadrilaterals - Volume - Circle vocabulary, area, circumference - Constructions with compasses and rulers. - Bearings <p>Year 8 topic 10, similar to some previous topics, acts as a bridge between years 7 and 9, revisiting and consolidating knowledge on the basic foundational principles of probability then beginning to extend them to select forms of linked probability, which will be the primary focus of year 9.</p> <p>Topic 12 is a relatively large topic which many aspects inviting a wide range of manipulative support and student investigation, making it an ideal choice to be placed after end of year examinations. Key elements are timed to take place prior to this assessment. Circle geometry is introduced, but will be more thoroughly focused on in year 9.</p> <p>Key Vocab: Independent, Dependent, Area, Circumference, Centre, Bearing</p>
Components – What new knowledge/content do we introduce? How is it diagnostically assessed?			
	Autumn 1	Spring 1	Summer 1
Year 9	Unit/ Topic:	Unit/ Topic:	Unit/ Topic:
	1 – Mental and Written Calculation 3 – Expressions, Equations, Formulae, Identities	10 – Probability 7 - Sequences	9b – Ratio and Proportion 11 – Functions and Graphs
	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> - Place value calculations including FDP equivalence. - Full arithmetic review – decimals and negatives. - Formal HCF and LCM plus depth. - Use of mathematical and scientific formulae. - Constructing equations and expressions. - Introduction to simultaneous equations - Solving linear inequalities - 	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> - Equally likely outcomes recap - Experimental and theoretical probabilities - Venn diagrams, set notation, probabilities - AND/OR rule for probabilities - Tree diagrams - Linear sequences recap - Quadratic sequences 	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> - Ratio - Proportion - Plotting graphs, including non-linear - $Y = mx + c$ - Conversion Graphs - Distance-time graphs, including speed calculations.

<p>The decision was made to start both years 8 and 9 with topics 1 and 3. These are the core numeracy and algebra topics, respectively, and act as a baseline for an enormous range of interleaving, interweaving, support and extension tasks throughout the coming year, and allowing teachers the opportunity to gauge their groups and ensure students' foundations are solid as early in the year as possible gives them the best opportunity to support further progress and challenge throughout the academic year.</p> <p>Key Vocab: Factor, Multiple, Expression, Equation, Simultaneous</p>	<p>For topic 10, year 9 focuses exclusively on different methods for calculating the probability for combined events, as this is an extremely important requirement for accessing KS4 probability.</p> <p>Topic 10 provides the other side of the bridge year 8 formed, focusing largely on quadratic sequences; this means that entering KS4, students will have seen variations on all types of sequences questions except for exponential/geometric.</p> <p>Key Vocab: Experimental Probability, Set Notation, Venn, Tree, Linear, Quadratic</p>	<p>Ratio and proportion split from FDP in Year 9 in order to give more time on both, as in previous years both topics have felt rushed and student understanding has not been as comprehensive as we would like as a result. Ratio and proportion are topics which frequently are linked with other topics in high-scoring GCSE questions, so ensuring students have a thorough understanding of them prior to entering KS4 is important.</p> <p>Functions and graphs acts as an extension and consolidation of year 8 content, aiming to ensure an absolutely firm foundation to a topic many students struggle with throughout KS4.</p> <p>Key Vocab: Ratio, Proportion, Linear, Speed, Distance, Time</p>
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Components – What new knowledge/content do we introduce? How is it diagnostically assessed?

Autumn 2		Spring 2		Summer 2	
Unit/ Topic:	5 – Place Value, Ordering, Rounding, Powers, Roots 9a – Fractions, Decimals, Percentages	Unit/ Topic:	2 – Collecting and Interpreting Data 4 – Geometrical Reasoning	Unit/ Topic:	12 – Constructions 6 – Representing and Interpreting Data
<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> - Rounding to DP and SF - Estimation - Index Laws - Negative powers - Calculator Use - Fraction arithmetic - Percentages with a calculator - FDP conversions. <p>Year 8 index laws extended to define and use negative powers, plus fractional powers as further challenge. Calculator use emphasised, as 2 out of 3 maths papers use a calculator so students should be comfortable.</p> <p>Key Vocab: Index, Percentage, Estimate, Decimal Places, Significant Figures</p>		<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> - Statistical vocabulary - Sampling - Pie charts – calculating angles - Pythagoras' Theorem - Congruence and Similarity - Trigonometry – sides only. <p>As students have practiced using the main data recording methods topic 2 focuses on the one remaining method – pie charts – as well as ensuring students' vocabulary and understanding of data is at a level to best access KS4 content.</p> <p>Pythagoras' Theorem is the main focus of year 9's topic 4, as foundational use of this tool allows access to an extremely wide range of problem solving questions in KS4. Students are also given a brief introduction to Trigonometry, with the focus on students being able to label sides as use the most basic forms of the trigonometric formulae.</p> <p>Key Vocab: Random Sample, Systematic Sample, Pythagoras, Hypotenuse, Trigonometry, Opposite, Adjacent</p>		<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> - Area of compound shapes - Circles – vocabulary, area, perimeter including more complex calculations - Volume, including cylinders. - Surface Area, including cylinders. - Speed, Pressure, Density - Constructions with compass and ruler - Loci - Scatter Graphs - Frequency Polygons - Quartiles, Box Plots, Cumulative Frequency <p>Topic 12 in year 9 focuses almost entirely on circles and on interweaving the area and perimeter of circles into previous construction topics. This is the natural extension to previous years' content and allows students to enter KS4 with fresh experience of this and the use of pi.</p> <p>Similarity to previous years, chosen aspects of topic 6 are prior to the EoY assessment however others take place after. Many of the topics introduced in topic 6 are heavy focuses in KS4, and are placed post-assessment as their being taught thoroughly is already heavily built into the KS4 SoW.</p> <p>Key Vocab: Area, Surface Area, Pressure, Density, Locus/Loci, Quartile, Arc, Sector, Segment</p>	

Assessment:

- End of year assessment to be sat, used in combination with prior assessments to inform groupings for Key Stage 4. Further details to be confirmed later in the year.

Year 9

Assessment in Maths

- GL completed at beginning of year to give a starting point for future GL assessments.
- Topic tests at the end of each topic used to diagnose strengths, weaknesses and misconceptions.
- Scores are compiled and uploaded to G4S in order to track student overall progress as well as recording stronger and weaker topics and topic areas.
- Results of tests are used to inform responsive teaching during starters, plenaries and interleaving in future topics.
- Low stakes open-book diagnostic assessment completed on first topic midway through half term. Test is standardised and raw scores recorded on G4S. Detailed results used by individual class teachers to assess priorities for revisiting in future lessons, starter activities, revision, etc. Aggregate results used to inform scheme of learning.
- Assessment on both units completed at end of half term, sat in exam conditions with exam paper styled similarity to GCSE papers. Results are compiled into QLA markbooks and CNS Beginning-Beyond scale results recorded on G4S. Results used to inform intervention on a department/school level.
- Results of second assessment used to inform individually-produced responsive teaching lesson during following half term.
- Both assessments are provided as one of three separate tiers, Support/Core/Challenge, in order to more accurately assess the progress of students.

Science

Biology

Components – What new knowledge/content do we introduce? How is it diagnostically assessed?						
		Autumn	Spring		Summer	
		Unit/ Topic:	Unit/ Topic:	Unit/ Topic:	Unit/ Topic:	
Year 7		Cells & organisation	Animal nutrition	Animal reproduction		
		<p>Notes on Sequencing and Progression: Roles of organisms in ecosystems, roles of cells within organisms Organelles, specialised cells Specialised cells, plant / animal / bacterial cells Model organism - wildebeest Model ecosystem – Serengeti</p> <p>Biotic / abiotic factors of ecosystems provides the opportunity to discuss what it means for something to be considering living or non-living (and challenge some common misconceptions). This can then move on to the kingdoms of life. Introduce concept of “niche” Simplification of MRS GREN to simply mean “living organisms are made of cells”. Here the language of ecosystem organisation / hierarchy / specialisation (niche) would be used as a concrete introduction to the CTOS hierarchy / specialisation seen in multicellular organisms.</p>	<p>Notes on Sequencing and Progression: Role of predators in top down regulation (trophic cascades), flow of matter Predator / prey specialisations, predator digestive system Predator / prey, length of intestines / diet Predator / prey relationships and food webs used as a introduction into the idea of consumers requiring food and how the human digestive system processes this so that individual cells acquire nutrition. Flow of matter through an ecosystem Circulatory system detail from Y7 1 – Cells is given meaning as a transport system (in this case for small food molecules).</p>	<p>Notes on Sequencing and Progression: Population growth, carrying capacity, density dependent regulation Sperm / egg Reproductive strategies, fertilisation, gestation, exchange surfaces Model organism – seal, tern, crab, barnacles / mussels Model ecosystem – coastal / rocky shore</p> <p>Population growth and density dependent regulation provides concrete gateway into reproductive strategies and the mechanism of human reproduction.</p> <p>Serengeti Rules – why do some organisms recover from low populations more quickly than others? Differing reproductive strategies Link to Y7 2 – Nutrition as the use of food goes towards reproduction. Puberty is taught in PSHE</p>		
Year 8		Energy flow	Plant nutrition	Plant reproduction		
		<p>Notes on Sequencing and Progression: Distribution (spatial, temporal, seasonal), generalists / specialists. Endothermy, gas exchange systems, gas exchange / digestive / circulatory combination Endotherms / ectotherms Model organism – red fox Model ecosystem – woodland</p>	<p>Notes on Sequencing and Progression: Producers for energy / matter flow Leaves & photosynthesis Endotherms / ectotherms / producers as farmed organisms, leaves, exchange surfaces Model organism – oak Model ecosystem – wood pasture</p> <p>Role of producers as the start of (most) food webs and how the process of photosynthesis enables this.</p>	<p>Notes on Sequencing and Progression: Pollinators, keystone species Plant reproductive system Comparison – animal reproductive system, reproductive strategies, keystone species, thorax (bees & mammals) Model organism – bees Model ecosystem – farming</p>		

Year 9	<p>Transfer of energy through ecosystem (Y7 2 – Nutrition). Endothermy and idea of energy transferred to environment used as hook into cellular respiration as transfer process, taking chemical energy store and transferring to thermal energy store.</p> <ul style="list-style-type: none"> Woodland / urban food web – red fox as model organism. Include concept of endothermy (comparison of red fox with reptile?). Specialisations of smaller mammals to reduce heat loss and maintain temperature (heat transfer not taught until Physics Unit 6 so avoid language of conduction / convection / radiation) Focus on endotherms requiring specialised systems (digestive, circulatory & gas exchange) to meet increased energy demand. Eats prey and digests food into smaller molecules (recap Y7 2 Nutrition). Transported in blood (recap Y7 1 Cells & organisation) to cells Cellular respiration (food + oxygen = carbon dioxide + water). Chemical energy store transferred to thermal energy store – energy flow through ecosystem. Mitochondria in the cells of endotherms = more respiration. Increased demand for oxygen and removal of carbon dioxide Role of gas exchange to gain oxygen and remove carbon dioxide 		<p>Comparison of exchange surfaces from Y7 2 – Nutrition and Y8 4 – Energy with plant exchange surfaces.</p> <ul style="list-style-type: none"> Oak food web and history of UK ecosystems Concept of producers Photosynthesis – matter Roots allowed colonisation of the land – exchange of water / minerals - microscopes Leaves as a response to falling CO₂ – exchange of gases – competition for light / variation in leaves - microscopes Herbivory defence inc. size Photosynthesis vs respiration - energy Comparison of endotherms, ectotherms and producers as sources of food through farming. Focus on energy transfer / loss to environment 		<ul style="list-style-type: none"> fern / moss reproduction (comparison with human) process of pollination (comparison with human and fern) flowering plants pollinators as keystone species pollination and farming seed dispersal seeds and farming (wheat, barley etc.) seeds and paleolithic diet 	
	Unit/ Topic:	Evolution	Unit/ Topic:	Microbiology	Unit/ Topic:	Biodiversity

Year 9	<p>Notes on Sequencing and Progression: Intra / interspecific competition Genetic information, specialised traits Comparison – types of competition, types of variation Model organism – not applicable – aim is multiple examples Model ecosystem – not applicable – aim is multiple examples</p>		<p>Notes on Sequencing and Progression: Draw together the principles of organisation, nutrition, reproduction & evolution in the domain of microorganisms – constant comparisons with plants and animals Look up – decomposition / nutrient cycling Look down – fungal cell structure, respiration pathways</p>		<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> concept of biodiversity measuring biodiversity – sampling extinction through Earth’s history Soule’s 18 factors affecting extinction (Song for the dodo) 	
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Year 7	<p>Show trait spectrum for similar organisms (based on physiology studied so far e.g. digestive tract, gas exchange surface, reproductive strategy / structure)</p> <p>Concept of differing selection pressures (due to differing niches) favouring one form over another leading to different species occupying different niches</p> <p>Simple cladogram to show similar organisms descending from common ancestor</p> <p>Concept of inter and intraspecific competition – reference to food webs and predator / prey, breeding partners – leading to differential survival / reproduction</p> <p>Selective breeding</p> <p>Application – why does (organism) have (trait)? why do different species have different varieties of (trait)?</p>	<p>Comparison – aerobic / anaerobic respiration (fermentation), sexual / asexual reproduction, mutual / parasitic symbiosis, animal / plant / bacterial / fungal cell structure</p> <p>Model organism - fungi</p> <p>Model ecosystem – moss microecosystem</p> <p>Microscopic ecosystems</p> <p>Introduction to measuring with a microscope</p> <p>Further development of observation using microscope</p> <p>Ecological</p> <p>Symbiosis</p> <p>Energy flow</p> <p>Reproduction</p> <p>Effect on humans</p>	<ul style="list-style-type: none"> • <ol style="list-style-type: none"> 1. Rarity (low density) 2. Rarity (small, infrequent patches) 3. Limited dispersal ability 4. Inbreeding 5. Loss of heterozygosity 6. Founder effects 7. Hybridization 8. Successional loss of habitat 9. Environmental variation 10. Long-term environmental trends 11. Catastrophe 12. Extinction or reduction of mutualist populations 13. Competition 14. Predation 15. Disease 16. Hunting and collecting 17. Habitat disturbance 18. Habitat destruction • conservation
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Chemistry

Components – What new knowledge/content do we introduce? How is it diagnostically assessed?				
	Autumn	Spring	Summer	
Year 7	Unit/ Topic:1 Particle theory	Unit/ Topic: 2A Atoms, elements and compounds	Unit/ Topic:2B Mixtures and solutions	Unit/ Topic: Topic 3 – metals and non metals
	<p>Notes on Sequencing and Progression: What content, knowledge and skills are taught?</p> <ul style="list-style-type: none"> • The properties of solids, liquids and gases • The particle model for solids, liquids and gases • Changes of state, including what happens to the movement of particles when increasing temperature <p>Big Picture</p>	<p>Notes on Sequencing and Progression: What content, knowledge and skills are taught?</p> <ul style="list-style-type: none"> • Define an atom and describe its structure • What number of subatomic particles do atoms of different elements have? • Draw a model of an atom (first 18) • Identify elements in compounds • Calculate relative formula mass <p>Big Picture</p>	<p>Notes on Sequencing and Progression: What content, knowledge and skills are taught?</p> <ul style="list-style-type: none"> • Define and identify pure substances and mixtures • Describe making and calculating the concentration of a solution in g/cm³ • Investigate the effect of temperature on solubility and draw a conclusion • How to separate a soluble substance from solution 	<p>Notes on Sequencing and Progression: Why this? Why now? Why is it important?</p> <ul style="list-style-type: none"> ▪ Describe the properties of metals and non metals ▪ Using the periodic table and electron configuration to identify if a substance is a metal or a non metal ▪ Describe the characteristics of a chemical or physical reaction ▪ Describe oxidation reactions of metals and non metals

<p>This content is the basic model for explaining the nature of matter and changing the states of matter. It builds upon categorising matter at KS2 and lays the foundations for future study.</p>	<p>This unit builds on unit 1 to look at the details of some types of particles - introducing atoms, elements and compounds. It is important to introduce this now as concepts here are needed in year unit 3 and beyond.</p>	<p>Big Picture Links to KS2 on dissolving and mixtures plus a review of unit 1 on how the movement and arrangement of the particles in a liquid change when they are heated. Important new key terminology of soluble, solubility and insoluble, solute, solvent and solution are introduced and reinforced through practical and calculation.</p>	<ul style="list-style-type: none"> ▪ Write equations for the reactions between metals and oxygen, metals and acids ▪ Explain the law of conservation of mass and calculate the mass of oxygen magnesium reacts with <p>Big Picture This unit revisits several key ideas introduced in year 7 – conductivity and conservation of energy in physics; electron configuration first introduced in chemistry unit 2a, the terms atom, element and compound from unit 2a.</p>
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Year 8	Unit/ Topic:	Topic 4 – The periodic table	Unit/ Topic:	Topic 5 - fuels and combustion	Unit/ Topic:	Unit 6 – The reactivity series
	<p>Notes on Sequencing and Progression: Why this? Why now? Why is it important?</p> <ul style="list-style-type: none"> • Describe and draw ion formation • Describe the group 1 metal reactions with water • State and explain the differing reactivities of group 1 • State and explain the differing reactivities of group 7 • Determine the formula of simple ionic compounds 	<p>Notes on Sequencing and Progression: Why this? Why now? Why is it important?</p> <ul style="list-style-type: none"> • Define, name, write molecular and draw displayed formula for hydrocarbons • Distillation practical and theory in context of crude oil • Use of petrol, diesel and kerosene fractions • Complete and incomplete combustion word, symbol equations • Balancing symbol equations 	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> • Practical work sequencing the ‘middle order’ of the reactivity series • Why are some metals more reactive than others in terms of electrons • Define displacement and practical experimentation to show displacement happening • The appearance and displacement of halogens with halides • Definitions and use of the key terms cation, anion, cathode and anode. • Extraction of metals, including electrolysis, specifically aluminium and iron. 			

Year 9	Unit/ Topic:	7 - Acids and alkalis	Unit/ Topic:	8 - bonding	Unit/ Topic:	9 – energy and rates of reaction	Unit/ Topic:	10 – environmental chemistry
	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> • Defining acids, strong and weak acids and dissociation • Defining alkalis • Defining and using a range of indicators • Calculating concentration on g/cm³ and the difference between dilute and concentrated 	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> • Define and Describe the formation of ionic bonding and draw an ionic dot and cross bonding diagram using sodium chloride • Describe the properties of ionic substances using sodium chloride. 	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> • Measuring temperature change in reactions • Variables in reactions • Defining and identifying endothermic and exothermic reactions • Simple collision theory 	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> • Discussion on the problems associated with combustion technology – CO₂ and acid rain. • Discussion and practical lesson on the use of batteries to store chemical energy so we can move 				

<ul style="list-style-type: none"> Use state symbols for soluble and insoluble substances using simple solubility rules Neutralisation reactions - general word equations, ionic equation and use of indicators 	<ul style="list-style-type: none"> Define and Describe the formation of covalent bonding and draw a dot and cross bonding diagram using water Describe the properties of covalent substances using water Compare ionic and covalent substances using water and sodium chloride 	<ul style="list-style-type: none"> Calculating rate Graphing rate of reactions 	<p>towards renewables. Discussion of the impacts of lithium mining.</p> <ul style="list-style-type: none"> Discussion of the advantages and disadvantages of recycling Look at some composite materials as 'future materials' and the concept of materials science.
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Physics

Components – What new knowledge/content do we introduce? How is it diagnostically assessed?						
Autumn		Spring		Summer		
Unit/ Topic:	Energy	Unit/ Topic:	Forces	Unit/ Topic:	Space	
Year 7	<p>Notes on Sequencing and Progression: Year 7 begins with the energy topic as it is fundamental to understanding the rest of the KS3/4 scheme of learning.</p> <ul style="list-style-type: none"> Energy stores and students being able to identify them in simple situations. It is vital that students understand that energy cannot be created or destroyed only transferred, which is what is taught next. The rest of the unit goes onto discuss the various ways in which energy can be transferred, through forces (mechanical work), heating through particles, electrical work and through waves. Forces pathway introduce work done and our first equation Work done = Force x distance Heating pathway is used to introduce energy stored in foods and how we release them. First chance to look at variables. Electrical pathway is used to introduce potential difference and charges Wave pathway is used to introduce what a wave is and that it transfers energy. Examples used - a rope and then light and sound 		<p>Notes on Sequencing and Progression: Continues with recapping what forces do from KS2.</p> <ul style="list-style-type: none"> Change speed, change shape, change direction and twist/turn Different types of forces to discuss – friction, weight, thrust, magnetic forces Forces is measured in Newtons and measured with a Newton meter. Balanced forces – cause an object to be stationary or moving at a constant speed Unbalanced forces cause a change in speed, shape, direction. FBD are used to show balance/unbalance of forces. Introduce resultant forces and discuss how motion is affected. Forces to be taught in detail Friction on surfaces, is friction useful/not useful, what can friction do. Friction transfers kinetic energy to thermal. Weight vs mass Turning forces Hooke's law 		<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> Recap order of planets from KS2 and what composes our solar system and that our solar system is just one of many in our galaxy (Milky Way) and that our galaxy is just one of many that make up the universe. Discuss relative distances between our planets and relative sizes. Heliocentric vs geocentric models and how we've used observations to change our models. A day is based on the rotation around the Earth's axis – this takes 24 hours A year is based on the orbit of the Earth around the Sun – this takes 365 days. A month is based on the orbit of the Moon around the Earth – this takes 28 days. The phases of the moon occur due to the changing positions of the Earth, Moon and Sun A solar eclipse occurs when a new moon passes in between the Sun and Earth A lunar eclipse occurs when the Earth is between the Sun and a full moon 	

Year 8	<ul style="list-style-type: none"> Power - and that power is the rate at which energy is transferred. <p>Big Picture This unit sets the scene for the rest of the KS3 curriculum as each of the ideas introduced here will be explored in more depth in later topics.</p>	<p>Big Picture This unit builds on the mechanical work done from the first unit, with lots of examples of different types of forces and how they transfer energy. This revisits and builds on previous content, designed to be accumulative and hierarchical.</p>	<ul style="list-style-type: none"> Gravitational pull is caused by objects that have mass. The Earth has a magnetic field that protects us from harmful radiation that comes from the Sun. <p>Big Picture This unit is taught here as it follows on from forces. This unit is still taught even though not all students will be exposed to astronomy at KS4 and it is not necessary content for KS3. It is still valuable that students are able to explain the Physics behind what they will see in the night sky.</p>
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Unit/ Topic:	Light and Sound	Unit/ Topic:	Forces in fluids	Unit/ Topic:	Heating and Cooling
Year 8	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> Introduce sound waves as this is the type of wave that it is easier to understand and explain it affects. Introduce the terms source, medium and detector. Sound is the transfer of energy through the vibration of particles Frequency is the number of waves per second and tells you the pitch of the sound. Is measured in Hertz (Hz) Amplitude is the maximum distance from rest position and tells you the loudness of the sound. Is measured in decibels (dB) How the ear works and hearing range. Introduce light as a wave. The source is anything that gives off light. The medium can be anything. The detector is the eye. Light can be transmitted, absorbed and reflected. Introduce different types of materials and what happens to light. Transparent, translucent, opaque. Introduce ray diagrams and that light travels in straight lines. Ray diagrams must be drawn with a ruler and always have an arrow for direction Light can be Reflected, Refracted Colour Filters 	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> Density = mass/Volume. Use to introduce proportionality as the concept of density is covered in year 7 Unit 1 Chemistry. Surface pressure – solid on solid – Force applied at 90 degrees over an area. Pressure = Force/Area. Units for pressure are Pascals or N/m². Fluid pressure is caused by the collision of particles against a surface. Atmospheric pressure is lower the further up you go because there is less weight above you. The concentration of particles is less the higher up you go. Fluid is a gas or a liquid. Forces in water Upthrust is caused by the pressure a fluid. The collective forces of the particles acting against an object is what upthrust is. Forces in air – drag is friction in a fluid – two types – air resistance and water resistance. Drag In a vacuum there is no resistance because there are no particles, so nothing to slow it down. Terminal velocity is when maximum speed is reached when an object is falling. Forces, drag and weight, are balanced when an object reaches terminal velocity. <p>Big Picture</p>	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> Thermal energy always transfers from hot to cold. Difference between heat and temperature and units for both. Heat – Joules and temperature – degrees Celsius and Kelvin. Building on state changes from Year 7 Chemistry and linking to energy transfers. Recap particle diagrams and forces that hold particles together. Transferring energy weakens/breaks these forces. Heating graph (transferring energy and relationship between temperature and heat) Flat lines on graph – energy is being transferred into weakening/breaking forces between particles NOT increasing temperature Increasing – energy is transferred into increasing the temperature and speed of particles Cooling effect – transferring heat away from a source. Evaporation happens at any temperature and molecules with the highest energy evaporate. Sweating transfers heat from body to air. Methods of heat transfer: Conduction, Radiation. Insulators Efficiency of energy transfers – more useful, less wasted heat. Equation – useful/total - use to focus on conversions between KJ into J. <p>Big Picture</p>		

<ul style="list-style-type: none"> Compare speeds of light and sound in different mediums. The denser the object is the faster sound travels and the slower light travels. <p>Big Picture This unit builds on Year 7 Unit 1 and how waves are used to transfer energy from one place to another.</p>	<p>This unit builds on Year 7 Unit 2 and discusses forces in fluids. This unit's core knowledge is an accumulation on the first forces unit from year 7. This unit will be built on in the Unified unit at the end of the Physics KS3 SoW.</p>	<p>This unit links to Year 7 Unit 1 Chemistry and Year 7 Unit 1 Physics. Again, building on previous knowledge. Unified unit at the end of the Physics KS3 SoW.</p>
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Unit/ Topic: Fields	Unit/ Topic: Energy in the UK	Unit/ Topic: Unified Physics
<ul style="list-style-type: none"> Magnetic fields, direction and metals A domain and how a compass works Strength of a magnetic field and what happens when two magnetic fields meet. Electric fields go from positive to negative and when electric fields meet they produce a force. The rate at which charges move is current. The charges carry energy from the battery to the components. The current transfers energy and is electrical work. Current is measured in Amps Potential difference (measured in Volts). Electromagnets link electric and magnetic fields. When current moves through a wire it produced a magnetic field around it. Ways to increase the strength of the magnetic field The type of magnetic field produced by an electromagnet Resistance is a measure of how difficult it is for current to flow. It is measured in Ohms. Calculate resistance = potential difference/current Factors that affect resistance How a light bulb works Static electricity and static discharge Compare electric field, magnetic and gravitational fields. All decrease in strength when the distance from the field increases. <p>Big Picture This unit builds on electric energy transfers from year 7 unit 1 and introduces the concept of fields for the first time and that the interaction of forces produces a force. This force transfers energy.</p>	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> This unit focusses on energy transfers that take place in the energy resources that we have in the UK. For each energy resource students will be taught where the energy source originates from, the energy conversions that take place to turn it into useful energy store. <ul style="list-style-type: none"> Fossil fuels Wind Solar Nuclear Tidal Increasing efficiency of renewable energy through the improvement of technologies A changing magnetic field can create a current The National Grid is used to transport electricity around the country Our energy use is measured in kWh. 1 kWh is 3 600 000 Joules. <p>Big Picture Builds on content from previous unit about fields and how a changing field produces a current. This unit links energy transfers and how we use these transfers to produce electricity that is transported around the UK. This unit is synoptic of everything that students will have covered so far.</p>	<p>Notes on Sequencing and Progression:</p> <ul style="list-style-type: none"> Start with going over different types of relationships that have been introduced so far – directly proportional, inversely proportional and how to describe these relationships and identify them from data in a table and in a graph. Use the terms linear and non-linear and using the term gradient, which is covered in the Spring term in Maths in year 9. The steeper the line the greater the rate of change. Recap drag from year 8 and this is used to recap variables and introduce how you make the measurements of these more accurate – focussing on the detail in experimental design. Set square for ensuring height is exactly 2m and use of light gate to measure speed. Students will be plotting graphs and will be taught how to choose scaling for graphs. The second half of this unit is bringing forces and energy together and using them to explain one concept. <ul style="list-style-type: none"> Ice in water – looking at upthrust, density and energy transfers – heating and exchange of thermal energy and state changes Popping popcorn – looking at energy transfers, pressure and state changes <p>Big Picture This unit's purpose is to look at the Physics of everyday life and explain simple things that happen every day now that students know enough.</p>

Assessment in KS3 Science

- Students will complete a mid-point assessment halfway each topic. This will assess the core knowledge only and will be based on the core questions. A mark out of 20 will be reported on go for schools and the data used diagnostically by the teacher whilst teaching the rest of the topic. The average mark from the midpoint assessments contribute to 25% of the present performance progress descriptor.
- Students complete 4 full assessments during year 7. These assessments have 3 sections; recall of knowledge (10 marks), application of knowledge (10 – 15 marks) and analysis of data and procedures (10 – 15 marks).