



Unit 1 Curriculum Summaries

Subject	7	8	9
English	<p>ORIGINS. Students will be exploring creation myths before moving onto Joseph Campbell's monomyth and Christopher Booker's 'Seven Plots.'</p> <p><u>Questions</u> How many creation myths can you recall? Can you name the seven basic plots?</p>	<p>FEAR. Students will be looking at the Gothic genre: its origins in post-renaissance humanism and the industrial revolution, before exploring its development across time and geography and its legacy today.</p> <p><u>Questions</u> What was the industrial revolution? Which writers were considered the 'Romantics'?</p>	<p>CONFLICT. Students will be looking at conflict through the lens of a play set in WW1, followed by poetry of conflict from across time and the world.</p> <p><u>Questions</u> What examples of 'coping' with the horrors of war can we find in Journey's End? Can you name the main characters in Journey's End?</p>
Maths	<p>Students will be solidifying their number skills for the first part of the term, this includes everything from the four operations to fractions, decimals and percentages. Students will also be exploring primes, roots and squares.</p> <p><u>Questions</u> Can you list the first ten prime numbers? How would you multiply a decimal by a decimal?</p>	<p>Students will be consolidating and stretching their work on number from last year. They will also be looking at compound measures, in particular speed, distance and time.</p> <p><u>Questions</u> Why is one not a prime number? How do you calculate speed? How many kilometres in a mile?</p>	<p>Students will be consolidating number topics from the previous two years. In addition to this, students will be learning about error intervals, standard form and real life percentages.</p> <p><u>Questions</u> What's an error interval? How do you know if a number is in standard form?</p>
Science	<p>Students are learning about cells, particles and energy in this unit.</p> <p><u>Questions</u> What parts are in an animal cell?</p>	<p>Students are completing 3 separate investigations in this unit. They will also compete content on the universe and respiration.</p>	<p>Students learn the key principles of KS4 science in this unit to start the transition from KS3 to KS4. They will cover fundamentals from Cells, particles and energy</p>

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	<p>What parts are in a plant cell? Describe the particle arrangements of a solid</p>	<p><u>Questions</u> Name 4 variables for a reaction between magnesium and acid How do scientists believe the universe was created? What is the fuel required for energy release?</p>	<p><u>Questions</u> How is magnification of a cell calculated using an equation? What is the difference between a prokaryotic and an eukaryotic cell? Name examples of each cell type</p>
History	<p>Students will learn about the Roman Empire, the Byzantine Empire and the Abbasid Empire.</p> <p><u>Questions</u> When was Rome founded? How did the Roman Empire expand?</p>	<p>Students will learn about the Break from Rome and how ordinary people felt about the Reformation.</p> <p><u>Questions</u> What were the differences between Catholic beliefs and Protestant beliefs? What factors led to people welcoming Protestant change?</p>	<p>Students will learn about the historical debate surrounding the rebellion against East India Company rule in India in 1857. After this they will learn about the First World War.</p> <p><u>Questions</u> What was the East India Company? What were the causes of the 1857 rebellion?</p>
Geography	<p>Students will be introduced to geography through the key skills they need throughout their geography journey. They will work with maps and grid references. Learning about scale, distance, direction and height. They will then move onto studying population focusing on distribution, population changes and population policy around the globe.</p> <p><u>Questions</u> How would you explain 6 figure grid references to a year 6 student? What are the key features of a map?</p>	<p>Students will study Rivers focusing on the water cycle, the drainage basin and the main processes that take place in a river. They will explain different features of a river, including waterfall formation and then move onto looking at the main reasons why a river floods. They will then spend time completing virtual fieldwork practising skills for collecting data, analysing and concluding.</p> <p><u>Questions</u> Name the main features of the drainage basin. What are the 4 erosional processes on a river?</p>	<p>Students will study tectonic hazards which focus on volcanoes, earthquakes and tsunamis. We will look at the different plate margins that exist and then study the effects and responses from a recent volcanic eruption and tsunami.</p> <p><u>Questions</u> Name the 4 plate margins. What process causes the tectonic plates to move? What were the effects of the Icelandic eruption? What are the global implications of a</p>

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	<p>Name a place in the world that is densely populated. Explain why it is.</p> <p>Name a palace in the world which is sparsely populated. Explain why it is.</p>	<p>Name 2 human causes of flooding.</p> <p>What are the stages of fieldwork enquiry?</p>	<p>supervolcano?</p>
RE	<p>Students will consider this question - what is religion? They will be introduced to Hinduism, Buddhism, Sikhism, the Abrahamic faiths, Humanism and Atheism.</p> <p><u>Questions</u> What is the difference between monotheism and polytheism? What is atheism?</p>	<p>Students will learn about the important beliefs and practices in Judaism.</p> <p><u>Questions</u> What are three Jewish beliefs about the nature of God? How do Jews show their commitment to God?</p>	<p>Students will learn about the important beliefs and practices in Judaism.</p> <p><u>Questions</u> What are three Jewish beliefs about the nature of God? How do Jews show their commitment to God?</p>
MFL	<p>Spanish Students will learn how to greet others and introduce themselves. They will then learn how to describe themselves and members of their family. Students will also talk about pets they have or would like to have in the future.</p> <p><u>Questions</u> Talk to me about yourself and your family. <i>Háblame de tí y de tu familia.</i></p>	<p>French Students will learn how to describe where they and other people live. They will then learn how to talk about what they like to do at home compared with in the past. Students will also talk about where they would like to live in the future.</p> <p><u>Questions</u> Tell me about your house. <i>Parle-moi de ta maison.</i> What do you like to do at home? <i>Qu'est-ce que tu aimes faire chez toi?</i></p>	<p>Spanish Students will learn how to discuss relationships with family and friends. They will then learn how to talk about how they use technology or other types of media. Students will also discuss free time activities in the past, present and future.</p> <p><u>Questions</u> Talk to me a little about yourself. <i>Háblame un poco de tí</i> Do you get along with your family? <i>Te llevas bien con tu familia?</i> Talk to me about your free time. <i>Háblame de tu tiempo libre.</i></p>

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<p>Drama</p>	<p>Students begin looking at different techniques we can use as building blocks to create theatre, including still images, step outs and mime work. We then explore how to build upon these blocks, expanding to the stylistic features of Melodrama and how to perform it.</p> <p><u>Questions</u> What is Melodrama? What are the five key features of a still image?</p>	<p>Students continue and build on their devising skills with the stimulus 'Titanic'. They will explore how to use accent, pace, and body language to represent different characters as well as using more dramatic techniques to create interesting performances.</p> <p><u>Questions</u> What does 'devise' mean? What does 'stimulus' mean?</p>	<p>Students will learn about Physical Theatre and Theatre of Cruelty, different styles of theatre that require using your body to create meaning and story, rather than relying on the voice. They will create their own performances in class to be performed, using the different techniques for each individual style.</p> <p><u>Questions</u> What is Physical Theatre? What is the intention of 'Theatre of Cruelty' for the audience?</p>
<p>Art</p>	<p>Students will be introduced to the formal elements of art such as tone, texture, colour, shape and mark making. They will have an introduction to drawing from first and second hand sources using natural forms as a theme.</p> <p><u>Questions</u> Why would you add lots of contrast to a tonal drawing?</p>	<p>Students will be learning about Portraits and stylised drawing. They will be looking at how a face can be split into facets and sections. They will analyse Expressionist portraits and produce their own work in response.</p> <p><u>Questions</u> What is a stylised portrait?</p>	<p>Students will be learning about African masks and patterns. They will refine their observational skills and record a monochromatic study. They will be introduced to a range of Textiles based stitches and techniques.</p> <p><u>Questions</u> What is a monochromatic drawing?</p>
<p>Music</p>	<p>The Voice: Students will develop their vocal techniques through a variety of singing styles and traditions. They will build their confidence in their vocal abilities, learn how to be part of an ensemble, and be introduced to some simple compositional exercises.</p>	<p>The Keyboard: Students will build on their foundational knowledge of the keyboard. They will develop their musical literacy, explore a range of keyboard techniques, and be introduced to improvisation as a compositional tool. Finally, students will gain a basic understanding of</p>	<p>Film Music: Students will explore the context and history of film music whilst developing their performance and compositional techniques that are associated with the genre. Students will listen to a variety of music and develop an understanding of how emotion is created through</p>

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		harmony.	compositional techniques.
Technology	<p>Technical drawing</p> <p>Students will learn how to draw using professional 3D drawing methods that are used in Engineering and Architecture. Students will learn how to draw in isometric and 2 point perspective.</p> <p><u>Questions</u> What is the difference between isometric and 2 point perspectives? When would you use isometric drawing? When would you use a 2 point perspective?</p>	<p>The Built Environment: Architectural Design</p> <p>Students will develop an understanding of architectural design and the fundamental principles that are involved when designing a building. They will be given a brief and will have to create a design specification, floor plan and 3D drawing, using 2-point perspective. They will learn about scale factor and how to draw a house to scale using a computer aided design software, floor planner.</p> <p><u>Questions</u> Why is a design specification important when you are working with a client?</p>	<p>What is Engineering: Shaping the modern world</p> <p>Students will learn about the variety of engineering disciplines and how each sector has helped to improve modern society. For example students will learn about the pivotal role of chemical engineers and how they have created life changing medicines. This project aims to give students a clear understanding of what engineering is, so they can make an informed decision when choosing their GCSE options.</p>
PE	<p>Girls - Students will learn the fundamental movement skills needed to play netball. They will also be introduced to some tactical awareness activities based on attacking and defending. Students will be introduced to the different positions on the court and their restrictions.</p> <p>Boys - Students will learn the fundamental movement skills needed to play rugby. They will also be</p>	<p>Girls - Students will develop the fundamental movement skills needed to play netball. They will further develop their tactical awareness for attacking and defending. Students further develop their knowledge of different positions on the court and their restrictions.</p> <p>Boys - Students will develop the fundamental movement skills needed to play rugby. They will</p>	<p>Girls - Students will solidify their knowledge and ability to demonstrate the key movement skills needed to play netball. They will be introduced to tactical set plays for different points of play. Students further develop their knowledge of different positions on the court and their restrictions.</p> <p>Boys - Students will solidify their knowledge and</p>

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	<p>introduced to some tactical awareness activities based on attacking and defending. Students will be introduced to full contact tackling and the specific positions on the pitch.</p> <p>Mixed - Students will learn the fundamental movement skills needed to play hockey and tag rugby. They will also be introduced to basic tactical awareness activities based on attacking and defending. Students will be introduced to basic rules of both games.</p>	<p>further develop their tactical awareness for attacking and defending. Students will develop their knowledge of full contact tackling and the specific positions on the pitch.</p> <p>Mixed - Students will develop the fundamental movement skills needed to play hockey and tag rugby. They will develop basic tactical awareness based on attacking and defending. Students will develop knowledge of the rules of both games.</p>	<p>ability to demonstrate the skills needed to play rugby. They will be introduced to tactical set plays for different points of play. Students will perfect their ability to play full contact rugby including tackling and positions.</p> <p>Mixed - Students will solidify the skills needed to play hockey and tag rugby. They will further develop their tactical awareness based on attacking and defending. Students will be able to recall the rules of both games and start to combine their tactical awareness with basic play.</p>
Computing	<p>Students are learning about the personal information that should and should not be shared online. They learn what cyberbullying is and how it can be stopped. They then learn about search engines and how they select webpages.</p> <p><u>Questions</u> What is indexing?</p>	<p>Students are learning about how to create programs using iteration and selection. They learn why variables are used.</p> <p><u>Questions</u> What is the difference between iteration and selection?</p>	<p>Students are learning about the data types used in Python. They learn to use input to ask questions. They learn to apply selection and iteration to programs.</p> <p><u>Questions</u> What code do you use if you want to use iteration in a Python program?</p>
PSHE	<p>Students will learn about their own identity, including the risks they are willing to take and the British values, as well as how people can stereotype others. They will learn how to keep safe online and whilst using social media. They will also understand what consent means in different contexts, including the sharing of</p>	<p>Students will learn about their own identity, including how this can be influenced by those around us, such as our family. Students will learn about Britain as a multicultural society and social injustice and inequality, including hate crimes. Students will learn about what bullying is, why it should be challenged and</p>	<p>Students will learn about how peers can influence their identity, in person and online. This includes social risks such as consent, peer groups and substance misuse, as well as online, including the sharing of images. They will learn how prejudice and discrimination affect groups of people and about the equality act. Students</p>

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images. They will learn what prejudice and discrimination are and how to challenge these behaviours.

Questions

How do you stay safe online?

how. Students will learn about how to identify fake news and the role of the government in the media.

Questions

What is meant by 'equality'?

will learn about the law and how it is implemented through the justice system.

Questions

What are the protected characteristics?

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