

Subject	Overview
<b>Mathematics</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Ratio:</b> Students will be able to express ratio in multiple forms including 1:n, compare ratios with related fractions and solve proportional problems.</li> <li>• <b>Proportion and Scale</b> Students will be able to solve basic direct proportion problems, exploring the relationship between similar shapes as well as work with scale diagrams and maps. In this unit, students will also explore how conversion graphs work.</li> <li>• <b>Algebraic Manipulation:</b> Students will consolidate their understanding of equality and equivalence studied in year 7 by substituting different values into algebraic expressions. We will then build upon this, as students learn how to expand and factorise linear expressions. To conclude, students will learn how to expand double brackets to form quadratic expressions.</li> <li>• <b>Coordinate and Graphs:</b> Students will learn about the Cartesian plane and how to work with coordinates in all four quadrants. They will learn how to work with a variety of straight-line graphs, horizontal and vertical as well as in the form <math>y = mx + c</math>. Students will learn to work with positive and negative gradients, find midpoints of line segments and also explore some non-linear graphs.</li> <li>• <b>Homework:</b> Sparx Maths homework will be set weekly throughout this half term, set on a Monday, due to the following Monday.</li> <li>• <b>Assessments:</b> w/c 22<sup>nd</sup> September – Ratio End of Unit Assessment w/c 6<sup>th</sup> October – Proportion and Scale End of Unit Assessment</li> </ul>
<b>English</b>	<p>Students will study the following:</p> <p><b>The Social Outsider</b></p> <ul style="list-style-type: none"> <li>• <b>Frankenstein the play:</b> Students will be able to recognise the features of a playscript and will contribute to reading and performing the play in class.</li> <li>• <b>English Literature:</b> Students will be able to analyse how language and structure are used by the writer, as well as learning the conventions of the gothic genre.</li> <li>• <b>English Language:</b> Students will be able to write their own gothic setting description.</li> <li>• <b>Context:</b> Students will learn what marginalisation is and will be able to recognise it in a text and the wider world.</li> </ul> <p><b>Homework:</b> Students should complete at least 20 points each week on Bedrock Learning by completing vocabulary and grammar lessons.</p>
<b>Science</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Working Scientifically:</b> Students will continue to refine their knowledge of the scientific method by looking in detail at how to present and process data from an experiment. Students will explore ideas associated with errors in scientific investigation, how errors can be minimised or eliminated and how scientists account for errors when processing and presenting their data both in tabular and graphical forms.</li> <li>• <b>Waves:</b> Students will begin their study of the concept of waves which they will finish in the next half term. Students will learn the fundamental difference between a wave and a particle. Students will then go on to study the two main forms of waves before looking in detail at sound waves, how they are interpreted by the ear and applications of sound waves.</li> </ul> <p><b>Homework:</b> Students will complete a fortnightly homework consisting of an 'Activation' activity relating to the 'can define' terminology, an 'Application' task relating to the 'students know' part of the curriculum and a 'Super Scientist' task which will be cross curricular to stretch the students beyond their science curriculum.</p>
<b>French</b>	Students will study the following:

	<ul style="list-style-type: none"> <li>• <b>Introduction to France and French:</b> Students will study the phonics and key verbs to begin study of the language. They will also study different areas in France to explore a new culture.</li> <li>• <b>Grammar:</b> Students will learn how to ask and answer questions and extend sentences using connectives.</li> </ul> <p><b>Homework:</b> Homework will be set on Linguascope three times throughout the half term.</p> <ul style="list-style-type: none"> <li>• Assessment will be in the next half term.</li> </ul>
<b>German</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Free-time:</b> Students will study music, food and sports. They will recall and develop how to give opinions, as well as developing their answers in past and future tense.</li> </ul> <p><b>Homework:</b> – students complete the assignments on Seneca.</p> <p>Assessment will be in the next half term.</p>
<b>Communication Studies</b>	<p>Students will study the following:</p> <p><b>‘Let’s Get Philosophical’</b>- Students will engage with a range of philosophical questions that challenge them to think deeply about the world around us.</p> <ul style="list-style-type: none"> <li>• What is philosophy?</li> <li>• What is free will?</li> <li>• How should we treat animals?</li> <li>• What is happiness?</li> <li>• What is humour?</li> <li>• Does life exist beyond Earth?</li> <li>• Is a world without war possible?</li> </ul> <p>No homework will be set for this subject.</p>
<b>Geography</b>	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>‘Should Antarctica be protected?’</b></li> <li>• In this topic we look at the region of Antarctica, students will learn- The location, biodiversity, human use and threats facing Antarctica.</li> <li>• The students will end by looking at the sustainable management strategies which are in place to protect Antarctica.</li> <li>• <b>Assessment:</b> ‘Should Antarctica be protected’ end of use assessment, in the last two weeks of term.</li> </ul>
<b>History</b>	<p>Students will study the following:</p> <p><b><u>The English Civil War?</u></b></p> <ul style="list-style-type: none"> <li>• <b>Why did the Civil War Break out?</b></li> <li>• <b>How did people choose sides in the Civil War?</b></li> <li>• <b>How did soldiers fight?</b></li> <li>• <b>What was the New Model Army?</b></li> <li>• <b>Why was the Battle of Naseby important?</b></li> <li>• <b>Why was Charles’ trial and execution significant?</b></li> <li>• <b>How did Oliver Cromwell rule Britain?</b></li> <li>• <b>Are interpretations of Charles II accurate?</b></li> </ul> <p><b>Assessment:</b> Definitions of key terms and events, descriptive historical writing, comparisons, application of knowledge to interpretations</p>
<b>Religion, Ethics and Philosophy</b>	<p>Students will study the following:</p> <p><b>How does scripture guide life?</b></p> <ul style="list-style-type: none"> <li>• <b>How do Muslims learn about akhlaq?</b> Exploring: -What is akhlaq (morality and character), looking how the Qur’an and Hadith is a guide to shaping character and behaviour, how Muslim leaders use the holy text to guide communities.</li> <li>• <b>How does the covenant impact Jewish lives?</b> Exploring: - What is a covenant? the revelation of the covenant, how Jewish lives reflect the covenant (for the different denominations), the three different covenants.</li> <li>• <b>Do religions all have the same basic rules?</b> Exploring: the 10 commandments, the Buddhist 5 precepts, the 5 pillars of Islam, the universal use of the Golden Rule in and out of religion, what would life look like without rules?</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Why does the world need justice?</b> Exploring: What is fairness and justice? how do Christians promote justice? how do Hindus promote justice? God as fair and just, non-religious ideas of justice and democracy, karma, and consequences to actions.</li> <li>• <b>Homework:</b> Revise and reflect for our end of unit assessment.</li> </ul>
PSHE	<p>Students will study the following:</p> <p>Rights and Equality theme:</p> <ul style="list-style-type: none"> <li>• The Equality Act</li> <li>• LGBT rights across the world</li> <li>• ableism and disability discrimination</li> <li>• gender and equality</li> <li>• racism and removing barriers</li> </ul>
PE	<p>Students will study the following:</p> <ul style="list-style-type: none"> <li>• Girls Set 1: Netball</li> <li>• Girls Set 2: Dance</li> <li>• Both boys groups are on Rugby</li> </ul> <p>All boys need a gum shield and football boots.</p>
Design and Technology	<p>In the 'Create' project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Product Analysis:</b> Students will understand the importance of looking at existing products and analyse existing mood lights working out how they were made, what the product does and what features could be used in a new design.</li> <li>• <b>Design Specification:</b> Students will understand the importance of writing a design specification and will be able to write their own specification for their mood light, outlining a list of criteria that their completed mood light needs to meet.</li> <li>• <b>Design Ideas:</b> Students will create a series of freehand sketches of design ideas that meet the design brief.</li> </ul> <p>In the 'Food &amp; Nutrition' project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Special Diets:</b> Students will achieve an understanding of why some people may need to follow a special diet and the importance of adapting food choices to meet individual health requirements and preferences.</li> <li>• <b>Practical</b> - Vegetarian Chilli and Chicken Tikka Masala</li> </ul> <p>In the 'Skills' project students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>3D CAD:</b> Students will learn the basics of a 3D CAD program (OnShape) to design and make a 3D Printed book holder.</li> </ul> <p><b>Assessment:</b> Ongoing summative assessment on designing and making skills in project booklets.</p> <p><b>Homework:</b> Research and design developments.</p>
Art	<p>Students will study the following:</p> <p><b>Plant Project</b></p> <p>Students will develop the skills and knowledge learnt in Year 7 by completing the following:</p> <ul style="list-style-type: none"> <li>• Tonal grid drawing based on the artist Karl Blossfeldt,</li> <li>• Colour Theory – Tertiary Colours</li> <li>• Painting based on the artist Georgia O'Keeffe,</li> <li>• Analysing the work of Artists,</li> <li>• Annotating their artwork.</li> </ul>
Music and Performing Arts	<p>In Music, students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Topic: Blues, Jazz, Rock n Roll</b></li> <li>• <b>Listening/ Appraising:</b> 1920-1950 Music. Identify instruments, rhythm, musical features</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Understanding:</b> Origin and context of blues music. Slavery, notational reading, treble/bass clef, improvisation notes. Development of the blues. Lyric writing.</li> <li>• <b>Performing:</b> 12 bar blues, Jazz, Dixieland, Big Band and Swing, Rock n roll, Improvisation, walking bassline, instrumental technique and singing.</li> </ul> <p>In Performing Arts, students will study the following:</p> <ul style="list-style-type: none"> <li>• <b>Topic: Musical Theatre Grease</b></li> <li>• <b>Skills-</b> Development of physical and vocal skills, responding to direction and reviewing skills.</li> <li>• <b>Understanding</b> -key characteristics of the rock and roll style of dance and naturalistic acting techniques. Historical understanding of the 1950s culture and the storyline/characters in Grease.</li> <li>• <b>Performing-</b> Small groups scripted acting performance, whole class production company performance including singing and dancing.</li> </ul> <p><b>Homework:</b> Microsoft forms Quiz on physical skills, vocal performance skills and their knowledge of Grease.</p>
Computing	<p>Students will study the following:</p> <p><b>E-Safety: Digital Reputation and Online Risks with Graphic Design.</b></p> <ul style="list-style-type: none"> <li>• Students will learn about the importance of maintaining a positive digital reputation and understanding online risks, such as digital footprints, responsible information and photo sharing, and online grooming.</li> <li>• They will also develop critical thinking skills to evaluate trustworthy and untrustworthy content online.</li> <li>• Using PowerPoint, students will create mood boards, visualisation diagrams, and mind maps to enhance their understanding and presentation skills.</li> </ul> <p>By combining e-safety education with graphic design projects, students will develop a comprehensive understanding of how to navigate the digital world safely and responsibly while enhancing their presentation and design skills.</p> <p><b>National Curriculum Reference:</b></p> <ul style="list-style-type: none"> <li>• ICT curriculum: E-safety and digital literacy.</li> <li>• Personal safety and responsible behaviour online.</li> <li>• Visualisation and design principles.</li> </ul> <p><b>Why this?</b></p> <ul style="list-style-type: none"> <li>• Educating students on e-safety is crucial in today's digital age to ensure they can navigate the internet safely and responsibly.</li> <li>• Combining e-safety with graphic design skills helps reinforce their learning through creative and practical applications.</li> </ul> <p><b>Why now?</b></p> <ul style="list-style-type: none"> <li>• Early exposure to e-safety principles helps students develop safe online habits from a young age.</li> <li>• Integrating graphic design skills enhances their ability to communicate and present ideas effectively.</li> </ul> <p><b>Homework/ Assessment:</b></p> <ul style="list-style-type: none"> <li>• Quizzes on key e-safety concepts and terminology.</li> <li>• Practical assignments creating mood boards, visualisation diagrams, and mind maps in PowerPoint.</li> <li>• Projects demonstrating understanding of digital reputation and online risks.</li> </ul>