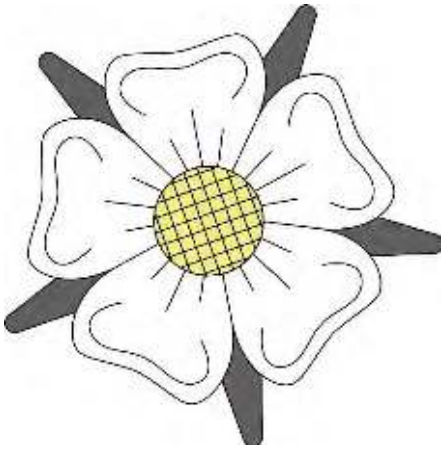


The Year 7 and 8 Curriculum

Contents

The Curriculum Model at John Taylor Free School

"We believe in the power of education to improve lives – and the world."

This statement, at the heart of John Taylor Multi-Academy Trust, is also at the heart of the curricular and enrichment programme offered at John Taylor Free School. Our own school vision for education is that we want to enable all students to ***succeed and thrive***. This means that they are academically successful and can continue to the next phase of their education or employment. It also means that we create an environment where students and staff can thrive as people, as members of their community and society as a whole.

All themes and subjects, and the effectiveness of their delivery, have been constructed to improve the lives, both current and future, of the students we serve, and in so doing enable them to in turn improve the world around them – locally, nationally, and globally.

Students at John Taylor Free School know that they must *"turn up, work hard, and be nice"* in order that in turn they can *"Be Amazing!"* This ethos of rejecting complacency and mediocrity is at the heart of our values, and percolates through our curriculum, pastoral care and behaviour management, and into the wider opportunities of leadership and challenge that we present young people with throughout the seven years they are at the school.

The STRIPE approach achieves the following outcomes:

- significant impact on student 'readiness' for the secondary curriculum
- more cohesive student interactions as they integrate from different local primary schools
- enables students to focus on skills development as much as knowledge and understanding
- heightens appreciation of the links between subject areas across the curriculum
- raises levels of participation, via the 'passport' of competencies that compels all to engage
- improves levels of enjoyment in learning
- provides stretch and challenge for students of all abilities and aptitudes

However, unlike some 'blended' learning/topic-based study, STRIPE achieves the above without compromising the academic and assessment rigour of a traditional subject-by-subject offer. Our curriculum is designed to enable students to succeed and thrive not only as students of JTFS but as members of their communities and society as a whole.

In Years 7 and 8, schemes of learning are planned to deliver content which explores a driving question. This enables students to develop their STRIPE behaviours whilst at the same time, exploring a rigorous and robust subject curriculum. These driving questions allow all students to explore a common theme across a range of subjects demonstrating connectivity and links with both curriculum content and effective STRIPE learning behaviours. Students are taught in mixed ability groups.

At JTFS, we have a collaborative approach to planning. All schemes of learning follow a common format which also outline the links across the curriculum as well as the subject knowledge, understanding and skills. These are saved using SharePoint to enable all staff to access and share best practice. Leaders regularly evaluate these plans, in collaboration, to ensure consistency of quality, delivery and impact in the classroom.

The STRIPE model is integrated into schemes of learning, the rewards system and all self, peer and teacher assessment activities. Students are consistently expected to evaluate their progress in their STRIPE behaviours alongside their academic achievements. Throughout their studies, driving questions will form the basis for the schemes of learning. STRIPE habits will be deliberately planned for and delivered alongside strong subject content which prepares them for future study.

Year 7 programme of study

	Term 1		Term 2		Term 3	
	How do we conquer terrain?	Who creates my image?	What are the challenges facing our world?	Why are new discoveries important?	When do we celebrate?	How do superpowers improve our society?
English	Y		Y			Y
Maths	Y			Y		Y
Science		Y		Y		Y
History		Y	Y		Y	
Geography	Y			Y		Y
RS		Y		Y	Y	
Computing		Y	Y		Y	
Drama		Y	Y		Y	
Music		Y	Y		Y	
PE	Y	Y	Y	Y	Y	Y
Art		Y	Y		Y	
Design & Technology	Y		Y		Y	
MFL		Y	Y			Y

Year 8 Programme of study

	Term 1		Term 2		Term 3	
	Does money make you rich?	What makes Britain great?	What keeps me healthy?	Why do I care about diversity?	Who and what has changed the world?	How does the past and present inform your future?
English	Y	Y		Y	Y	
Maths	Y		Y			Y
Science	Y		Y		Y	
History	Y	Y		Y	Y	Y
Geography		Y		Y	Y	
RS	Y			Y	Y	
Computing	Y		Y		Y	
Drama	Y			Y	Y	
Music		Y		Y		Y
PE	Y	Y	Y	Y	Y	Y
Art		Y		Y		Y
Design & Technology		Y		Y		Y
MFL	Y		Y			Y

STEAM Learning

We believe that STEAM subjects (Science, Technology, Engineering, Arts and Maths) enable students to explore those fields in a real life context. It means that students can see a purpose to their learning and can make links and connections between what happens in the classroom and beyond. Students are encouraged to see and make these links across all subjects, strengthening their love of learning and their ability to 'Succeed and Thrive' at John Taylor Free School. We have visiting speakers, links with business and industry, Universities and local employers who can all support us in bringing our curriculum to life. This is achieved through the schemes of learning and delivered through the taught curriculum. It also occurs as part of our enrichment programme.

Numeracy and Literacy Across the Curriculum

We want our students to be positive and confident with both numbers and the written/ spoken word. This is an important part of our mission that everyone can succeed and thrive. We use a variety of ways to enable students to develop their numeracy and literacy in timetabled lessons and as part of our enriched curriculum. Central to this is the development of a reading culture where students spend time engaging with literature throughout the day, both in lesson time and in their dedicated independent reading time Teachers plan for the development of numeracy and literacy alongside their subject content and STRIPE.

PSHE/ SMSC/ British Values, Citizenship and CIAG Curriculum

In order to promote the school ethos for all to succeed and thrive, we:

- promote equality and diversity;
- democracy, debate, discussion and understanding of the world around us;
- challenge prejudice, discrimination and stereotyping;
- encourage healthy active lifestyles; identify unhealthy coping strategies and lifestyle balance.
- provide knowledge which allows the students to be prepared for an ever-changing world; managing conflict and dealing with peer pressure.
- provide impartial CIEAG. Understand careers and future aspirations. Identifying strengths and setting goals as part of the GCSE options process.
- relationships and sex education including healthy relationships and consent.

The school provides the above via timetabled Personal Tutor sessions, PSHE lessons and via a comprehensive assembly programme. Staff deliver effective PSHE and Citizenship Education, which enables the student to understand British Values, and contribute strongly to our student's SMSC development, via specific lessons and via cross-curricular themes which are established within schemes of learning.

Please see our Careers Information Advice and Guidance Statement.

Personalised Learning

John Taylor Free School is committed to ensuring that learning is personalised to meet the needs of the individual student. In lessons, staff plan for all learners to ensure that they are challenged appropriately, that they all produce an excellent standard of work and that where appropriate, students are stretched to achieve even more. We "teach to the top" and provide appropriate scaffolding for students to meet or exceed their challenging BASE – O targets (see below). We expect all students, regardless of their prior attainment, to take pride in their work and always seek to improve the standard and quality of their task.

Regular challenge tasks must be made available to ensure that the more able students, in whatever subject are challenged in their thinking and not doing more of the same work as everyone else.

Mrs Barnby is our SENDCo and she has the strategic leadership of the education for those students who have additional needs (LAC, EAL, SEN and catch up). Mrs Ceney is Assistant SENDCo who ensures that students have a personalised approach to their studies, including appropriate support and invention.

Guided Learning

Guided Learning promotes inclusion through developing wellbeing of the learners through personalised learning. The learning provision will be based upon the needs of the identified students so will not necessarily be age specific.

Purpose:

To provide targeted provision for identified students across all years to enable them to:

- develop their full potential;

- acquire skills, knowledge and positive attitudes, including personal, social and emotional skills;
- enable our students to succeed and thrive.

Provision:

GL is specific to the requirements of the students and their needs; via small, discrete classes which provide a safe, predictable and structured environment, including group, paired and 1:1 support.
Sessions include:

- Literacy
- Numeracy
- Social emotional and mental health work (SEMH)
- Outdoor Wild Learning (OWL) delivered onsite by Ms Vipond (trained Forest School Practitioner)

Progress:

We monitor the progress made for each area of provision. Teaching staff also monitor impact within subject specific lessons. This provision is based upon need. Once students have made the required progress, we celebrate this success and the student re-integrate back to lessons. Progress continues to be monitored and if it is felt that students need to return to the guided learning base for some specific support, it will be facilitated. Staff also support students for the curriculum lessons that they miss.

Extended Learning

A range of extended learning opportunities will be offered to students and we will expect them to complete tasks as directed. Some of these activities will be challenges presented in the lesson to deepen or develop understanding, knowledge or skills in that subject. Other tasks may include preparing for a lesson for example reading an article or creating a list of questions on a topic. Projects may be set over a period of time which require collaboration with other students or research based tasks. Some activities will require work after school either at home or in the Learning Resource Centre.

Students are encouraged and rewarded for reading both fiction and non-fiction books in addition to their other learning challenges. Parents can support with this by talking about the books chosen and regularly discussing the content with their child.

All extended learning activities contribute to the lessons and therefore the development of the student in that subject. It is very important that parents talk to their child about their learning in school and what extended learning they have taken part in each week. All extended learning tasks will be recorded on GO4Schools with deadlines relevant to the tasks set.

Assessment

Target Setting

All students are set targets using the following data:

- Key Stage 2 data (except for the 2020 cohort where KS2 SATs did not take place)
- Reading Age scores

- CAT4 Tests
- Baseline assessments in English, Maths and Science

This information is used to generate subject specific aspirational targets for each student using our BASE approach.

Pre – BASE working at a level significantly below age related expectations

B – Beginning to meet age related expectations
A – Approaching age related expectations
S – Securing age related expectations
E – Exceeding the expected level.

O – Outstanding achievement

Feedback

Students will have regular feedback on their learning within and between lessons. This feedback may take the form of:

- Self/peer assessment using subject specific criteria
- Teacher feedback during the lesson which may be verbal or recorded on their work
- Detailed comments given on specifically chosen pieces of work
- Next steps or What Went Well/ Even Better If comments

Students should know what they are learning and precisely what they need to do to achieve above and beyond – this will enable them to meet their challenging target.

Assessments

The amount of assessed pieces will vary depending on the amount of curriculum time spent on that subject. There will be 2 – 4 pieces of work available each half term which will contribute to the overall BASE grade for that half term. These assessments will be recorded on Go4Schools and provide the live tracking of progress for parents. This means that parents will know whether their child is meeting their target or not. Attitude to Learning will be recorded once per half term.

Reports

Parents can access reports for their child 5 times per year via Go4Schools.

Student Learning Conferences and Reviews

- Students will meet with their peers 3 times per year to discuss their learning and progress.
- Student led consultations will take place with parents and teachers once per year to discuss their learning, progress attendance and behaviour for learning.

Student Led Consultations

Students prepare for these meetings with their Personal Tutor and their parents during Tutor Time. They review their reports, targets and areas for improvement following feedback from each subject specialist. They lead the meeting and explain their strengths, areas for development and targets/ next steps. All aspects of life in school are discussed - achievement, enrichment, attendance and contribution to life in school. Consultations take place once per year for each year group. Regular contact between school and home is encouraged during the year. Parents access live data throughout the year via Go4Schools.

Excellent Practice at John Taylor Free School

Learning at JTFS is characterised by the following:

- relationships between students and staff are strong, positive and respectful where **"above and beyond" behaviour** is rewarded consistently and success is recognised at every opportunity.

- STRIPE behaviours are deliberately planned for alongside rigorous and robust subject content to enable all learners to ***succeed and thrive.***

- **Driving questions** form the basis of every scheme of learning; these are challenging questions with many answers and students will be able to answer differently, depending on the subject. Students will understand the driving question for any particular subject or series of lessons and be able to make connections across the curriculum.

- Students develop **independence, resilience and grit** during lessons, accepting that mistakes are a positive step in their learning journey. "Failing forward" is a positive step to success.

- Learning is appropriately challenging with **"challenge"** taking a variety of forms. The **enrichment programme** is an important part of this.

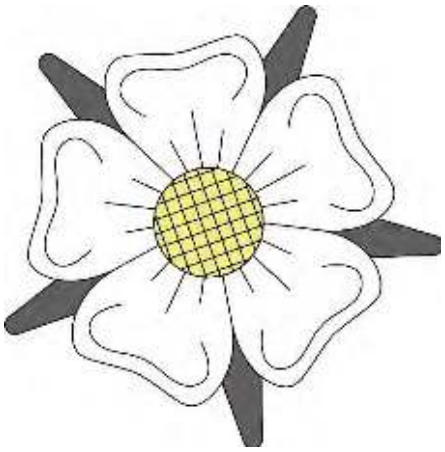
- Students are engaged in their learning, they are **curious and inquisitive** about the subject content.

- Learning is **appropriately and effectively personalised** to ensure that everyone can achieve and meet or exceed their BASEO targets,

- **Feedback is relevant, appropriate and timely** to ensure that students understand their misconceptions and ways to improve further.

- **Lessons are creative** and varied making best use of **research** to inform planning in any given subject.

- **Learning is extended** with a range of strategies including homework, preparation for learning, revision, group/paired work, in class challenges and reading.



Our Subject Offer

Year 7 Art

Aims:

- *To develop ideas through investigations*
- *To experiment with media, materials and techniques*
- *To record ideas and observations*
- *To present a personal and meaningful response*

Content:

Within Art lessons students will be focusing upon a range of driving questions which encourage students to develop via increasing knowledge and understanding and practical artistic skills and to engage with the world around them. A range of historical, cultural and artistic references will be explored as well as developing proficiency utilising a variety of different media.

Year 7 begins with exploring how Western portraiture developed after the introduction of photography and helps answer the driving question: 'who creates my image?' This unit actively encourages students to innovate and create original work inspired after looking at artists such as Picasso, Opie, and Tappenier using representational and abstract approaches. Students then proceed to learn about responsibility for the environment and creative manipulation of materials in the World at Risk unit, encouraging reflective engagement with the theme and issues. This project actively encourages students to become more effective enquirers and helps to answer the driving question 'what are the challenges facing our world?' In the final term, students learn about historical and contemporary African influences and how this is celebrated in art and design such as fashion and 3D work. This project aims to improve research and communication skills and answering the driving question 'when do we celebrate?'

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Who Creates Your Image? (portrait) Looking at a range of mark making techniques and visual elements such as line and tone to create different effects on the audience. Students will develop their own portraits from direct observation and imagination.	Ongoing peer, self and teacher led review and refinements. Students will be assessed in 4 areas linked to the aims above. Written and practical work is assessed.
	Term 2	What are the challenges facing our world? (World at Risk- manipulation of plastics and materials) Reflecting on how plastics and pollution affect the oceans and how artists represent messages within their work.	Ongoing peer, self and teacher led review and refinements. Students will be assessed in 4 areas linked to the aims above. Written and practical work is assessed.
	Term 3	Why Do We Celebrate? (Culture) We will be looking at a diverse range of historical and contemporary cultural references to deepen our understanding of global cultural diversity. This unit will look to develop both 2D and 3D exploration.	Ongoing peer, self and teacher led review and refinements. Students will be assessed in 4 areas linked to the aims above. Written and practical work is assessed.

Assessment:

Students will be regularly assessed on their visual and written development of ideas, experimentation with media, recording and presenting skills. These will include formal teacher assessed pieces of work as well as implementing opportunities for peer and self-assessment.

Extended Learning:

In addition to the formal Art curriculum, students will be required to complete addition tasks at home to support their understanding.

Further opportunities are available through the school's enrichment programme.

Equipment:

Students will be provided with sketchbooks in class to record their work as it develops, and are required to bring a HB and 2B pencil, rubber, pencil sharpener, 30cm ruler and black biro to all lessons.

Connection to the JTFS Approach

Whole School Theme	How does *Art* support this?
STRIPE	In Art many of the STRIPE habits will overlap. Broadly in term 1 we will be innovating and create our own abstract portrait work, in term 2 we will be reflective as we look at issues around the environment. In term 3 we will use enquirer skills whilst celebrating aspects from African culture. Throughout the year students will be participating in group and individual tasks and often have to collaborate in teamwork situations as they reflect on their own and others work. Resilience is developed by continuous self- manager skills as we look to improve our own work and realise our intentions.
STEAM	The curriculum in art looks to develop students as confident and effective creative thinkers who are able to use their skills to adapt to challenges, problems and scenarios
Literacy	Our programme of study includes key specialist vocabulary in the knowledge organisers kept in the sketchbooks. For example: visual elements, scale, proportion, colour theory. Factual artist biographies are available in the LRC
Numeracy	We use accurate and estimated measurement, scale and proportion skills as we develop ideas such as facial proportions in term 1.
SMSC, British Values and Citizenship	Different viewpoints and ideas are shared frequently throughout the year, for example in term 2 how plastic bags affects ocean life, and how we impact on the world.

Year 8 Art

Aims:

- *To develop ideas through investigations*
- *To experiment with media, materials and techniques*
- *To record ideas and observations*
- *To present a personal and meaningful response*

Content:

Within Art lessons students will be focusing upon a range of driving questions which encourage students to develop via increasing knowledge and understanding and practical artistic skills and to engage with the world around them. A range of historical, cultural and artistic references will be explored as well as developing proficiency utilising a variety of different media.

Year 8 begins with exploring how British food and drink heritage contributes to British cultural life and helps answer the driving question 'What Makes Britain Great?' This unit actively encourages students to reflect at various historical and critical links such as the work of Banksy and Grayson Perry using interpretation and analytical skills. Text and images are explored alongside developing observational drawing skills. Students then will continue to look at the role of diversity of cultural influences to expand their knowledge and understanding further through the question 'Why should I care about Diversity?', encouraging reflective engagement with the theme and issues. In the final term, students will be investigating the art genre of Steampunk and develop ideas from the inquisitive and inventive Victorian engineering era. This project aims to improve research and visual communication skills and answering the driving question 'How does the past and present inform your future?'

Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	What Makes Britain Great? (food and Drink) Looking at a range of mark making techniques and visual elements such as line and tone to create different effects on the audience. Students will develop their own portraits from direct observation and imagination.	Ongoing peer, self and teacher led review and refinements. Students will be assessed in 4 areas linked to the aims above. Written and practical work is assessed.
	Term 2	Why do I care about diversity? (cultural influences) Reflecting on how pattern, colour and shapes transfer across from a range of cultures. Appreciation of symbolic and spiritual content to develop understanding.	Ongoing peer, self and teacher led review and refinements. Students will be assessed in 4 areas linked to the aims above. Written and practical work is assessed.
	Term 3	How does the past and present inform your future? (Steampunk inventions). We will be looking at a diverse range of historical (Victorian) and contemporary (Steampunk) references to answer imaginative design problems. This unit will look to develop both 2D and 3D exploration.	Ongoing peer, self and teacher led review and refinements. Students will be assessed in 4 areas linked to the aims above. Written and practical work is assessed.

Assessment:

Students will be regularly assessed on their visual and written development of ideas, experimentation with media, recording and presenting skills. These will include formal teacher assessed pieces of work as well as implementing opportunities for peer and self-assessment.

Extended Learning:

In addition to the formal Art curriculum, students will be required to complete addition tasks at home to support their understanding.
Further opportunities are available through the school's enrichment programme.

Equipment:

Students will be provided with sketchbooks in class to record their work as it develops, and are required to bring a HB and 2B pencil, rubber, pencil sharpener, 30cm ruler and black biro to all lessons.

Connection to the JTFS Approach

Whole School Theme	How does *Art* support this?
STRIPE	In Art many of the STRIPE habits will overlap. Broadly in term 1 we will be using enquirer, innovate and create skills as we look at Food and Drink branding, in term 2 we will be reflective as we look at issues around the cultural diversity and how patterns colours and shapes have symbolic and spiritual connotations. In term 3 we will be reflecting on the inventive Victorian era and be able to innovate and create solutions to design problems. Throughout the year students will be participating in group and individual tasks and often have to collaborate in teamwork situations as they reflect on their own and others work. Resilience is developed by continuous self- manager skills as we look to improve our own skills.
STEAM	The Steampunk unit is effective in developing creative thinkers who are able to use their skills to adapt to challenges, problems and scenarios looking at Victorian technology and engineering.
Literacy	Our programme of study includes key specialist vocabulary in the knowledge organisers kept in the sketchbooks. For example: visual elements, scale, proportion, colour theory. Factual artist biographies are available in the LRC and through extended learning tasks
Numeracy	We use accurate and estimated measurement, scale and proportion skills as we develop ideas such as scaling up proportions in Food & drink logos.
SMSC, British Values and Citizenship	Different viewpoints and ideas are shared frequently throughout the year, for example in term 2 how different cultural perspectives affect shape, colour and pattern to represent cultural identity.

Year 7 Computing

Aims:

- *To begin their journey in becoming computer literate*
- *Express themselves and develop their ideas through, information and communication technology*
- *To ensure pupils understand wider world risks of computing*
- *To start thinking computationally*
- *To explore using Python and learn how to program*

Content:

Students develop knowledge and understanding of computer technology to become independent and discerning users of IT. Inspired by the driving question "Who creates our image?" students will acquire technical skills linked to pixels, resolution, bitmaps and vectors whilst creating creative imagery.

In term two students explore thinking around "What are the risks facing our world today?" Students will study cyberbullying, security, e-safety, social media, privacy, and fake news, embedding their understanding of keeping safe online whilst becoming an active participant in the digital world. Learners will experiment with many aspects of Computer Science, developing their computational thinking and reflect on the use of computing in the wider world. Students learn how computers and networks function; how to break down complex problems and the impact that Computer Science has on society.

In term three pupils will focus on answering "When do we celebrate?" where student use Python programming in the context of visual design and geometry. It has a strong focus to real world systems in an exciting and challenging manner.

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	ICT Skills – PC Use & Word Processing ICT Skills – Portfolios Representing Image	Assessed extended learning Week 6 – Mini assessment End of term assessment
	Term 2	Online safety Social media & digital image Online news & information Computational thinking	Assessed extended learning Week 6 – Mini assessment End of term assessment
	Term 3	Python Turtle Python programming	Assessed extended learning Week 6 – Mini assessment Creative portfolio End of term assessment

Assessment:

Students will be taking part in an initial test to see if an electronic only system of note-taking and tasks works within this school. They will regularly update their electronic work that summarises their learning (e-jotters). At the end of the term the knowledge on their e-jotter will form the basis of their assessment. Students will spend much of their time completing work on the computers, such as creating images and presentations. These will also be used as part of their assessed work.

Students will be given formative feedback from their teacher on their end of term assessments, as well as on their assessed extended learning. With support from their teacher, during lessons learners will be using a mixture of self and peer assessment to reflect on their learning and how to improve further.

Extended Learning:

Extended learning for computing lessons may include research tasks such as "How do we ensure our safety and privacy online?"

Some tasks may also involve completing and improving upon tasks completed in the lessons, such as improving on a moving image movie.

Extended learning will be set at least once during each half term.

Connection to the JTFS Approach

Whole School Theme	How does Computing support this?
STRIPE	During each term the students will study computing topics linking into the overriding STRIPE question. At the end of the term the assessment will include a question summarising their learning in computing that helps answer the STRIPE question. During lessons students will be encouraged to reflect on the STRIPE skills they have used and those they could develop further.
STEAM	Computing links into STEAM since the skills students are developing during lessons are essential in careers such as engineering and mathematics. There is also a large section dedicated or closely related to programming creatively and artistic digital skills.
Literacy	Some keywords that will be discussed during computing lessons. These will be identified and highlighted to students. During written work the whole school literacy marking policy will be implemented.
Numeracy	During lessons students will work with number in a variety of forms such as binary and colour depth. The deductive reasoning and logical thinking used during topics such as coding and algorithms link into numerical thinking.
SMSC, British Values and Citizenship	Within the world at risk topic in Term 2, students will spend time considering the impact of computing on our world, including being introduced to ideas such as online safety and security.

Year 8 Computing

Aims:

- *To develop ICT skills to support their continued learning*
- *To introduce the architecture of computers, and explain their makeup and functioning*
- *To explore using Python and learn how to program*
- *To develop computational and logical thinking*

Content:

In term one students will increase awareness of computer use learning, applying information technology in a range of scenarios. Students will learn creative digital skills to present their ideas around the question, "Does money make us rich?" by creating digital artefacts, and developing their information research abilities. The question challenges how becoming digitally literate could enable "richness" for the future workplace and as active participants in a digital world. They will improve their digital literacy whilst exploring expression through information and communication technology. With this newly acquired understanding students will use computing architecture in three parts: components, software and graphical user interfaces. This is to understand how computer systems are made up, and how they interact with one another.

In term two pupils will focus on answering "What makes me healthy?" Students will study the use of Python programming in the context of visual design and geometry. In the second half term, pupils will start using more fundamental Python programming. This will develop their analytical and problem solving abilities, and understand how computers are used to solve real life problems. Analysis of information and understanding of data types enables thinking towards finding answers to the driving question.

In term three pupils will focus on answering "Who and what has changed our world?" Pupils will study the use of computational thinking and algorithms. This reinforces the logical reasoning learned in Python programming, and apply it to their own thinking. This will also support responsible use and develop understanding of how technology has influenced the progress of civilisation over the last century.

Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	ICT Skills – PC Use & Word Processing ICT Skills – Portfolios	Assessed extended learning Week 6 – Mini assessment Presentation End of term assessment
	Term 2	Python Turtle Python programming	Assessed extended learning Week 6 – Mini assessment Creative portfolio End of term assessment
	Term 3	Computational thinking Algorithms	Assessed extended learning Week 6 – Mini assessment End of term assessment

Assessment:

Students will be taking part in an initial trial to see if an electronic only system of note-taking and tasks works within this school. Students will regularly update their electronic work that summarises their learning (e-jotters). At the end of the term the knowledge on their e-jotter will form the basis of their assessment. Students will spend much of their time completing work on the computers, such as creating presentations. These will also be used as part of their assessed work.

Students will be given formative feedback from their teacher on their end of term assessments, as well as on their assessed extended learning. With support from their teacher, during lessons students will be using a mixture of self and peer assessment to reflect on their learning and how to improve further.

Extended Learning:

Extended learning for computing lessons may include research tasks such as "How have central processing units improved in the last decade?"

Some tasks may also involve completing and improving upon tasks completed in the lessons, such as improving on a moving image movie.

Extended learning will be set at least once during each half term.

Connection to the JTFS Approach

Whole School Theme	How does Computing support this?
STRIPE	During each term the pupils will study computing topics linking into the overriding STRIPE question. At the end of the term the assessment will include a question summarising their learning in computing that helps answer the STRIPE question. During lessons pupils will be encouraged to reflect on the STRIPE skills they have used and those they could develop further.
STEAM	Computing links into STEAM since the skills pupils are developing during lessons are essential in careers such as engineering and mathematics. There is also a large section dedicated or closely related to programming creatively and artistic digital skills.
Literacy	Some keywords that will be discussed during computing lessons. These will be identified and highlighted to students. During written work the whole school literacy marking policy will be implemented.
Numeracy	During lessons students will work with number in a variety of forms such as binary and colour depth. The deductive reasoning and logical thinking used during topics such as coding and algorithms link into numerical thinking.
SMSC, British Values and Citizenship	Within the "Who and what has changed our world?" enquiry in Term 3 students will spend time considering the impact of computing on our world, including being introduced to ideas such as how computing has changed careers and how we work.

Year 7 Design Technology

Aims:

- *To introduce students to the Design Process and how to realise creative ideas. Students will all have the same design brief but will have the freedom to innovate their own response. Design ideas will be realised in 2D, 3D and CAD.*
- *To develop problem solving skills and resilience. Students will encounter manufacturing problems and resilience and problem solving skills will be vital. After workshop and food room induction students will be encouraged to problem solve for themselves.*
- *To use tools and equipment safely to produce a quality product.*
- *To understand Cooking techniques and healthy eating.*

Content:

In year 7 students will gain knowledge of all Design Technology disciplines including Product Design, Graphics Technology, and Food. There are three main STRIPE projects which focus on problem solving, communicating design ideas and realising a quality final outcome. Students will be introduced to industry standard equipment including laser cutters, CAD software and 3D printing. In the summer term students will study Food Technology and will plan and produce a range of nutritious dishes.

Design Technology is a STRIPE subject and in year 7 students will work on three larger projects that cross into other curriculum areas. Maths will be used to evaluate and compare finished products, Art will be used to help students communicate design ideas and Science will be used to give students an understanding of how designed products work.

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Introduction to the workshop and CAD design suite. Students will design and make their own disaster relief vehicle using workshop machinery and equipment. On completion, students will test their vehicle over a range of terrain evaluating how successful it has been in terms of aesthetics and function.	Students will be assessed on design and communication skills, ability to produce a quality practical outcome in the workshop and in written communication through research and evaluation.
	Term 2	Graphic design based project which will introduce students to the laser cutter and CAD suite. Considering the driving question 'What are the challenges facing our world? students will research and understand the environmental impact of design and materials. Students will design a board game in the style of snakes and ladders, designing their own theme, characters, board and game pieces. The final outcome may incorporate a textiles pouch.	Self and peer assessment as project evolves. Formal assessment of practical outcome, knowledge of CAD, CAM and communication of design idea. Students will have a longer extended learning piece, which will cover environmental problems with common materials.
	Term 3	Introduction to cooking and nutrition. Students will understand key themes of Food Technology including healthy eating, Ethical food choices and	Students will be assessed on practical cooking skills and their ability to design and adapt

		safety & hygiene. Alongside theory content students will cook a range of sweet and savoury dishes developing basic preparation and cooking techniques.	recipes and menu items. Students will have an end of unit test to consolidate learning of topics including healthy eating and ethical food consumption.

Assessment:

In year 7 students will use self and peer assessment as design ideas and products evolve. This form of assessment will develop students' ability to take on advise and to consider how to further develop their ideas. As project work evolves there will be key points where work is marked and students will be given time in lesson to consider and work on feedback. This will also be the case for extended learning projects. All will develop reflective skills and enable students to improve their work. At the end of a project, students will be assessed on their work and effort and will be specific to the content of the project. This may be creativity, practical ability or written communication. Subject specific assessment will be alongside STRIPE skills and achievements.

Extended Learning:

Design Technology is a broad subject with scope for students to develop a love of making, cooking, designing, fashion and engineering. Extended learning projects will be student-led and in term one students will research and design a brand identity of their vehicle they are developing at school. In term two alongside shorter home-learning pieces students will research the environmental impact of a plastic product and evaluate how it could be re-designed for the better. Term three will cover food topics and students will research how food is used to celebrate in different cultures.

Connection to the JTFS Approach

Whole School Theme	How does *Design Technology* support this?
STRIPE	Students will innovate and create a design solution to a given design brief. Across all three terms students will need to be reflective and resilient when introduced to challenging tools and equipment. New topics including extended learning will need enquiry skills to research and communicate the wider issues around a topic.
STEAM	All three projects will include real life, industry quality machinery including laser cutters, workshop tools and kitchens. Students will understand engineering, manufacture, maths and science in realising their design ideas. Art will play its part in helping students to be creative and communicate their ideas.
Literacy	Across all project work and extended learning students will need to communicate their thoughts and design ideas. Students will need to evaluate their work and be able to present their ideas to peers.
Numeracy	Students will need to measure, weigh and calculate in all three projects. To achieve a quality outcome, students will need to be accurate, use materials wisely and to test and evaluate.
SMSC, British Values and Citizenship	Themes of sustainability and ethical consumption run through all projects. Students will develop an understanding of design, materials and the wider implications of humans and products on the planet.

Year 8 Design Technology

Aims:

- *To introduce students Textiles Technology, fashion and textiles construction. Students will develop an understanding of E-Textiles and how electronics can be integrated into products.*
- *To build on design skills established in year 7 with an emphasis on creativity, presentation techniques and CAD design. Students will develop design ideas as a result of feedback and research.*
- *To use tools and equipment safely to produce a quality product. Students will be more independent and will be able to finish a workshop-based product to a high quality.*
- *To develop Cooking techniques and understand cultural influences to food.*

Content:

In year 8 students will be introduced to textiles and fashion as a new part of the Design Technology Curriculum. In textiles students will further design and communication skills and will be able to develop ideas as a result of research and idea generation. Students will develop an understanding of electronic products and how to construct circuits.

The year 8 Food Technology curriculum builds on healthy eating and basic food preparation techniques. Students will study food from around the world and think about how cultural influences have shaped Britain. Recipes and practical work will get more complex with more scope for students to show flair and creativity.

Product Design Technology as part of the third project follows a GCSE style approach. Students will follow a design brief to develop a lighting product in the style of a famous design era. Project outcomes will vary as a result of research around other designers' work.

Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	Introduction to the textiles curriculum. Students will design and make a soft toy or furnishing with an integrated LED and circuit. Students will follow the design process to research British design influence and be creative in developing an idea. Students will use a range of sewing and construction techniques.	Students will be assessed on written and design communication and how an idea is further developed. Practical outcomes will be assessed along with accuracy of sewing and construction. There will be scope for peer and self-evaluation.
	Term 2	Students will study food from around the world as part of the diversity STRIPE question. Students will explore a range of cultures and evaluate the richness of world food.	Students will be assessed on practical cooking skills and their ability to design and adapt recipes and menu items. Students will have an end of unit test to consolidate learning of topics including healthy eating and cultural influences of food.
	Term 3	Students will study Product Design and be workshop based. Students will	Design and written communication along with the complexity of

		research famous designers and design eras and apply the design style to a small desk light. The project follows an iterative design approach and students will explore ideas in 2D, 3D and CAD. There will be laser cut elements alongside a more traditional workshop approach.	developing a design product for a specific client. Students will be assessed on evaluation and project planning alongside the practical outcome.

Assessment:

In year 8 students will use self and peer assessment as design ideas and products evolve. This form of assessment will develop students' ability to take on advise and to consider how to further develop their ideas. As project work evolves there will be key points where work is marked and students will be given time in lesson to consider and work on feedback. This will also be the case for extended learning projects. All will develop reflective skills and enable students to improve their work. At the end of a project, students will be assessed on their work and effort and will be specific to the content of the project. Students will be given time at the end of a unit to work on feedback, to further develop design ideas and respond to comments from Teachers and peers.

Extended Learning:

Design Technology is a broad subject with scope for students to develop a love of making, cooking, designing, fashion and engineering. Extended learning projects will be student-led and in term one students will research and develop a creative mood board around British influences. term two alongside shorter home-learning pieces' students will research food cultures from around the world that will link into a Street food market stall. Term three will cover Product Design and students will conduct a range of research gathering techniques including client interview and shop study.

Connection to the JTFS Approach

Whole School Theme	How does *Design Technology* support this?
STRIPE	Students will innovate and create a design solution to a given design brief. Across all three terms students will need to be reflective and resilient when introduced to challenging tools and equipment. New topics including extended learning will need enquiry skills to research and communicate the wider issues around a topic.
STEAM	All three projects will include real life, industry quality machinery including laser cutters, workshop tools and kitchens. Students will understand engineering, manufacture, maths and science in realising their design ideas. Art will play its part in helping students to be creative and communicate their ideas.
Literacy	Across all project work and extended learning students will need to communicate their thoughts and design ideas. Students will need to evaluate their work and be able to present their ideas to peers.
Numeracy	Students will need to measure, weigh and calculate in all three projects. To achieve a quality outcome, students will need to be accurate, use materials wisely and to test and evaluate.
SMSC, British Values and Citizenship	Cultural influence and British Design style covers two of the units this year. Students will consider how British life is influenced by different cultures and aesthetics.

Year 7 Drama

- *To create original work based on given themes/topics/stimuli*
- *To perform a character that is different from yourself using a range of vocal and physical skills*
- *To reflect upon rehearsal and performance and offer suggestions to improve the work*
- *To work supportively in a team and develop skills in listening, sharing and communication*
- *To understand the role of an actor and Performer*

Aims:

Content:

In Year 7 students will begin with an introduction to Drama as a subject in its own right. They will be introduced to skills and techniques and develop their understanding through practical exploration and application. Students will use a range of diffident stimuli to create work which will come from a range of sources including theatre history and contemporary themes and issues. Students will explore the difference between a 'performer' and an 'actor'. Practical Drama is realised through the process of creating work, performing work and responding to the work, all of which will form the basis of assessment. In addition, students will develop key transferable skills such as communication, collaboration, independence, reflection and teamwork.

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	• Suffering in Silence: Bullying Students will be introduced to the subject of Drama through the story of a fictional Year 7 pupil who moves to a new school. They will re-enact key moments using Rehearsal Techniques and Acting skills as performers within an ensemble. All Practical work will be collaborative, therefore students will develop their interpersonal skills and wider communication skills whilst working with others. • Runaway: Students will begin to create a character / role as an actor. This topic of work focuses on the affects that Running Away from home and 'homelessness' can have on the; child, family and society. Empathy will be a key focus as students will explore the same situation from different perspectives.	Creating: Work with others to create an ensemble scene Performing: As a performer use basic vocal and physical skills to portray a character / situation from the story Responding: Self-assessment of Practical work Creating: Work with others to create an ensemble piece of work in the style of Melodrama Performing: As a performer use basic vocal and physical skills to portray a character / situation in the style of Melodrama Responding: Self assessment of Practical work Creating: Work with others to create a short story Performing: As a performer use basic vocal and physical skills to portray a character / situation from the story Responding: Creating:
		Melodrama and Naturalism Students will perform a piece of work in the style of Melodrama exploring Stock characters, stock storylines and exaggerated vocal and physical skills. Students will also explore the impact that Melodrama had on it's audience. The context of Melodrama alongside its moment in Theatre History will also be explored. • Story Telling Averts, short stories, radio plays Students will re-create well known stories into short performances. The students will learn. how to condense a narrative, whilst selecting their favoured Drama style. Students will focus on creating as part of an ensemble. Each member of the ensemble will be reasonable for telling a key moment of the narrative as well as being a performer.	Self-assessment of Practical work
		• Theatre In Education	

		This scheme of work will last an entire term. The first part of the term will look at T.I.E as a style of Theatre in its own right. Here students will discover the relevance and impact T.I.E has upon an audience. The second half of the term will focus on the students as performers within a piece of T.I.E Students will create and perform their own TIE project. This piece of theatre consists of educating the audience whilst entertaining them within a narrative. This project will be an amalgamation of all their Year 7 Drama topics. Students will take on the role of actor / performer, director, creator and educator.	Amalgamation of all the T.I.E performance **Performing:** As a performer they must educate the audience whilst applying Techniques and Acting Skills **Responding:** Written self-assessment focusing on communication of intention on a live audience.

Assessment: Every unit of work will be assessed in 3 ways; **Creating, Performing and Responding**. **Creating** includes the development of ideas, being creative and imaginative, supporting others, ability to work as part of a team. **Performing** includes using basic acting skills and developing a role, **Responding** includes reflection of work, refining and developing work and consideration of how to work more effectively as a team.

Extended Learning:
Extended learning will provide a key component to the students' development in Drama. Students will be expected to research the topics being studied, which includes finding factual information that can be used within the work as well as watching programmes and films to develop their reference points when creating work. Extended learning may also include watching a recorded piece of live theatre and analysing the performance.

Connection to the JTFS Approach

Whole School Theme	How does Drama support this?
STRIPE	**Self-manager:** By taking responsibility for themselves during group work. **Team player/participator:** By working cooperatively with others when creating work. **Reflective and resilient:** By offering ideas for the development of work and making suggestions about how work could be improved. **Innovate and create:** By exploring a range of ideas before choosing the best one. **Enquirer:** By completing research to support the development of work.
STEAM	Students will utilise the vast array of technology available to support development in Drama both inside and outside of the classroom. The use of lighting and sound will be explored to enhance practical work, with students being given increasing responsibility for making appropriate choices throughout the year. Students will also utilise the wealth of material available on YouTube and other media platforms to aid understanding of key learning aims and to help them develop their own skills as performers. Students will also record their work and use video analysis to help them develop their reflective skills.
Literacy	Development of literacy will be primarily focused on oral literacy. Exploration of the use of language and practical realisation of language devices to aid understanding of key topics, different opinions and internal thoughts of characters. Students will also work from text to create work. This will require students to decipher meaning from the language provided in order to create practical work. Students will also complete some written work to reinforce their understanding of key Drama vocabulary.
Numeracy	The key aspects of numeracy that will be use in Drama are time and scale. Students will be expected to manage their own rehearsal time, which will mean they have to keep focused on how much time is remaining in order to fully complete tasks set. Scale will be used by considering how a performance can be increased or decreased in size and the impact that this might have for an audience.
SMSC, British Values and Citizenship	Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop Drama work based on a wide variety of subject matters and stimuli. Throughout the exploration of a range of characters and roles, all students will develop their understanding and perspective why people in society act and see things. Topics such as Melodrama are British in their origin, whilst T.I.E can help deliver values and cultures from different societies.

Year 8 Drama

Aims:

- *To create and <u>develop</u> imaginative original work based on given themes/topics/stimuli*
- *To perform an <u>original</u> character using a range of vocal and physical skills*
- *To reflect upon rehearsal and performance and offer <u>insightful</u> suggestions for the improvement of work*
- *To work <u>effectively</u> as a member of a team, showing leadership skills, support for others and commitment to the work.*

Developing skills and knowledge will emerge through-

- *To begin to understand the wider role of Theatre Makers*

Content:

Drama in Year 8 will develop students application of skills, techniques and theoretical understanding through practical exploration. Practical Drama is realised through the process of creating work, performing work and responding to the work. The development of Drama work is underpinned by exploring key themes, issues and periods of history in which they will learn about working as part of an ensemble, developing and performing characters, selecting and using style and genre, and analysing the purpose and influence of Theatre Makers. In addition, students will develop key transferable skills such as communication, collaboration, independence, reflection and teamwork.

Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	• Greek Theatre: Students will be exploring the Origins of Theatre by studying the history of Ancient Greek Theatre. They will be using Ancient Greek theatre methodologies and theatre practice, such as Choral speech/movement, and chamber theatre to create Drama work. Students will follow the story of Oedipus the King. • Civil rights "Rosa Parks story" Students will explore and understand the struggle faced by African Americans from the beginning of slavery to the modern day 'Black Lives matter' campaign. This scheme of work will run alongside Black History month In October. Students will be able to recall and implement, within practical work and evaluation, accurate factual information related to the Migration of African-American Slaves, the Rosa Parks story and the Black Lives Matter campaign. As Performers students will develop their Vocal and Physical skills as actors to explore the key characters within this story. As actors students will begin to develop Character work which will focus on emotional, psychological and physical aspects. • Discovering Theatre Styles (Naturalism & non naturalism) Students will explore and experiment with the use of Theatre Styles. All students will practically use Theatre conventions which help create and shape the chosen Theatre Style. Students will be able to compare two contrasting Theatre Styles and apply these aspects within their own practical work. Students will begin to experiment and develop their understanding of Drama Techniques, such as: Role Play, Verbal Machine, Alter Ego, Soundscape. • Scripted / Find Me Students will take on the role of a Performer and Director to practically explore the play Find Me. Students will develop their character work whilst experimenting with Non naturalistic theatre conventions such as multi-role, Interactive Theatre and Toal Theatre.	Creating: Applying Ancient Greek Theatre Practice through the role of a Performer and chorus member (Choral Speech / Movement, Set vocal / character skills) Performing: To Portray a character and factual events from The story of Oedipus the King Responding: Self-review of Performance Creating: Students will create a piece of drama which is both Naturalistic and non naturalistic in form Performing: As an actor they will incorporate and use Drama techniques which help portray the Style of Theatre Responding: Self and peer assessment of Practical work through written evaluation	

	Term 3	• **Theatre Makers:** Students will discover the wider aspects of the Theatre, outside of the role of Performer. Students will learn about how Theatre Makers use production values to support the communication of their vision for the production. This includes the way in which lighting, costume, props and sound is used to enhance the artistic vision. • **Production Values**	**Creating:** Research of Production Values will help create a moment from an Original set play. **Performing:** As a Theatre Maker, students will use a set production Value to convey meaning to a live audience **Responding:**	Self-assessment of their intended use of production value on a live Audience.

Students will be assigned as a theatre maker and a production value. They will research the role of the theatre maker and their given production value before applying them into context of a production of Blood Brothers.

Assessment:
Every unit of work will be assessed in 3 ways; **Creating, Performing and Responding**. **Creating** includes the development of ideas, being creative and imaginative, leadership of others, ability to work as part of a team. **Performing** includes being an actor, director or theatre maker. **Responding** includes reflection of work, refining and developing work and consideration of how to work more effectively as a team.

Extended Learning: Extended learning will provide a key component to the students development in Drama. Students will be expected to research the topics being studied, which includes finding factual information that can be used within the work as well as watching programmes and films to develop their reference points when creating work. Extended learning may also take the form of group rehearsal in which students will be expected to use the studio space outside of lesson time to refine and develop their practical work. Extended learning may also include watching a recorded piece of live theatre and analysing the performance.

Connection to the JTFS Approach

Whole School Theme	How does Drama support this?
STRIPE	**Self-manager:** By taking responsibility for themselves during group work and through creating of their Character / role. **Team player/participator:** By working cooperatively with others when creating work. **Reflective and resilient:** By offering ideas for the development of their work and making suggestions about how work could be improved. **Innovate and create:** By exploring a range of ideas before choosing the best one. By experimenting with Theatre Styles. **Enquirer:** By completing research to support the development of work.
STEAM	Students will utilise the vast array of technology available to support development in Drama both inside and outside of the classroom. The use of lighting and sound will be explored to enhance practical work, with students being given increasing responsibility for making appropriate choices throughout the year. Students will also utilise the wealth of material available on YouTube and other media platforms to aid understanding of key learning aims and to help them develop their own skills as performers. Students will also record their work and use video analysis to help them develop their reflective skills.
Literacy	Development of literacy will be primarily focused on oral literacy. Exploration of the use of language and practical realisation of language devices to aid understanding of key topics, different opinions and internal thoughts of characters. Students will decipher meaning from the language provided in order to create practical work. They will also reinforce their understanding of key Drama vocabulary. Learning of lines and writing of scripts will also take place during the course of Year 8.
Numeracy	The key aspects of numeracy that will be use in Drama are time and scale. Students will be expected to manage their own rehearsal time, which will mean they have to keep focused on how much time is remaining in order to fully complete tasks set. Scale will be used by considering how a performance can be increased or decreased in size and the impact that this might have for an audience.
SMSC, British Values and Citizenship	Students are encouraged to explore their own feelings, beliefs and ideas to find meaning and develop Drama work based on a wide variety of subject matters and stimuli. Throughout the exploration of a range of characters and roles, all students will develop their understanding and perspective why people in society act and see things. Content is both rich in historical content, such as, Ancient Greek Theatre, Rosa Parks (civil rights) and social maters of living within a modern society, 'Black Lives Matter campaign'.

Year 7 English

Aims:

- *To encourage students to develop their academic (tier 2) vocabulary and to be able to use it proficiently within their own written work*
- *To develop a love for reading and to encourage students to engage with a range of different texts from different writers and perspectives*
- *To develop students' abilities to write for different audiences and purposes*
- *To promote the importance of oracy skills both in and out of lessons*
- *To encourage students to think critically about the world around them and to relate their reading to their social/historical contexts*

Content:

Within their curriculum English lessons, students will be focusing upon a range of novels, plays and poems that encourage students to develop a love of literature and to engage with the world around them. The English curriculum also focusses upon non-fiction texts such as biographies and newspaper articles, as well as developing students' confidence in writing for specific genres. Technical accuracy will be taught implicitly throughout all of these lessons with opportunities to support students who require intervention.

In conjunction with this, students will receive a discrete Literacy lesson in the Learning Resource Centre where students will be given targeted support in developing their vocabulary and spelling, as well as dedicated time to engage in independent reading and to complete Accelerated Reader quizzes.

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Autobiography unit- Students reflect upon the key moments of their life so far and select a moment that has particularly defined them in order to produce an extended piece of autobiographical writing. The Explorer by Katherine Rundell- Students read the text, which follows a group of young people who find themselves stranded in the Amazon rainforest after a plane crash. Students explore the text to analyse how Rundell has linked her writing to its wider social context, to explore how she has used characterisation in order to allow us to identify with the key figures within the story and to explain how she has used language to achieve specific effects.	Writing assessment x2 Reading assessment Speaking and Listening assessment Accelerated Reader quizzes Spelling tests
	Term 2	Introduction to Poetic form- students explore a range of different forms of poetry from a variety of different poets. Students will be given the opportunity to create their own work as well as to analyse the work of a range of influential writers from across the world.	Reading assessment Writing assessment Accelerated Reader quizzes Spelling tests

		Canterbury Tales- Students read a modern stage adaptation of Geoffrey Chaucer's seminal text, engaging in a range of storytelling techniques, exploring the key features of a drama text and producing their own characters.	
	Term 3	Our Day Out by Willy Russell- Students explore the social contexts of 1970s Liverpool and relate this to their understanding of Russell's tale of childhood freedom in the face of adversity. Charity speech- Students take on the role of representatives from a charity of their choice as they produce a speech to persuade their classmates to award £10m to further their cause.	Writing assessment x2 Reading assessment Speaking and Listening assessment Accelerated Reader quizzes Spelling tests

Assessment:

Students will be assessed near the end of each project with at least one formal essay/assessment which will evaluate students' abilities within one key area of the subject. There will be opportunities on a week by week basis for students to self and peer assess their spelling test, as well as to complete regular Accelerated Reader quizzes which will provide students with immediate feedback on how they are progressing with their reading skills.

Extended Learning:

Students will be given a weekly word list to learn which is personalised to students own specific abilities. Furthermore, students will be given the chance to complete research tasks in preparation for lessons and to complete written tasks based upon their learning within lessons. Students are also expected to read regularly and to complete Accelerated Reader quizzes from home as well as at school.

Connection to the JTFS Approach

Whole School Theme	How does *English* support this?
STRIPE	The first term encourages students to reflective with their own experiences, as well as to evaluate other students' work in order to give effective feedback. The second term requires students to be self-managers in how they use their learning to arrive at specific conclusions. The final term encourages student to be innovative by using a range of persuasive devices when creating their own speeches.
STEAM	Students explore how charities might use research to cure a range of diseases. The decline of the ship-building industry and the impact that this had upon 1970s Liverpool in Our Day Out.
Literacy	Multiple opportunities for students to use reading, writing, and speaking and listening skills.
Numeracy	Tension graphs and analysis of written data sets.
SMSC, British Values and Citizenship	The role that charities play within the world that we live in as well as a range of moral dilemmas emerging from the texts being studied.

Year 8 English

Aims:

- *To encourage students to develop their academic (tier 2) vocabulary and to be able to use it proficiently within their own written work*
- *To develop a love for reading and to encourage students to engage with a range of different texts from different writers and perspectives*
- *To develop students' abilities to write for different audiences and purposes*
- *To promote the importance of oracy skills both in and out of lessons*
- *To encourage students to think critically about the world around them and to relate their reading to their social/historical contexts*

Content:

Within their curriculum English lessons, students will be building upon their learning from Year 7, again focusing upon a range of novels, plays and poems to encourage students to develop a love of literature and to engage with the world around them. The English curriculum also focusses upon non-fiction texts such as biographies and newspaper articles, as well as developing students' confidence in writing for specific genres. Technical accuracy will be taught implicitly throughout all of these lessons with opportunities to support students who require intervention.

In conjunction with this, students will receive a discrete Literacy lesson in the Learning Resource Centre where students will be given targeted support in developing their vocabulary and spelling, as well as dedicated time to engage in independent reading and to complete Accelerated Reader quizzes.

Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	Smart by Kim Slater- Students begin the year by studying this crime novel that explores themes of homelessness, domestic abuse and the treatment of those who see the world differently through the eyes of a young man with autism. Newspapers- Students explore a range of different newspaper texts and styles to produce their own editorial piece exploring the question 'What Makes Britain Great?'	Writing assessment x2 Reading assessment Accelerated Reader quizzes Spelling tests
	Term 2	Travel Writing- Students explore a range of extracts from a number of renowned writers exploring the notion of place and space. Students will develop their descriptive writing skills in creating a piece of descriptive writing of a place of their choosing. Language Diversity and Poetry- Students encounter a range of accents and dialects and explore how they	Writing assessment Reading assessment Accelerated Reader quizzes Spelling tests

		are represented in order to create both engaging and evocative poetry.	
	Term 3	Much Ado About Nothing by William Shakespeare- Students study one of Shakespeare's best loved texts. Seen by many as being the original Rom-com, students analyse how Shakespeare uses language and stagecraft to create a humorous and engrossing plot for his audience. Year 8 Exam- Students encounter the reading section of an exam paper which uses the same question styles that students will encounter in their GCSE English Language exams in Year 11.	Writing assessment Reading assessment x2 Speaking and Listening assessment Accelerated Reader quizzes Spelling tests

Assessment:

Students will be assessed near the end of each project with at least one formal essay/assessment which will evaluate students' abilities within one key area of the subject. There will be opportunities on a week by week basis for students to self and peer assess their spelling test, as well as to complete regular Accelerated Reader quizzes which will provide students with immediate feedback on how they are progressing with their reading skills.

Extended Learning:

Students will be given a weekly word list to learn which is personalised to students own specific abilities. Furthermore, students will be given the chance to complete research tasks in preparation for lessons and to complete written tasks based upon their learning within lessons. Students are also expected to read regularly and to complete Accelerated Reader quizzes from home as well as at school.

Connection to the JTFS Approach

Whole School Theme	How does *English* support this?
STRIPE	The first term encourages students to reflect upon the country that we live in and to evaluate the effect to which it could be called 'great'. The second term requires students to use their enquiry skills to explore how language can be used to represent a diverse range of places and spaces. The final term encourages student to be resilient as they encounter Elizabethan English for the first time.
STEAM	Students explore stage craft and consider how props and staging can be used to create meaning for an audience.
Literacy	Multiple opportunities for students to use reading, writing, and speaking and listening skills throughout the year.
Numeracy	Tension graphs and close analysis of written data sets.
SMSC, British Values and Citizenship	Students will be exploring a range of moral questions arising from the texts as well as considering what it means to be British.

Year 7 Geography

Aims:

- *To inspire curiosity and fascination with the world around us both natural and human.*
- *To develop an outstanding knowledge of diverse places, people, resources and natural/human environments. Students will also develop a deep understanding of Earth's key physical and human processes.*
- *To develop a refined understanding of the link between human and physical processes and the formation of landscapes and environments. Students will also begin to appreciate how the Earth changes over time.*
- *To improve the students' ability to thinking innovatively and creatively especially in thinking about solutions to complex geographical problems. Students will also develop their independent enquiry skills through use of data, statistics, maps and photographs to help form well-reasoned conclusions and judgements. The skill of being able to participate and communicate effectively will also improve through the study of Geography.*

Content:

Year 7 begins with the Movement unit which has the driving question: 'how do we conquer terrain?' The unit of explores a range of natural hazards from around the world including earthquakes, volcanoes, tsunamis and wildfires. This unit actively encourages students to think creatively about what potential solutions may be to these hazards moving forward and develop confidence in solving complexing problems. Students then proceed to learn about the United Kingdom, settlement and map skills to help answer the driving question: 'why are new discoveries important?' This unit actively encourages students to become more effective independent enquirers and use research and information to form well-reasoned conclusions. The final unit, Superpowers, students learn about China, Russia and the Middle East and what part they play in the world around us. This unit aims to improve participation skills and the vital skill of communicating effectively as well answering the driving question: 'how do superpowers help improve our society?'

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Natural Hazards; causes, effects and impact of volcanoes, earthquakes and Tsunami. Physical and human aspects of hazards are explored. Impact of international aid programmes and their effectiveness. Decision making skills are developed throughout the unit.	Regular peer and self assessment. Formal assessed decision making task on "Why people continue to live in hazardous areas"
	Term 2	Mapskills and UK place study; range of mapskills are developed whilst studying the human and physical aspects of the UK. Includes population, tourism and the physical landscape of the UK.	Regular peer and self assessment. Mapskills quiz Formal assessment on mapskills to test their ability to use these skills in a range of different situations.

	Term 3	Superpowers; country studies of Russia, China and Middle East to understand different cultures, countries and the role they play in the world around us. Both physical and human aspects of these countries are studied.	Regular peer and self assessment. Country details quiz. Glossary quiz Formal assessment on the pros & cons of China's One Child Policy

Assessment:

Students will be assessed at the end of each project on their knowledge and understanding of that particular topic. There are a mixture of extended writing assessments along with smaller, more knowledge based assessments. There will be opportunities on a week by week basis for students to self and peer assess their own and each other's understanding of key topic areas. Learning of key words in glossary tests is an important part of the subject. The teacher will also strive to utilise opportunities for formative assessment in every lesson to address any misconceptions students may have before we arrive at the summative assessment.

Extended Learning:

Students will be encouraged to research topics studied in class to consolidate key knowledge and understanding so all learners can progress with confidence. Sometimes, this will take the form of a creative task such as making an earthquake model to help reinforce core learning from the classroom. Learning key words will be set as part of homework.

Connection to the JTFS Approach

Whole School Theme	How does *Geography* support this?
STRIPE	All units inherently develop the STRIPE skills. The topics are enquiry based with discussion and debate which enable all the key skills to be developed and strengthened over time. Students are consistently asked to be effective participators and contribute ideas to help solve problems that are presented in lessons.
STEAM	Scientific approaches to hazard management are explored. The role of STEAM in the Superpowers is significant and developed throughout the unit, including the influence of the oil and gas industries.
Literacy	Specific language is identified in glossaries specific to each unit. Students complete quizzes on these key words. During formal assessments it is a requirement of S, E and O criteria that subject specific language is used. Deliberate practice of writing extended answers in the Movement project.
Numeracy	Hazard maps and graphs are used which develop use of number. Population density maps, grid references and bar graphs are used regularly. Students are encouraged to use statistical evidence to form substantiated judgements throughout the whole course.
SMSC, British Values and Citizenship	By studying different places in Year 7, students understand the role of different countries in the world. They also develop an understanding of the notion of global power. International Aid develops their understanding of how countries support each other and work together.

Year 8 Geography

Aims:

- *To inspire curiosity and fascination with the world around us both natural and human.*
- *To develop an outstanding knowledge of diverse places, people, resources and natural/human environments. Students will also develop a deep understanding of Earth's key physical and human processes.*
- *To develop a refined understanding of the link between human and physical processes and the formation of landscapes and environments. Students will also begin to appreciate how the Earth changes over time.*
- *To improve the students' ability to thinking innovatively and creatively especially in thinking about solutions to complex geographical problems. Students will also develop their independent enquiry skills through use of data, statistics, maps and photographs to help form well-reasoned conclusions and judgements. The skill of being able to participate and communicate effectively will also improve through the study of Geography.*

Content:

Students will study an interesting combination of physical and human Geography through three projects – 'What makes Britain Great?', 'What keeps me healthy?' and 'Who and what has changed?'. Year 8 begins with 'What makes Britain great?' which explores a range of physical processes and landscapes from around Britain, including how weather, climate, rivers, rocks, glaciers and coastal processes have impacted on our surroundings. This project aims to improve team worker and participation skills through a fieldwork element whereby pupils are to gather data and analyse it in groups. Pupils will also complete an assessed presentation on 'What makes Britain great?' allowing them to build on the skills of independent enquiry. Students then proceed to learn about development and trade. Two fundamentals that help to keep our country rich and therefore help to keep us healthy. This project actively encourages students to reflect on their learning and become more resilient. In the final project, 'Who and what has changed?', students learn about ecosystems, climate change and sustainability. This project aims to improve decision making skills and increase their understanding of the importance of being global citizens.

Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	Physical processes and landscapes; How the physical processes in Britain's atmospheric, upland, valley, coastal areas impact on the shape of the land and create landforms. A look at how flood hazards can be managed. Fieldwork skills are developed in this unit by researching the microclimates around JTFS.	Regular peer and self assessment. Fieldwork write up. Knowledge test Formal assessed presentation on 'What makes Britain great?'
	Term 2	Development and trade. We explore the causes and effects of levels of development and how the development of LICs could be improved. We then discover the impact of trade on LICs and HICs.	Regular peer and self assessment. Knowledge test Formal assessment – Exam style end of unit test

	Term 3	The tropical rainforest ecosystem is studied to see the impact our changing world has created and who is responsible. We will then move on the climate change – causes and effects, before exploring the idea of sustainability and how this could improve the human ecological footprint on earth.	Regular peer and self assessment. Knowledge tests Decision making exercise Exam based on pre-released source material.

Assessment:

Students will be assessed at the end of each project on their knowledge and understanding of that particular topic. There are a mixture of extended writing or exam based assessments along with smaller, more knowledge based assessments. There will be opportunities on a week by week basis for students to self and peer assess their own and each other's understanding of key topic areas. Learning of key words in glossary tests is an important part of the subject. The teacher will also strive to utilise opportunities for formative assessment in every lesson to address any misconceptions students may have before we arrive at the summative assessment.

Extended Learning:

Students will be encouraged to research topics studied in class to consolidate key knowledge and understanding so all learners can progress with confidence. Sometimes, this will take the form of a creative tasks to help reinforce core learning from the classroom. Learning key words will be set as part of homework and these will be tested in lesson time.

Connection to the JTFS Approach

Whole School Theme	How does *Geography* support this?
STRIPE	All units inherently develop the STRIPE skills. The topics are enquiry based with discussion and debate which enable all the key skills to be developed and strengthened over time. Students are consistently asked to be effective participators and contribute ideas to help solve problems that are presented in lessons.
STEAM	STEAM is embedded throughout the units. A couple of examples are the mitigation of climate change and the responses to flood management.
Literacy	Specific language is identified in glossaries specific to each unit. Students complete quizzes on these key words. During formal assessments it is a requirement of S, E and O criteria that subject specific language is used. Deliberate practice of writing extended answers in the end of unit assessments, whereby SPaGST will be allocated marks.
Numeracy	Maps and graphs are used throughout the units, which develop use of number. Some examples are climate graphs, pictograms and contour lines. Students are encouraged to use statistical evidence to form substantiated judgements throughout the whole course.
SMSC, British Values and Citizenship	By studying different places in Year 8, students understand the role of the UK and other countries in the world. They also further their understanding of being global citizens. Development and Trade develops their understanding of how countries support each other and work together.

Year 7 History

Aims:

- *To develop a rich chronological knowledge and understanding of British History on a local and national level so students have a coherent narrative from the Romans to the beginning of the Tudor period. Students will also further their understanding of the wider world and the links between cultural, economic, political, social and religious issues in medieval times.*
- *To develop a sophisticated conceptual understanding of the subject by thinking about change and continuity; cause and consequence; similarity and difference; significance and different interpretations of the past. Students will use this understanding to draw contrasts, analyse change and trends, frame questions, create and write narratives, summaries and analysis as well as forming their own judgements on the past.*
- *To improve the students' ability to reflect on their learning and consequently enhance their performance and resilience over time. Additionally, organisation and planning skills will be explicitly referenced and honed throughout the History curriculum. Students will also advance their teamwork skills as well as their confidence in working independently.*
- *To inspire a love of learning History, a curiosity of the past and a critical mind which helps all students weigh evidence, sift arguments and communicate this effectively through the written and spoken word.*

Content:

Year 7 begins with the Image unit which explores who made the biggest contribution to the image of Britain between 43AD and 1066 – the Romans, the Anglo Saxons or the Vikings and helps answer the driving question: 'who creates my image?'. This unit actively encourages students to reflect on their learning and become more resilient. Students then proceed to learn about medieval kingship in the World at Risk unit between 1066 and 1485 questioning if medieval kings really were mad, bad and dangerous. This project actively encourages students to become more effective self-managers and helps to answer the driving question: 'what are the challenges facing our world?' In the final term, students learn about the everyday lives of medieval people from 1066 to 1485 and if it's worth celebrating. This project aims to improve team working and communication skills and answering the driving question: 'when do we celebrate?'

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	The Roman Empire and its downfall, Roman Britain including how it was conquered and how the Romans established control. The Anglo-Saxons are studied in regards to their way of life, legacy and the role played by Alfred the Great and his descendants in establishing England in the Anglo-Saxon Golden Age. The Vikings are also investigated during this term. Students will develop the reflection and resilience skills during this unit and the ability to marshal evidence to form a substantiated judgement.	Chronology baseline assessment Extended writing assessment Formal essay assessment 1 Knowledge quizzes
	Term 2	Several medieval kings from William I to Henry V are studied to determine whether these monarchs made a positive or negative contribution to public life.	Formal essay assessment 2 Knowledge quizzes

		Student develop their self-manager skills as well as improving the quality of written communication and ability to contribute orally to lessons.	World history research project
	Term 3	Medieval life including villages, farming, castles, religion, crime & punishment, public health, the Black Death and the Peasants' Revolt. Links in with what was learnt in the previous two to give a richer and deeper understanding of British history. Source skills will also be explored in this term to develop criticality among students. Team player skills are developed in this unit where students practice effective communication with their peers in pairs and larger groups.	Formal source assessment Crusades research project Knowledge quizzes

Assessment:

Students will be assessed near the end of each project with a formal essay/source assessment. There will be opportunities on a week by week basis for students to self and peer assess their own and each other's understanding of key topic areas through regular knowledge quizzes. There are also two research projects that will also be assessed and contribute to the overall BASE(O) grade.

Extended Learning:

Students will be encouraged to research topics studied in class in greater depth to develop a richer understanding of the world around us and how certain issues and concepts are interlinked. There is Crusades project in the final term of Year 7 that helps students understand the wider historical context of the period they study in lessons. The project entails visual elements such as storyboards, spider diagrams and fact-files. Regular, chunked retrieval practice will also be integral part of extended learning.

Connection to the JTFS Approach

Whole School Theme	How does *History* support this?
STRIPE	The first term encourages students to reflective with their own performance and identify ways of improving to help build resilience. In the second term, students develop self-manager habits by practicing effective study habits and directing their own learning. In the third term, students practice effective communication in lessons to improve their performance as a team player.
STEAM	Roman roads and their engineering techniques are explored along with a focus on the construction of castles and defence systems during the medieval period along with public health.
Literacy	Scan and skim reading are practiced along with exposure to texts that enable students to widen their historical vocabulary. Historical fiction is also available from the LRC to help fire the imagination and satisfy the curiosity of students.
Numeracy	Chronology and timelines are taught explicitly to improve students' understanding of time.
SMSC, British Values and Citizenship	Democracy, rule of law and tolerance of different views are explored through the topics we study throughout the year.

Year 8 History

Aims:

- *To develop a rich chronological knowledge and understanding of British History on a local and national level so students have a coherent narrative from the Wars of the Roses to the Georgian period. Students will also further their understanding of the wider world and the links between cultural, economic, political, social and religious issues in the early modern period.*
- *To develop a sophisticated conceptual understanding of the subject by thinking about change and continuity; cause and consequence; similarity and difference; significance and different interpretations of the past. Students will use this understanding to draw contrasts, analyse change and trends, frame questions, create and write narratives, summaries and analysis as well as forming their own judgements on the past.*
- *To improve the students' ability to reflect on their learning and consequently enhance their performance and resilience over time. Additionally, organisation and planning skills will be explicitly referenced and honed throughout the History curriculum. Students will also advance their teamwork skills as well as their confidence in working independently.*
- *To inspire a love of learning History, a curiosity of the past and a critical mind which helps all students weigh evidence, sift arguments and communicate this effectively through the written and spoken word.*

Content:

Students will study the pulsating story of Britain from the Wars of the Roses to the Georgian period. Year 8 begins with students examining the brutal fight for the English crown that results in the establishment of the Tudor dynasty. The course then goes onto studying highs and lows of the Tudor monarchs and the changes England underwent in this turbulent period. This unit of work helps students answer overarching driving question: does money make you rich through the prism of the Tudor period. Students then proceed to learn about the wider world in the early modern period. Topics such as the Italian renaissance, exploration of the Americas and new inventions such as the printing press all help to underline the historical significance of this period. This unit of work will enable students to answer the driving question: why do I care about diversity? Finally, students study the tumultuous English Civil War, its causes and consequences including the trail and execution of King Charles I, the dominance of Oliver Cromwell and the eventual restoration of the English monarchy. This leads students to discover how Great Britain was created, the changing nature of the Georgian period and the birth of parliamentary government. This unit of work will enable students to answer the driving question: who and what has changed the world?

Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	Wars of the Roses, Henry VIII, the Reformation, Edward VI, Mary I, Elizabeth I, the Spanish Armada and Tudor society are studied in the first term. Students also have the opportunity to undertake an extended learning piece where they can read a book from the LRC (fiction or non-fiction) on a History topic of their choice to not only enrich their knowledge and understanding of history but fire their imagination and curiosity.	Extended paragraph assessment Formal essay assessment 1 Knowledge quizzes Extended learning LRC project

	Term 2	The Italian Renaissance, invention of the printing press and gunpowder, Christopher Columbus, 'the New World', James I and the English Civil War are studied. Students also undertake a research on Black Tudors to develop their understanding of diversity in this period which also helps to contribute to the whole-school driving question.	Formal source assessment 1 Formal essay assessment 2 Knowledge quizzes Black Tudors research project
	Term 3	The nature of the English Civil War, the trial and execution of Charles I, Cromwell's commonwealth, the Restoration, Glorious Revolution, creation of Great Britain and establishment of parliamentary government. There are also two extended learning projects. The first one focuses on events and individuals outside of British history and the second project allows students to gain a deeper insight into the Georgian period.	Formal source assessment 2 Formal essay assessment 3 Knowledge quizzes World history research project Georgians research project

Assessment:

Students will be assessed near the end of each topic with a formal essay/source assessment. There will be opportunities on a week by week basis for students to self and peer assess their own and each other's understanding of key topic areas through regular knowledge quizzes. There are also four research projects that will also be assessed and contribute to the overall BASE(O) grade.

Extended Learning:

Students will review learning from lessons at home through effective and regular revision as well as undertaking intermittent research projects that help to develop and satisfy an intellectual curiosity in the subject as well furthering their knowledge and understanding of the period.

Connection to the JTFS Approach

Whole School Theme	How does *History* support this?
STRIPE	Students will consistently reflect on prior learning, be effective participators in class debates on a range of historical issues, practice self-managing their own plans and hone their communication skills with their peers through lesson activities that challenge their thinking. Students are also encouraged to innovate and think creatively when faced with problematic historical sources.
STEAM	Students will look at the inventions of the early modern period and analyse the impact this had on England and the wider world. Italian Renaissance art will be studied and celebrated. Public health systems and infrastructure will also be examined throughout the year.
Literacy	Scan and skim reading are practiced along with exposure to challenging texts that enable students to widen their historical vocabulary. Historical fiction and non-fiction will also be formally shared with students through extended learning research projects.
Numeracy	Chronology and timelines are taught explicitly to improve students' understanding of time. Students will also be exposed to statistical evidence and how students can use data to support their arguments.
SMSC, British Values and Citizenship	The institutions of monarchy and parliamentary government are explored as well encouraging students to consider the concept of diversity and tolerance through the Age of Encounters unit and Black Tudors extended learning research project.

Year 7 Maths

Aims:

- Create students who think, write, and speak like mathematicians.
- Develop their level in mathematical fluency by building effectively from Year 6 mathematics
- Understand how to structure and record their thoughts and processes in a clear and logical way
- Improve techniques for problem solving through generating links between topics

Content:

The first half term is a key transitional phase. Students will complete a programme of number topics to re-visit and build upon their experiences at Key Stage 2. It is an important element of the Scheme of Learning that links to other areas of maths, such as averages and geometry, are highlighted to show where number work can be applied. The second part of the term continues to build confidence and competence with number techniques Students will engage with the driving question "How do we conquer terrain?" by considering area and perimeter.

In term 2, students will delve into their knowledge on fractions from Key Stage 2 and solve applied problems after ensuring fluency. Following this, students will spend time on data. Students will investigate answers to the driving question "Why are new discoveries important?" through use of data and statistics methods including percentages and pie charts. This topic also lends itself well to interleave the previous topics of median and mean from earlier in the year to test their recall of the methods.

During term 3 students will have a sustained focus in the first half to further their algebraic manipulation skills. Following that, students will be faced with ratio and scale drawing – once again creating string inks between topic areas that can sometimes appear as two isolated skills.

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Developing fluency and understanding in number whilst providing key links to other topic areas to show how the methods can be applied	Topic Assessments End of Unit Assessments
	Term 2	Improving depth of understanding in fractions using different manipulatives and representations Calculate statistics from data sets and present visually in pie charts.	Topic Assessments End of Unit Assessments
	Term 3	Algebraic notation, simplification and substitution including positive, negatives and fractions Ratio and accurate drawing to produce scale drawings	Topic Assessments End of Unit Assessments

Assessment:

In class feedback will be provided throughout lessons using a variety of methods that check for understanding such as mini-whiteboards, vote cards, and carefully selected questioning. Students will receive regular and specific feedback between lessons using peer and self-review techniques to develop the reflective and resilient STRIPE habit. Techer input in these feedback routines will be given if, and when, needed to support and personalise the student review process.

Low stakes quizzes and retrieval practice will be used regularly to provide students with self-assessment opportunities.

Pre-topic tests will be carried out using online, multiple choice questions to highlight any areas of improvement before the topic begins to inform teacher planning.

Topic assessments will be carried out at the end of each topic. These will be short 15-20 minutes paper-based quizzes containing questions from each of the BASE levels. The aim of these assessments is to determine the understanding of a topic at the point of study.

End of unit assessments will be used one a half term to assess the retention of a mixture of topics after a period of 'forgetting'. This method determines whether the content has been truly assigned to long term memory rather than just understanding and the time of study.

Extended Learning:

Extended learning in Maths will take two forms: retrieval via online platforms and open-ended tasks based upon the driving question for that term. The online extended learning will be set once a week and there is an expectation that even though it is computer-based, a clear record of methods is recorded in the exercise book. Open-ended tasks investigating the mathematical contribution to the driving question will be set over a longer period of time, normally two weeks.

Connection to the JTFS Approach

Whole School Theme	How does *Maths* support this?
STRIPE	STRIPE habits that produce the most effective and efficient mathematics will be highlighted. Reflective review tickets will be used to promote understanding of the students' pathway through the topic. Following each unit assessment there will be a review to measure the impact of STRIPE during preparation
STEAM	In class discussions to show how mathematical topics can be applied in job roles in conjunction with other STEAM subjects
Literacy	Key words will be integrated into every lesson. Student explanations will need to contain subject specific vocabulary when presenting their thoughts to promote improved oracy.
Numeracy	'Know your Numeracy' tags will be used across all subjects with a maths emphasis so common teaching methods are used throughout the school. Fluency quizzes to be used weekly so numeracy skills are embedded regularly.
SMSC, British Values and Citizenship	Negative numbers will link to the school's behaviour system to create a tangible link. Students will understand the role that data plays in society and how a statistic can describe a whole population but can sometime blur the overall picture.

Year 8 Maths

Aims:

- Create students who think, write, and speak like mathematicians.
- Build upon introductory concepts and links experienced in Year 7
- Understand how to structure and record their thoughts and processes in a clear and logical way
- Algebra focus to allow their generalisations, arguments, and justifications to become more robust.

Content:

During the first term of Year 8 the focus will be on number work that continues to build understanding from content they are already familiar with. Within this unit of work students will answer the STRIPE question "Does money make us rich?"- Using percentage increase and decrease to investigate financial mathematics. During the second half term students will spend time working with shape; from their basic properties and classifications to calculating missing angles in polygons. This topic will introduce key geometrical notation and provide key preparation for the upcoming algebra content by focussing on how answers are structured.

In term 2 students build on their introduction to algebraic notation in Year 7 by moving onto expanding brackets and applied substitution. A study into the Body Mass Index formula will provide an answer to the driving question of "How can we stay healthy?" Algebraic techniques are continued in the second half through solving equations for a sustain period to help develop a high level of fluency before a cross-topic link to area is made.

Sequences, scatter graphs and relative frequency provide different ways for mathematical topics to answer the driving question "How can the past and present influence the future?" during the final term

Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	Standard from, multiplying and dividing fractions, and percentages of amounts to develop numerical methods. Geometrical focus from properties of triangles and quadrilaterals to calculating angles in polygons	Topic Assessments End of Unit Assessments
	Term 2	Algebraic focus on simplifying, expanding brackets and substitution before moving to solving equations and applying all methods to area of 2D shapes.	Topic Assessments End of Unit Assessments
	Term 3	Sequences and coordinates are covered before combining the two techniques to create straight line graphs. Scatter graphs and relative frequency used to show how predications can be made using maths.	Topic Assessments End of Unit Assessments

Assessment:

In class feedback will be provided throughout lessons using a variety of methods that check for understanding such as mini-whiteboards, vote cards, and carefully selected questioning. Students will receive regular and specific feedback between lessons using peer and self-review techniques to develop the reflective and resilient STRIPE habit. Techer input in these feedback routines will be given if, and when, needed to support and personalise the student review process.

Low stakes quizzes and retrieval practice will be used regularly to provide students with self-assessment opportunities.

Pre-topic tests will be carried out using online, multiple choice questions to highlight any areas of improvement before the topic begins to inform teacher planning.

Topic assessments will be carried out at the end of each topic. These will be short 15-20 minutes paper-based quizzes containing questions from each of the BASE levels. The aim of these assessments is to determine the understanding of a topic at the point of study.

End of unit assessments will be used one a half term to assess the retention of a mixture of topics after a period of 'forgetting'. This method determines whether the content has been truly assigned to long term memory rather than just understanding and the time of study.

Extended Learning:

Extended learning in Maths will take two forms: retrieval via online platforms and open-ended tasks based upon the driving question for that term. The online extended learning will be set once a week and there is an expectation that even though it is computer-based, a clear record of methods is recorded in the exercise book. Open-ended tasks investigating the mathematical contribution to the driving question will be set over a longer period of time, normally two weeks.

Connection to the JTFS Approach

Whole School Theme	How does *Maths* support this?
STRIPE	STRIPE habits that produce the most effective and efficient mathematics will be highlighted. Reflective review tickets will be used to promote understanding of the students' pathway through the topic. Following each unit assessment there will be a review to measure the impact of STRIPE during preparation
STEAM	In class discussions to show how mathematical topics can be applied in job roles in conjunction with other STEAM subjects.
Literacy	Key words will be integrated into every lesson. Student explanations will need to contain subject specific vocabulary when presenting their thoughts to promote improved oracy.
Numeracy	'Know your Numeracy' tags will be used across all subjects with a maths emphasis so common teaching methods are used throughout the school.
SMSC, British Values and Citizenship	During "Does money make you rich?" investigations students will apply knowledge to financial situations whilst Body Mass Index will be investigated to answer the question "What keeps me healthy?"

Year 7 MFL

Aims:

- *The overarching aims for our students are fluid communication and a broad cultural awareness in our multilingual world. Learning another language involves learning about another culture. This stimulates pupils' curiosity and develops enquiring minds. Pupils are encouraged to reflect on their own culture and compare it with that of other countries.*
- *They will gain a strong phonetic knowledge to enable them to converse confidently and a reinforcement of many literacy skills from their first language. They will learn how to manipulate grammar to allow them to personalise information and retain core phrases that can be recycled in a large number of real life situations. Through this knowledge and confidence they will become resilient and competent linguists who are open-minded and versatile communicators.*
- *By the end of Year 7 the aim is to have covered 3 topic areas in depth by using listening and speaking every lesson to develop mastery. Students will be introduced to key communicative functions that will interweave throughout their learning journey. The topics studied in KS3 have been designed to include knowledge, skills and understanding by addressing the four main components of the language: listening, speaking, reading and writing.*

Content:

Students will study either French or Spanish and will enjoy a culturally rich syllabus which follows 3 projects, Image, World Challenges and Superpowers. Students will use the topics of All about me, Freetime & Daily Routine and School & Future plans as a means to gain some key communicative functions. These functions can then be applied in various different contexts as they move through KS3. Language will be taught in chunks (as opposed to individual words) as this helps pupils fluency and long term memory recall.

- Describing & identifying people
- Describing places
- Expressing one's feelings
- Describing routine behaviour in the present

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Physical description of self and others using 3rd person verbs. Students will also learn how to describe their families both physically and in terms of their relationships. A key element to this unit of work is to learn how to give justified opinions and be able to compare family members by using a comparative structure.	Formal speaking assessment Formal Reading assessment Retrieval Quizzes
	Term 2	Talking about leisure activities and what they do in their freetime. Students will be able talk about what they do on a daily basis incorporating daily routine and talking about mealtimes and the food and drink they enjoy. A key element is learning how to conjugate a wider variety of regular verbs into the present tense.	Formal listening assessment Formal writing assessment Retrieval Quizzes
	Term 3	Descriptions of school and school subjects will be introduced by revisiting comparatives and justified opinions learnt in Term 1. Students will be able to describe their uniforms in detail using colours and other varied adjectives. We will then begin to explore students future plans and aspirations which will include being able to use the future tense to say what job they are going to pursue.	Formal Listening assessment Formal writing assessment Retrieval Quizzes

Assessment:

Students are assessed during or at the end of topics by means of 2 formal assessments and regular retrieval quizzes on the chunks of language learnt during the topic. These assessments will assess their knowledge of key language patterns and grammatical concepts and will vary in form to cover 2 of the 4 critical skills (listening, speaking, reading and writing). However not all of the skills will necessarily be assessed at the same time. Students will be taught how to effectively peer and self-assess work to enable them to understand the success criteria that will ensure GCSE success. Work will also be marked regularly with feedback from the teacher being acted upon and pupil responses recorded to ensure any feedback is understood.

Extended Learning:

There are a great variety of tasks incorporated into the course including worksheet based activities, extended writing, research on the internet, learning chunks of vocabulary and dialogues, reading comprehension, grammar exercises, project work, producing posters and revision for tests. However, any form of research and engagement with French/Spanish culture, alongside some exposure to typical foreign cartoons, magazines and radio will provide a sound basis to improve students all round knowledge.

Connection to the JTFS Approach

Whole School Theme	How does *MFL* support this?
STRIPE	Students are encouraged to improve communication with peers on research projects on famous foreign people as well as improving their enquiry skills. Students also practice being effective communicators by being active listeners and being tolerant of cultures that are different from their own. Students are encouraged to be creative and innovative in their Superpowers project.
STEAM	Basic information about key historical monuments in France and Spain are explored with reference to the engineering and design of said structures. Famous foreign self portraits are also discussed during the Image project.
Literacy	Scan and skim reading are practiced along with exposure to authentic texts that enable students to widen their vocabulary. Reading aloud also forms part of their learning to improve phonetic understanding. A mini foreign language library is also available in each classroom to help develop a love of language and satisfy the curiosity of students.
Numeracy	Learners use numeracy in MFL when learning to tell the time, calculating café bills, handling money, working on days and dates and doing simple arithmetic calculations involving addition, subtraction and multiplication. Work in MFL offers some learners the additional opportunity they need to grasp the fundamentals of number work.
SMSC, British Values and Citizenship	Students are taught to accept and embrace other languages and cultures through the teaching of MFL. In relation to this, students are educated on the varied religious beliefs of the Francophone or Hispanic population. Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary. Exploration of language and culture is key to language learning, whether through lessons or school trips. Students are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant.

Year 8 MFL

Aims:

- *The main aim continues to be for our students to become fluid communicators with a broad cultural awareness in our multilingual world. Students will build upon the sound speaking and listening knowledge they gained in Year 7 and will begin to revisit key vocabulary and grammatical structures in order to embed them in long term memory.*
- *They will continue to improve their phonetic knowledge to enable them to converse confidently and reinforce many literacy skills from their first language. It will provide frequent opportunities to practice communicating to others in a fun and relaxed manner in order to develop autonomy and spontaneity. This nurtures pupils' self-esteem and self-confidence and develops strong interpersonal skills*
- *They will begin to be exposed to new tenses to enable them to talk about both past and future events and this will involve some "pop up" grammar lessons to embed this knowledge and skill.*

Content:

Students will continue with the language they studied in Year 7 and will again follow 3 projects, Does money make you rich, What keeps me healthy and How does the past and present inform your future. Students will use the topics of Town & Local area, School & Daily routines and Plans & Holidays as a means to gain some key communicative functions. These functions can then be applied in various different contexts as they move toward KS4.

- Describing routine behaviour in the present
- Expressing thoughts and opinions
- Reporting an event in the past
- Talking about future plans

Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	Students will be able to describe their local area and amenities within their town/street using prepositions to be able to describe exact location. They will then learn how to talk about the activities they do in town and what they are going to do at the weekend. This will involve the introduction of a future tense.	Formal speaking assessment Formal Reading assessment
	Term 2	This unit equips students to talk about their daily routines incorporating daily routine vocab and activities that they do before and after school. Students will also have a brief introduction to school specific vocab and how to describe the subjects they enjoy and why. They will then learn to talk about school rules and what they must/mustn't do.	Formal listening assessment Formal writing assessment
	Term 3	Students will be able to describe events in the past by learning how to talk about what they did yesterday and last weekend. They will describe a past family trip using the preterite tense to state where they went, what they did, and who they went with. Finally, students will be able to describe plans of a holiday in the future. This unit focuses on the application of the 3 tenses; past, present and future. Students will gain confidence in the ability to both recognise and use all 3 tenses in their work.	Formal Reading assessment Formal writing assessment

Assessment:

Students are assessed in a similar manner to Year 7 with formal tests in 2 of the 4 skills plus regular retrieval quizzes. They will now be confident with assessment criteria and will be able to predict what language structures will be needed for each BASE grade. They will be taught how to effectively peer and self-assess work to enable them to understand the criteria that will ensure GCSE success. Work will be marked regularly with feedback from the teacher being acted upon and pupil responses recorded to ensure any feedback is understood. The use of varied feedback methods alongside time in lessons to address common misconceptions will ensure any errors are used as a learning tool.

Extended Learning:

Students will be encouraged to research cultural topics studied in class in greater depth to develop a richer understanding of the Francophone and Hispanic world. It will also be encouraged that students will engage in reading some foreign literature as well as accessing authentic online cartoons or tv shows to expand their knowledge. Use of the online language platform "The Language Gym" will also be encouraged to enhance the language taught in lessons.

Connection to the JTFS Approach

Whole School Theme	How does *MFL* support this?
STRIPE	Students are encouraged to focus on Team player skills during various group tasks set during the year. They will be rewarded for their creativity and innovation in their research project. They will also be encouraged to improve their reflection skills during the "What keeps me healthy" project.
STEAM	Students to discuss various lifestyle choices that young people make alongside investigations into the benefits and damaging effects of various food and drink choices.
Literacy	Scan and skim reading are practiced along with exposure to authentic texts that enable students to widen their vocabulary. A mini foreign language library is also available in each classroom to help develop a love of language and satisfy the curiosity of students.
Numeracy	Learners use numeracy in MFL when learning to tell the time, discussing quantities in the food unit of work and weekly arithmetic calculations involving addition, subtraction and multiplication. Work in MFL offers some learners the additional opportunity they need to grasp the fundamentals of number work.
SMSC, British Values and Citizenship	Students are taught to accept and embrace other languages and cultures through the teaching of MFL. In relation to this, students are educated on the religious beliefs of the people in countries of the language they are learning. Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary. Exploration of language and culture is key to language learning, whether through lessons or school trips. Students are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant. Students are encouraged to discuss and challenge stereotypes within a national and international context.

Year 7 Music

Aims:

- *To learn to perform using a variety of instruments including using their voices*
- *To learn to perform in an ensemble*
- *To learn how to create and compose music in a range of styles*
- *To develop a deeper understanding of music from a broad range of different genres and cultures*
- *To instil the STRIPE habits in students' learning in music*

Content:

Music is a universal language that embodies one of the highest forms of creativity. Each term students will develop their understanding of music whilst exploring answers to a driving question. In term one students explore "Who creates my image?" Students will perform, listen, review and evaluate music across a range of historical periods, genres, styles and traditions allowing critical engagement of music or 'image' that this creates. Using this as a starting point students then explore the question in Term 2, "What are the challenges facing our world?" This has a strong focus on Reggae influences and explores how war has also impacted music. In term 3 we look in some depth at orchestra instruments and song writing influenced by the question, 'Why do we celebrate?'

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Reading notation starts the term with exploration of how to read musical notation on a stave. This includes both treble and bass clef and what they both mean as well as why they are important. They will explore time values of notes too and create their own musical compositions using all their new notation knowledge. The students will explore the different musical time periods and how the events of the time influenced the genres of music that followed. They will identify the key musical elements of each time period and create their own composition to match at the end of the topic.	Baseline assessment Written assessment of note values and reading clef notation Composition assessment Listening assessment of time periods for music Performance assessment Composition assessment for a time period of their choice
	Term 2	The students will explore how politics, prejudice and poverty impacts areas of the world and their music though Reggae and Bob Marley. They will also learn about religion and how this can be important for deprived areas musically as well as socially. They will continue this theme with studying war and the historical impact they have had on music over the centuries. They will explore uses of music such as military or social etiquette with a focus on the influences of war on genres over the years.	Performance assessment of a reggae piece Two listening assessments Performance assessment of a war piece Listening assessment of key war music elements Composition assessment of a fanfare of piece of war music
	Term 3	The students will explore instruments found in the orchestra and identify the musical families they live within. There will be lots of emphasis on their listening skills within this topic and their ability to identify instruments within music.	Listening assessment of instruments in the orchestra Performance assessment of an orchestral piece Extended project on instrumental families

		With the driving question surrounding celebration, the students will apply their new musical knowledge from throughout the year and create their own celebratory song tying together their instrumental skills and their lyrical.	End of year assessment on all topics covered Composition assessment of their song for success Performance assessment for their composition

Assessment:

Students will be assessed in three areas in music: their ability to perform, to compose and to analyse and critique music. Students will often perform to the class and to one another, this will either be formally assessed or an opportunity for the teacher and peers to give constructive feedback. There will be several opportunities for students to reflect on their own work and write about their thoughts. Students will also at times be required to listen to music and use knowledge they have gained from the topics they have studied to answer questions about the music. There will be assessments based on three main skills such as physically performing, composition writing and appraisal.

Extended Learning:

Private music lessons for a variety of different instruments are on offer at the John Taylor Free School and students will have the opportunity to perform in variety of settings throughout the year such as assemblies and our official opening day. There will be several enrichment clubs in music: a band workshop where students will have the opportunity to join a band with their peers and learn to perform together and a school choir. Students will be expected to listen to outside musical influences to widen their repertoire and to add to the musical debates within classroom learning. It will be expected that students complete 'Rockwork' as additional tasks from the lessons in school, this will be based around areas such as rehearsal, reflection, technique building and extensions of the lesson. The students will have opportunities to perform with other schools in the area, participate in transition activities with local primary schools, perform in public to celebrate and promote the music programme within school and work with the public.

Connection to the JTFS Approach

Whole School Theme	How does *Music* support this?
STRIPE	Students will need to be team players within group work and ensemble performances. They will need to reflect on their skill and show resilience when faced with new musical knowledge and challenges. It is expected that the students will create extended projects which inspire their enquiries and foster their curiosity.
STEAM	The extended projects should be visually pleasing and show creativity with design and artwork. The notation topic will stretch their mathematical minds and support the work on fractions in year 7.
Literacy	Students will be expected to understand the importance of lyrics and using literacy to convey a message. There will be plenty of literacy tasks in each topic to include written understanding which will be monitored for grammar, punctuation and spelling.
Numeracy	Music is often closely linked with numeracy, students will need to understand how to keep a steady pulse and how rhythm is divided up into various fractions.
SMSC, British Values and Citizenship	The work on historical periods of music will guide the students through the social and moral events over time. The work on prejudice and politics will support the students with deeper understanding of ethical issues in the world and how these can be challenged.

Year 8 Music

Aims:

- *To develop performance on musical instruments as well as using their voices*
- *To develop performances in an ensemble and to learn how to perform solo*
- *To learn how to create and compose music in a range of styles*
- *To develop a deeper understanding of music from a broad range of different genres and cultures*
- *To instil the STRIPE habits in students' learning in music*

Content:

Students will develop their understanding of several styles of music. There are three STRIPE projects involved in year eight in music, students will answer "What makes Britain great?" when they study vocals, blues and rock 'n' roll. They will explore themes of social, moral and ethical diversities within the musical theatre world as well as the importance of inclusivity within film when they answer, "Why do I care about diversity?". They will learn about past music and advertising and how this has influenced modern TV and pop culture as they answer, "How does the past and present inform your future?". Other musical projects include developing vocal performances and understanding how voices work together, becoming musical historians throughout the evolution of music as we know it today and the importance of media for business in performing music for adverts and products.

Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	Vocal elements, techniques and ensemble skills. Learning how to control their voices and perform using extended techniques. The key features of blues, rock and roll and jazz music as well as how these are linked together. Understanding the history behind the development of these famous styles and how they have evolved into the genres we hear now.	Performance assessment of Walking on Sunshine Listening assessment Extended project assessment Listening assessment of stylistic features within blues, jazz and rock and roll Performance assessment of Schoolroom Rag Extended writing assessment on history of blues
	Term 2	The key features of musical theatre and the ethical themes running throughout. A focus on diversity and inclusivity shown throughout the performances and the musical elements found within the theatre world. Identify key film music techniques and elements through lots of listening tasks, learning how to use music to create an atmosphere or mood and composing to a scene.	Listening assessment of key musical theatre elements Performance assessment of Defying Gravity Extended project about a musical of their choice Listening assessment on film music elements and instruments Performance assessment on a famous film theme Composition assessment for a film scene
	Term 3	Identify the structures of pop music, the instruments used and how the lyrics portray a message. Identify what a hook or riff is and why these are important within pop music. Exploring the world of product design, media and business with TV advertising. The students learn how to market a product	Listening assessment on pop structures, instruments and styles Performance assessment of a pop song Drama assessment on own advertisement Composition assessment for music to run through advertisement

		using music and media efficiently. The successful elements for advertising and the careers in which this leads too are also considered.	Art and Product Design assessment for whole advertisement elements such as product, marketing, promotion, music, art and drama

Assessment:

Students will be assessed in three areas in music: their ability to perform, to compose and to analyse and critique music. Students will often perform to the class and to one another, this will either be formally assessed or an opportunity for the teacher and peers to give constructive feedback. There will be ongoing opportunities for students to reflect on their own work and write about their thoughts. Students will also at times be required to listen to music and use knowledge they have gained from the topics they have studied to answer questions about the music. There will be assessments based on three main skills such as physically performing, composition writing and appraisal.

Extended Learning:

Private music lessons for a variety of different instruments are on offer at the John Taylor Free School and students will have the opportunity to perform in variety of settings throughout the year such as assemblies and our official opening day. There will be several enrichment clubs in music: a band workshop where students will have the opportunity to join a band with their peers and learn to perform together and a school choir. Students will be expected to listen to outside musical influences to widen their repertoire and to add to the musical debates within classroom learning. It will be expected that students complete 'Rockwork' as additional tasks from the lessons in school, this will be based around areas such as rehearsal, reflection, technique building and extensions of the lesson. The students will have opportunities to perform with other schools in the area, participate in transition activities with local primary schools, perform in public to celebrate and promote the music programme within school and work with the public.

Connection to the JTFS Approach

Whole School Theme	How does *Music* support this?
STRIPE	Students will need to reflect on their ability and performance skills continually throughout the year to improve and monitor their progress and personal growth. The ensemble work in place will strongly support the team-player aspect of stripe and promoting inclusivity for all students in their groups. The extended learning is aimed to inspire the students to enquire and research topics or aspects of music which interest them as learners. The compositional element of music and the directing of performance is the foundation for all creativity throughout the subject, all work is independent and individual.
STEAM	The TV topic uses product design to create the assessed product at the end of the year alongside the media element of business. There are many assessed pieces of literary work such as extended writing and extended projects linked with the historical aspects of music.
Literacy	Students will create an extended project written about all the elements of the vocal topic which will be assessed for spelling, grammar and punctuation. There are extended writing assessments in the blues topic surrounding slavery and the oppression of past blues artists.
Numeracy	Music is often closely linked with numeracy, students will need to understand how to keep a steady pulse and how rhythm is divided up into various fractions.
SMSC, British Values and Citizenship	The students go into detail about diversity, inclusivity and outside influences such as religion and ethical views within each new genre of music. The vocal and blues topic investigates British artists and the history of music in Britain in the past.

Year 7 Physical Education

Aims:

- Develop skills and techniques across a broad range of sports and physical activities
- Develop an understanding of strategies and tactics across a wide range of physical activities
- Be able to engage in competitive sports and activities
- Develop an understanding of the importance of leading a balanced, active and healthy lifestyle and how to do this
- Know and understand how to lead effectively in different situations.
- Be able to apply the STRIPE skills to successful performance in PE, and be able to evaluate performance

Content:

Students will study a range of Physical Activities with the aim of encouraging all students to develop knowledge and understanding of Balanced Active Healthy Lifestyles, as well as engaging within competitive sport. PE lessons are delivered within single and mixed gender, mixed ability groups. As well as individual sports, students will focus upon the following key themes, healthy active lifestyles (Fitness), leadership and movement analysis.

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	**Multi skills:** Students will develop a rage of core skills that underpin successful sports performance. **Gymnastics:** Students will develop their floor work/travelling movements, to include but not be restricted to travelling in different directions, jumps, rolls, and balances. **Netball:** Students will develop a range of netball specific skills, alongside understanding the rules of the game to be able to participate in a range of competitive situations. **Fitness:** Students will take part in a rage of fitness-based activities and fitness testing aimed at developing cardiovascular endurance, muscular strength, and muscular endurance.	Students are assessed using the BASEO assessment criteria on a half-termly basis. Through regular teacher observation of performance. Students will receive regular verbal feedback from their PE teachers. Knowledge quizzes are used to assess students' knowledge and understanding of the rules and regulations of the sports/activities taught across the curriculum. Students will also use a range of self and peer assessment strategies.
	Term 2	**OAA**: Students will develop a range of outdoor adventurous activity skills. Including teamwork challenges, orienteering and problem-solving activities. **Football**: Students will develop a range of Football specific skills, alongside understanding the rules of the game to be able to participate in a range of competitive situations. **Dance:** Students will understand the key requirements of a successful routine with the use of a motif. Students will consider the actions, dynamic qualities and spatial design when choreographing their routines.	

		Badminton: Students will develop a range of Badminton specific skills, alongside understanding the rules of the game to be able to participate in a range of competitive situations.	
	Term 3	**Athletics:** Students will study a range of running throwing and jumping events, including short, middle, and long-distance running, javelin, discus, shot putt and high Jump. **Cricket:** Students will develop a range of Cricket specific skills, alongside understanding the rules of the game to be able to participate in a range of competitive situations. **Challenge:** Students will be set a range of physical challenges, leading to competing for their houses during the challenge day event at the end of the school year. **Rounders:** Students will develop a range of Rounder's specific skills, alongside understanding the rules of the game to be able to participate in a range of competitive Rounder's situations.	

Assessment: A range of assessments are used across Physical Education lessons

Extended Learning: Students receive a range of extended learning activities with a focus upon researching rules, strategies and tactics. Developing knowledge and understanding of Healthy Active Lifestyles, leadership, movement analysis and evaluating their own and others performance.

Connection to the JTFS Approach

Whole School Theme	How does Physical Education support this?
STRIPE	Students are encouraged to be reflective with their own practical performance and identify ways of improving. Students are encouraged to use enquiry when selecting and applying strategies and tactics and be team players working effectively as part of a team. Students are also encouraged to develop their leadership skills and practice effective communications and are provided with the opportunity to innovative and create when performing routines within dance and gymnastics.
STEAM	Specific activity related equipment used throughout the schemes of learning. Use of performance analysis software as a tool to evaluate and improve performance.
Literacy	Students are encouraged to use specialist language, defined, and used regularly throughout all Schemes of Learning.
Numeracy	Students will be encouraged to accurately: score, time keep, record distances, and analyse performance data/statistics.
SMSC, British Values and Citizenship	Students will be encouraged to develop their self-knowledge, self-esteem, and self-confidence. Distinguish right from wrong. Accept responsibility for their behaviour. Show initiative and understand how they can contribute positively. Respect others, and deal with success and failure.

Year 8 Physical Education

Aims:

- Develop skills and techniques across a broad range of sports and physical activities
- Develop an understanding of strategies and tactics across a wide range of physical activities
- Be able to engage in competitive sports and activities
- Develop an understanding of the importance of leading a balanced, active and healthy lifestyle and how to do this
- Know and understand how to lead effectively in different situations
- Be able to apply the STRIPE skills to successful performance in PE, and be able to evaluate performance

Content:

Students will study a range of Physical Activities with the aim of encouraging all students to develop a knowledge and understanding of Balanced Active Healthy Lifestyles, as well as engaging within competitive sport. The Year 8 curriculum will build upon the skills learned during year 7 with an increased emphasises upon the use of strategies, tactics and evaluation of performance. PE lessons are delivered within single and mixed gender, mixed ability groups. As well as individual sports, students will focus upon the following key themes, healthy active lifestyles (Fitness), leadership and movement analysis.

Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	Rounder's: Students will continue to develop a range of Rounder's specific skills and tactics, to be able to participate in a range of competitive situations. Students will be encouraged to develop a range of strategies and tactics. Gymnastics: Students will develop more advanced skills, with the aim of transferring to larger pieces of equipment. Fitness: Students will take part in a rage of fitness-based activities and fitness testing aimed at developing cardiovascular endurance, muscular strength, and muscular endurance. Netball: Students will build upon the range of netball specific skills developed during year 7. Students will be encouraged to develop a range of strategies and tactics.	Students are assessed using the BASEO assessment criteria on a half-termly basis. Through regular teacher observation of performance. Students will receive regular verbal feedback from their PE teachers. Knowledge quizzes are used to assess students' knowledge and understanding of the rules and regulations of the sports/activities taught across the curriculum. Students will also use a range of self and peer assessment strategies.
	Term 2	Football: Students will continue to develop a range of Football specific skills whilst building upon previously learned skills. Students will be encouraged to develop a range of strategies and tactics. Table Tennis: Students will develop a range of Table Tennis specific skills, alongside understanding the rules of the game, to be able to participate in a range of competitive situations. Dance: Students will build upon the key requirements of a successful routine with the use of a motif. Challenge will be	

		developed via consideration of formations, relationships, and composition. Handball: Students will develop a range of handball specific skills, alongside understanding the rules of the game, to be able to participate in a range of competitive situations.	
	Term 3 :	Athletics: Students will study a range of running throwing and jumping events. Students will begin to focus on their speed, distance and times and how these can be improved. Tennis: Students will develop a range of Tennis specific skills alongside understanding the rules of the game, to be able to participate in a range of competitive situations. Cricket: Students will continue to develop a range of Cricket specific skills and tactics, to be able to participate in a range of competitive situations. Students will be encouraged to develop a range of strategies and tactics. Challenge: Students will develop their teamwork and problem-solving skills through completing a range of physical challenges linked to previous learning across year 8.	

Assessment: A range of assessments are used across Physical Education lessons

Extended Learning: Students receive a range of extended learning activities with a focus upon researching rules, strategies and tactics. Developing knowledge and understanding of Healthy Active Lifestyles, leadership, movement analysis and evaluating their own and others performance.

Connection to the JTFS Approach

Whole School Theme	How does Physical Education support this?
STRIPE	Students are encouraged to be reflective with their own practical performance and identify ways of improving. Students are encouraged to be enquirers/innovative and creative when selecting and applying strategies and tactics. Students are encouraged to be team players in order to work effectively as part of a team. Students are also encouraged to develop their leadership skills and practice effective communication. Students are encouraged to be effective participators by taking part in a range of activities. Students are encouraged to be innovative and creative when planning, performing routines within dance and gymnastics. Students are encouraged to be self-managers by taking responsibility for their PE kit and equipment.
STEAM	Specific activity related equipment used throughout the schemes of learning. Use of performance analysis software as a tool to evaluate and improve performance.
Literacy	Students are encouraged to use specialist language, defined and used regularly throughout all Schemes of Learning.
Numeracy	Students will be encouraged to accurately: score, time keep, record distances and analyse performance data/statistics.
SMSC, British Values and Citizenship	Students will be encouraged to develop their self-knowledge, self-esteem and self-confidence. Distinguish right from wrong. Accept responsibility for their behaviour. Show initiative, and understand how they can contribute positively. Respect others, and deal with success and failure.

Year 7 Religious Studies

Aims:

- *To enhance knowledge and understanding of Christianity, Islam, Sikhism, Judaism and Hinduism and celebrate the similarities and differences of these different faiths. Students will look at how these religions have shaped our world.*
- *To encourage students to have the confidence to make reasoned judgements and conclusions about religious, moral and philosophical issues.*
- *To improve the spiritual, moral, social and cultural development of the students by developing awareness of the ultimate questions of life raised by human experiences, responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience.*
- *To develop positive attitudes and respect towards others whose beliefs and opinions are different from our own.*

Content:

Students will study a fascinating array of topics throughout the year with explicit reference to the STRIPE learning habits in every lesson to ensure consistency across the entire curriculum at the John Taylor Free School. Students begin the autumn term by studying philosophy and ethics. Students then proceed to look at the use of Symbolism within religion. In the spring term, students study a diverse range of pilgrimages and do an in-depth study into Hinduism. Students complete the year by studying various Religious Festivals and with a research project about a Festival of their own choice.

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Introduction to philosophy and ethics, belief in God, creation accounts, big bang, evolution and Design argument are explored. Students then proceed to learn about miracles, the problem of evil, making moral decisions. Students then explore Religious Symbolism within a variety of religions. Students will explore the symbolism of: the 5Ks in Sikhism, the Seder Plate, the Mosque, Baptism and the Christmas Story.	Keyword quizzes 5 question assessment on the Introduction to philosophy and ethics 5 question assessment on Symbolism in Religion.
	Term 2	Students study various pilgrimages such as Lourdes, Hajj and the River Ganges as well as researching other pilgrimages from around the world. Then students are introduced to Hinduism, tri-murti, deities, mandir, puja are all studied in depth during this term.	Keyword quizzes 5 question assessment on Pilgrimages Research Project on a Hindu God
	Term 3	Students then look at a variety of different Religious Festivals, including: Easter, Ramadan and Eid, Vaisakhi and Holi. Students conclude the year by doing a research project on a festival of their own choice.	Keyword quiz 5 Question Assessment on Festivals Research project on a festival of the student's choice.

Assessment:

Students will be assessed towards the end of topic to assess quality of learning. Assessment formats are consistent looking to include: understanding of what religious people believe; how these beliefs affect the actions of believers; and the ability to understand both sides of an argument within a religious debate. There will be opportunities on a week by week basis for students to self and peer assess their own and each other's understanding of key topic areas. The teacher will also strive to utilise opportunities for formative assessment in every lesson to address any misconceptions students may have before we arrive at the summative assessment.

Extended Learning:

Students will be given a mixture of chunked revision, creative projects and tasks and research work to be completed at home to help consolidate and extend on learning that is completed in the classroom.

Connection to the JTFS Approach

Whole School Theme	How does *Religious Studies* support this?
STRIPE	Students practice being effective communicators by being active listeners and being tolerant of views that are different from their own. Students will be challenged to reflect on their own views as they learn new ideas about God and faith. Students are also encouraged to come up with enquiry questions to help them learn more about a certain topic.
STEAM	Students begin the year by exploring scientific theories of evolution and the Big Bang and consider how these might impact upon religious beliefs. When studying pilgrimages, students examine the River Ganges and environmental issues around it. Students are encouraged to consider the impact of Art within religion when looking at religious symbolism, in particular within the religion of Hinduism.
Literacy	Students are quizzed on keywords across the year to secure understanding and intervene where necessary. Students are encouraged to improve oracy and develop their ability to write well-argued essays on complex matters. Reading is a consistent part of the curriculum.
Numeracy	Consideration of the probability of the universe coming to exist from nothing. Students will also look at the number of miracles that have happened at Lourdes compared with the number of people who haven't experienced a miracle at Lourdes to determine their own attitudes about miracles and how they might take place at Lourdes.
SMSC, British Values and Citizenship	Students are taught to respect religious diversity, be tolerant of beliefs that different individuals have and appreciate the great things we can learn from each other and various cultures and religious faiths.

Year 8 Religious Studies

Aims:

- *To enhance knowledge and understanding of Christianity and Islam and celebrate the similarities and differences of these different faiths. This will also help to develop an acute understanding of the power of beliefs, values and traditions on individuals, communities, societies and cultures at home and abroad.*
- *To encourage students to have the confidence to make reasoned judgements and conclusions about religious, moral and philosophical issues.*
- *To improve the spiritual, moral, social and cultural development of the students by developing awareness of the ultimate questions of life raised by human experiences, responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience.*
- *To develop positive attitudes and respect towards others whose beliefs and opinions are different from our own.*

Content:

Students will study a fascinating array of topics throughout the year with explicit reference to the STRIPE learning habits in every lesson to ensure consistency across the entire curriculum at the John Taylor Free School. Students begin the autumn term thinking about the driving question: does money make you rich? Students learn about the links between religion, wealth, happiness and different ethical theories. This is followed by a unit of learning on Jesus and Christianity. In the second term, students answer a driving question centred around diversity and look at how religion and society reflects similarities and differences between families and communities. This is followed by an in-depth study of the religion of Islam, where misconceptions about the religion can be addressed. The final term aims to answer the driving question 'who and what has changed our world?' focussing on the inspirational roles played by Martin Luther King and Malcolm X in the civil rights movement.

Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	Students study what makes us happy (humanism), Buddha, wealth and impact on his life. Students then go on to study the purpose of sacrifice and its relationship on wealth and happiness, utilitarianism and moral decisions along with the story of the rich young man. Ethical theories, wealth and money choices are also explored. The second half takes an in-depth look on Christianity focussing on: the Holy Trinity, Jesus as a role model, Jesus as saviour and Christian beliefs on heaven and hell are also studied in this term.	Extended essay piece on whether money can buy you happiness. Keyword quiz 5 question assessment on Christian beliefs unit. Keyword quiz
	Term 2	Students look at the unit of relationships in the first Term. This focusses on: different types of families, different types of marriage ceremonies and the value of marriage in 21st Century. Children and religious upbringing and attitudes to homosexuality are also	5 Question assessment on Relationships unit. Keyword Quiz

		studied in this term. The second half of the term looks to explore Islam and address the misconceptions around it. Here the Prophet Muhammad is explored, along with the 5 Pillars of Islam and the concept of Jihad.	5 Question assessment on Islam unit Keyword quiz
	Term 3	In this term, students look at the concept of inspirational people. The term begins looking at the civil rights movement in America and the inspirational roles played by Martin Luther King and Malcolm X in bringing about change for African Americans. The year concludes with a personal research project undertaken by the students on an inspirational person of their choice.	End of year redraft of an essay Keyword quiz Research project on an inspirational person.

Assessment:

Students will be assessed towards the end of topic to assess quality of learning. Assessment formats are consistent and include extended writing practice, GCSE styled questions, creative pieces, oral presentations and keyword quizzes. There will be opportunities on a week by week basis for students to self and peer assess their own and each other's understanding of key topic areas. The teacher will also strive to utilise opportunities for formative assessment in every lesson to address any misconceptions students may have before we arrive at the summative assessment.

Extended Learning:

Students will be given a mixture of chunked revision, creative projects and tasks and research work to be completed at home to help consolidate and extend on learning that is completed in the classroom.

Connection to the JTFS Approach

Whole School Theme	How does *SUBJECT* support this?
STRIPE	Students are encouraged to improve communication with peers as well honing enquiry skills by analysing information and asking probing questions. Students also practice being effective communicators by being active listeners and being tolerant of views that are different from their own.
STEAM	Some examination of food in Islam when studying food laws (halal vs haram). The impact of art is considered when looking at doom paintings. Science is used as a challenge to Christian beliefs about heaven and hell.
Literacy	Students are quizzed on keywords across the year to secure understanding and intervene where necessary. Students are encouraged to improve oracy and develop their ability to write well-argued essays on complex matters. Reading is a consistent part of the curriculum.
Numeracy	Statistical analysis is used when students think about moral and ethical decision making in relation to charity.
SMSC, British Values and Citizenship	Students are taught to respect religious diversity, be tolerant of beliefs that different individuals have and appreciate the great things we can learn from each other and various cultures and religious faiths. Children and religious upbringing and attitudes to homosexuality are also studied to reinforce ideas around diversity, inclusion and tolerance.

Year 7 Science

Aims:

- *To teach students a love of science through a variety of engaging, creative and motivational lessons*
- *To teach both project based learning and stand-alone science lessons, and provide opportunities for a hands on application of knowledge and skills.*
- *To use big ideas and mastery goals to equip all of the students for the future*
- *To provide students with the ability to connect concepts, ensuring that they can see the world analytically, explain phenomena and make predications*
- *To ensure that all students will gain the appropriate base-level and beyond understanding to access the AQA GCSE science curriculum*

Content:

In year 7 students will have 4 regular science lessons per week. Our curriculum is based on the AQA KS3 syllabus, ensuring that students are taught the skills and knowledge to access the KS4 GCSE science curriculum.

In year 7 the aim is to introduce our students to a range of modules across the following themes of: Forces, Electromagnets, Energy, Waves, Matter, Reactions, Earth, Organisms, Ecosystems and Genes.

These themes are then re-visited in Year 8, where the content will be built upon and developed further. These 10 themes focus on core aspects of the GCSE curriculum enabling a solid base for students to build upon when they reach GCSE level.

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Students will study a range of Biology, Chemistry and Physics topics, alongside an introduction to science which includes Health and Safety sessions and an introduction to practical work. Topics within term 1 include Cells, Particle Model, Light, Variation, Earth structures and Movement	Formal Exam style assessments, knowledge recall and creative extended learning pieces and retrieval quizzes in lessons.
	Term 2	Students will again study a range of Biology, Physics and Chemistry modules. Work studied in term two includes Acids and Alkalis, Human Reproduction, Interdependence, the Universe and Gravity.	Formal Exam style assessments, knowledge recall and creative extended learning pieces and retrieval quizzes in lessons.
	Term 3	Students this term will primarily focus on chemistry and physics modules including Voltage and Resistance, Current, Sound, Metals and Non-Metals, Speed and Energy Transfer.	Formal Exam style assessments, knowledge recall and creative extended learning pieces and retrieval quizzes in lessons.

Assessment:

Within each topic we will explore student's ability to work scientifically proving opportunities for students to develop skills in analysis, communication, enquiry and problem solving. We will also provide opportunity for students to engage in practical activities to demonstrate their practical skill and apply knowledge acquired.

In order to promote individual progress within the classroom, students will be encouraged to self-assess and test each other through peer assessment to develop their own understanding. Teachers will use a variety of assessment methods to monitor this progress. This will include formative and summative assessment in the form of small topic tests, assessed written work, presentations and practical skills assessment.

Extended Learning:

Extended learning in science draws from both Mode A and Mode B types. Mode A extended learning is where the extended learning focusses on knowledge recall and Mode B is where the students are invited to express themselves creatively in order to succeed at a challenge.

There will also be lots of opportunity for students to engage with science outside of the classroom through the wealth of enhanced curriculum provided at the John Taylor Free School. This includes participating in the STEAM club (Science Technology, Engineering, Arts and Maths) and attending science educational visits.

Connection to the JTFS Approach

Whole School Theme	How does *Science* support this?
STRIPE	Modules within the year help to address the key driving questions of the STRIPE curriculum and encourage students to use this knowledge to aid their other subjects. An example of this is the driving question 'How do we conquer terrain' where students will study contact forces and earth structure, helping them to create their all terrain vehicle in DT. STRIPE habits are used constantly within science with particular reference to team player during experimental teamwork and the reflective and resilient strand where students are encouraged to reflect and refine their methodology
STEAM	As science is one of the key strands of STEAM, we focus on many opportunities for students to connect their learning to other subjects. We also focus on job opportunities and possibilities that exist for students. Light and sound present good discussions for students who wish to enter the world of performing arts, whereas speed and forces and current provide ideas to students who are interested the world of race cars.
Literacy	Throughout each module, students are encouraged to write like a scientist. This includes learning many new science specific words and using them appropriately within their work. Students are provided with literacy template for writing up correct scientific methodology and are encouraged to self-reflect and peer-reflect for spellings, punctuation and grammar prior to submitting work.
Numeracy	Students are encouraged throughout this module to relate the content that they study to the skills they have learnt in maths. Modules in speed and energy transfer directly correspond to maths skills with students having to re-arrange equations and calculate percentages
SMSC, British Values and Citizenship	Tolerance of views is explored throughout the study of the origins of the universe and difficult decisions within human reproduction.

Year 8 Science

Aims:

- *To teach students a love of science through a variety of engaging, creative and motivational lessons*
- *To teach both project based learning and stand-alone science lessons, and provide opportunities for a hands on application of knowledge and skills.*
- *To use big ideas and mastery goals to equip all of the students for the future*
- *To provide students with the ability to connect concepts, ensuring that they can see the world analytically, explain phenomena and make predications*
- *To ensure that all students will gain the appropriate base-level and beyond understanding to access the AQA GCSE science curriculum*

Content:

In year 8 students will have 4 regular science lessons per week. Our curriculum is based on the AQA KS3 syllabus, ensuring that students are taught the skills and knowledge to access the KS4 GCSE science curriculum.

In year 8 the aim is to re-explore and develop a range of modules that students have been introduced to in year 7 across the following themes of: Forces, Electromagnets, Energy, Waves, Matter, Reactions, Earth, Organisms, Ecosystems and Genes.

These 10 themes focus on core aspects of the GCSE curriculum enabling a solid base for students to build upon when they reach GCSE level.

Curriculum Map

Year	Term	Curriculum	Assessment
7	Term 1	Students will study a range of Biology, Chemistry and Physics topics. Topics within term 1 include Separating mixtures, Light, elements, Energy Costs, Plant Reproduction and Gravity	Formal Exam style assessments, knowledge recall and creative extended learning pieces and retrieval quizzes in lessons.
	Term 2	Students will again study a range of Biology, Physics and Chemistry modules. Work studied in term two includes Metals and Non-Metals, Work, Digestion, Movement, Breathing and Inheritance	Formal Exam style assessments, knowledge recall and creative extended learning pieces and retrieval quizzes in lessons.
	Term 3	Students this term will primarily focus on Biology and Physics modules including Magnetism, Electromagnets, Current, Evolution, Wave Effects and Wave Properties	Formal Exam style assessments, knowledge recall and creative extended learning pieces and retrieval quizzes in lessons.

Assessment:

Within each topic we will explore student's ability to work scientifically proving opportunities for students to develop skills in analysis, communication, enquiry and problem solving. We will also provide opportunity for students to engage in practical activities to demonstrate their practical skill and apply knowledge acquired.

In order to promote individual progress within the classroom, students will be encouraged to self-assess and test each other through peer assessment to develop their own understanding. Teachers will use a variety of assessment methods to monitor this progress. This will include formative and summative assessment in the form of small topic tests, assessed written work, presentations and practical skills assessment.

Extended Learning:

Extended learning in science draws from both Mode A and Mode B types. Mode A extended learning is where the extended learning focusses on knowledge recall and Mode B is where the students are invited to express themselves creatively in order to succeed at a challenge.

There will also be lots of opportunity for students to engage with science outside of the classroom through the wealth of enhanced curriculum provided at the John Taylor Free School. This includes participating in the STEAM club (Science Technology, Engineering, Arts and Maths) and attending science educational visits.

Connection to the JTFS Approach

Whole School Theme	How does *Science* support this?
STRIPE	Modules within the year help to address the key driving questions of the STRIPE curriculum and encourage students to use this knowledge to aid their other subjects. An example of this is the driving question 'Does Money make you rich?' where students will study light, elements and energy costs relating the content to answering the question. STRIPE habits are used constantly within science with particular reference to team player during experimental teamwork and the reflective and resilient strand where students are encouraged to reflect and refine their methodology. Students are also constantly encouraged to be innovative when designing their investigations
STEAM	As science is one of the key strands of STEAM, we focus on many opportunities for students to connect their learning to other subjects. We also focus on job opportunities and possibilities that exist for students. The modules in term two feature modules that directly correlate to work in healthcare such as digestion, movement and breathing. We focus on the opportunities that working in this profession can have including becoming a doctor, pharmacist, dentist, nurse or research scientist.
Literacy	Throughout each module, students are encouraged to write like a scientist. This includes learning many new science specific words and using them appropriately within their work. Students are provided with literacy template for writing up correct scientific methodology and are encouraged to self-reflect and peer-reflect for spellings, punctuation and grammar prior to submitting work.
Numeracy	Students are encouraged throughout this module to relate the content that they study to the skills they have learnt in maths. Modules in energy costs encourage students to calculate percentages and modules in current and electromagnets encourage students to convert figures and perform complex calculations.
SMSC, British Values and Citizenship	Mutual respect is considered though the modules of inheritance and movement where people will have different experiences and backgrounds.