



Year 9

Curriculum Booklet

2021-22

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Introduction

This booklet is intended to give you an overview of the curriculum that we offer to Year 7. We hope that parents and students will find it helpful and that it will enable parents to support students in their learning at home.

You will notice that every subject is organised in slightly different ways. Some have a rotation of modules depending on the class you are in, other subjects cover the same topics at the same time with all students. Some are in sets, others in tutor groups.

Curriculum Statement

Context

Oxford Spires Academy serves the entire City of Oxford though most students come from the nearby area. The academy serves a comprehensive intake with approx. 43% students from the middle, 26% lower and 22% higher prior attainment bands. 60% of students are from a wide range of ethnic minority groups the largest of which are Pakistani (12%) followed by Black-African (11%) and other white (8%). For 40% of students, English is an additional language. This is more than double the national average of 17%. 37% of students are disadvantaged which is higher than the national proportion of 17%. 19% receive additional support for SEND which is also higher than the national 12.5%. Many students have complex needs, for example half of all SEND students and 42% of EAL students are also disadvantaged.

Intent

Our motto at Oxford Spires Academy is “Be the best you can be.” Our commitment to inclusion and equality means we aim to raise the aspirations of all students, regardless of background, by holding the same high expectations of everyone in our community to achieve their best.

We plan our ambitious curriculum to fulfil and go beyond the requirements of the National Curriculum and examination syllabi to meet the needs of students within our context. All students will have equal access to a wide range of subjects and opportunities. This will enable them to learn the knowledge and skills they will need to ensure they are well prepared for the next phase of their education or employment and life in modern Britain. It will take account of students’ aspirations, the local, national and global job markets so that students become confident, thoughtful, successful and satisfied adults that contribute to the economy, society and the communities that they live in.

Many students arrive at the academy without having reached the standard of being “secondary ready.” We intend to identify those students before joining the academy and through a programme of intervention in the summer holiday and during year 7 aim for them to catch up with their peers. We recognise the challenge that covid has placed on students and that some of these students may need additional support for more than a year.

In addition to having secure knowledge from a broad and balanced curriculum, all students will develop secure speaking, reading, writing and numeracy skills and social, moral, spiritual and cultural awareness. They will be digitally literate to enable them to access, evaluate, organise and utilise information from the internet thereby developing their ability to work independently, including when they cannot access the school site. These themes, alongside British values, will be developed across all subjects as they are the foundation of a child’s experience at school. For example, in Key

Stage 3 we aim to increase students' cultural capital and improve confidence and communication by extending arts provision to include drama. This continues in Key Stage Four with additional options to study dance, media and photography.

We intend to enrich students' experience of the world and develop cultural capital through a broad extra and super-curricular offer. We intend the House System to provide a framework for creating smaller communities within the academy community and play a particular role in developing challenge, confidence, commitment, self-regulation and leadership. We intend that this offer will particularly support disadvantaged students who join the academy with less cultural and social capital than their peers.

Our Academy is uniquely placed for students to interact with other students from very different backgrounds. The curriculum is therefore enriched to address equality issues both in the taught curriculum and through extra-curricular activities. We intend our students to be world leaders in recognising and challenging the inequalities in the world and to eradicate any prejudices that exist together as a community. Our PSHE programme is planned to be effective in maintaining harmony and respect in our community and keeping students safe. We intend for all students to be able to work in a safe environment free from harassment or violence from others and to practise the OSA value to #BeKind in all situations.

We intend to meet the needs of our most able students by extending their depth of understanding in the concepts we teach and increasingly take on leadership roles and self-directed research. It is our intent that teachers will receive sufficient advice and guidance from leaders to enable them to provide the individual support SEND students need to follow the same curriculum as their peers and aim for similar outcomes. We intend that students who are disadvantaged should achieve as well as their peers from similar starting points and move on to similar destinations when they leave the academy.

We intend for our students to reach the government's targets for 75% of students to study EBacc GCSEs in 2022 and 90% by 2025. We recognise the impact covid has had and that students will need greater confidence and to have support identifying and remedying gaps in their knowledge, particularly in languages, to be able to achieve these goals.

Key Stage 3 (Years 7 to 9)

We focus on giving every child the widest possible experience across a range of subjects. These include the arts, languages, humanities, PE and technical subjects whilst maintaining a strong focus on the core subjects of English, mathematics and science. All subjects support the development of literacy and numeracy of students and their understanding and application of British values. The PSHE and tutor programmes teach student to live healthy lives, to be the best they can be and to make the best contribution to their community. This includes delivery of statutory Citizenship and Relationships and Sexual Education and Health education.

Year 9 Overview:

Subject	Lessons per week	Notes
English	4	
Maths	4	
Science	3	
Art	1	
Drama	1	
Geography	2	
History	2	
Languages	2	French, German or Spanish.
Music	1	
PE	2	
RE	1	
Technology rotation	2	Design & Technology / Food Tech / Computing / PSHE in termly rotation.

Independent working

A major focus of our Academy Development Plan is teaching students how to take more ownership of their learning. Importantly, this includes how to deal with success and failure. We aim to get the balance right between giving helpful feedback that helps children improve their work while reducing stress and anxiety around exams. Our aim is to move towards an open, low-stakes form of feedback where individual assessments are reported back regularly, are helpful and meaningful.

We hope that parents will support this ethos by encouraging their children to ask teachers for feedback when they don't understand and to prepare for lessons by reading more widely about the topics they are studying. There is clear evidence to show that students who do this improve their grades.

Setting

A substantial amount of research has been carried out to determine whether sets or mixed ability groups support learning best. Historically, politicians who wanted to drive up standards supported setting whereas those who wanted to focus on equality of opportunity favoured mixed ability. When you examine the research closely you will see that sets/mixed ability offers advantages to some students and disadvantages to others depending on the focus of the study.

The National Foundation for Educational Research concluded that "the findings from the research literature suggest that there are no significant differences between streaming, setting and mixed ability teaching on pupil achievement" (*Streaming, setting and grouping by ability* by Sukhandan and Lee, NFER, 1998) and that other factors such as the teachers' ability to match the work carefully to the needs of the student, student self-perception etc had a bigger effect.

Our approach, therefore, is to provide a mix of both so that all students will benefit from the advantages of the different groupings. It is important to remember that our aim is to provide the right level of support and challenge to all students regardless of their set. We aim for all students to "Be the best you can be."

Expressions used in Go4Schools

We use Go4Schools website to record assessments and provide feedback to students and parents. Instructions for parents and students to log on are available on the academy website. The Go4Schools website lists all the formal assessments that are carried out.

As a minimum, teachers will input a formal assessment three times a year in time for the end of term snapshot reports. Teachers will add additional assessments as and when they are completed and these can be viewed as soon as they are entered on the website.

You will see two different types of assessments used. The maths and languages departments use a progression Scale of 12 Steps to describe performance and these are set by Edexcel, the exam board they will ultimately take their languages and maths GCSEs with.

Pearson Steps range from 1 to 12 and demonstrate progress across all of the skill areas. Step 1 is the basic starting point and in languages assumes no prior knowledge of the language. Step 12 represents the highest GCSE grade. Students' achievement in the steps may fluctuate across the year as they tackle new and different topics and language. The maths department report the step achieved so far. For example "5th" means Pearson Step 5. The languages department report the step and also how well they have achieved that step through four letters: Beginning, Developing, Securing, Excelling. So a student with "4-E" has achieved Pearson Step 4 and they are nearly ready to achieve Step 5.

All other subjects use the following six expressions to describe how a student is working in class. These are reported in individual assessments and, in most cases, an average of them all is given in the "current grade." In some subjects the current grade reflects the best or most recent grade achieved. These expressions are not linked to GCSE outcomes but are intended to help students focus on their development as an independent learner to prepare effectively for GCSE courses in Year 10 & 11.

The expressions are:

	In class:	What you should do next is:
Expert	you work independently and in depth using higher order thinking and learning skills at all times. You regularly teach others and show leadership.	5% of students across the country reach Grade 9. Will you be one of them?
Mastery	you apply your learning in new and unfamiliar situations, in greater depth, using higher order skills in a range of contexts over time. You support others which helps you summarise and retain information better.	add greater depth to your learning by working more independently, read more widely, take more of a lead in your own learning and in class.
Secure	you complete all main tasks each lesson and your skills and knowledge are mostly secure.	aim to deepen your learning by improving the quality of your work and/or going into more depth.
Developing	you complete most main tasks each lesson and your skills and knowledge are nearly secure.	make sure all your class and homework is finished to a good standard to secure your knowledge and skills
Emerging	you complete tasks with some help from others.	aim to make your learning secure by completing more tasks with less support.
Foundation	you complete basic tasks with lots of help from others	make good use of all the support given to you so that you are able to complete more of the tasks in class with less help.

We hope you find this booklet useful. If you have any feedback, suggestions or queries please contact Mr Dixon by emailing mdixon@spires.anthemtrust.uk

Computing

Rationale

Having completed 2 years of computing study, Computing aims to address the necessary E-safety and digital literacy components, but most notably takes on a more Computer Science approach in order to allow students the opportunity to honestly assess if Computer Science is the correct GCSE choice for them, as well as ensuring a good grounding upon which GCSE course can build. To this end, the hardware theory, mathematical requirements, and coding more closely resemble the work to be undertaken in KS4.

Ambition

The first goal is to provide students with a well-rounded grounding in Python 3 elementary coding as well as a sufficient knowledge of data representation and computer hardware.

Concepts

- Computer Systems (hardware Components)
- Abstraction & Models
- E-Safety (Staying safe online and the legal implications)
- Data Representation of Binary numbers
- Boolean logic gates & their circuit models
- Trinket.io Python3 coding with exposure to:
 - Primitive data types
 - Console based Input/Output
 - The use of sequencing; selection; iteration and procedural abstraction
 - Introduction to the array concept
 - Array searching algorithms: linear and binary

Assessment

- In class Tasks
- In Class MS Form Quizzes
- Blocks trinket Python3 trinket program sets

Homework

Students are expected to revise the days lesson and complete unfinished prior to the next week's lesson. This revision and work completion should take roughly 30 minutes per lesson.

In addition, homework tasks may also be set but this should not exceed another 60 minutes over a fortnight.

Useful resources

www.teach-ict.com – An online textbook. Login details supplied to students.

<https://www.bbc.co.uk/bitesize/subjects/zvc9q6f> - BBC Bitesize.

<https://www.tinkercad.com/joinclass> - Tinkercad - an online virtual circuit simulator.

www.trinket.io – A cloud-based coding platform for coding in python3.

www.snakify.com – Excellent example programs/notes and problems to solve!

Year 9 will take computing in carousel groups alternating every term.

Over the term the following 3 UNITS of work will be studied:

UNIT	Topics	Assessment
Unit7 4-5 lessons	<ul style="list-style-type: none"> * E-Safety (& British Values) * Modelling NOT / AND / OR in tinkercad * 4-bit binary conversions extended to 8-bits * Computer Architecture (Hardware) 	<ul style="list-style-type: none"> * Various Tasks * MS forms Quiz (mid-point test) * Build a virtual desktop pc task
Unit8 5 Lessons	<ul style="list-style-type: none"> * 8-bit binary conversions * Python3 primitive data types * Sequencing problems * Selection problems (use of if) * Conditional Iteration (while) 	<ul style="list-style-type: none"> * Various Tasks * MS forms Quiz (terminal assessment)
Unit9 3-5 Lessons	<ul style="list-style-type: none"> * Hexadecimal Conversions * Binary addition * Representing an image as a HEX string * Introduction to lists & random numbers * Searching algorithms * Implementing a linear search * 8x8 1-bit digit bitmap project 	<ul style="list-style-type: none"> * 8x8 Hex digit project

Creative Arts

Rationale

The Arts (Art, Dance, Drama, Music) are practised and valued across the school. They form important outlets for the communication of ideas, feelings and beliefs. Through the Arts we build skills in creativity, imagination, autonomy, independence, leadership confidence and cooperation. There is a positive and purposeful atmosphere fostered within the faculty, which allows students to thrive. KS3 schemes are based on the requirements of GCSE and A Level, a Spiral Curriculum is designed to raise expectations and standards. From the start of KS3 the Arts are explored and experienced both practically and theoretically, encouraging students to be individual and experimental, to engage with the world around them and take ownership of their own practice. Homework is vitally important, allowing students to consolidate prior learning and prepare for future lessons – it also promotes an enquiring and independent approach to their learning.

Ambition

The aim of the Creative Arts at Oxford Spire is to equip students for life beyond the classroom; build and develop personal skills which can be relied upon to succeed in school life, further education and future employment. At the heart of the curriculum is the development of engagement and communication, the ability to express ideas and opinions with fluency and confidence. We also strive for all students to make at least the expected progress against their targets and achieve their full potential as well as a lifelong passion for the Arts.

Concepts

Across the Arts students are introduced to the core skills, throughout KS3 these are revisited to create a solid foundation and interest. Through exploration of more advanced skills and techniques

students develop a 'tool kit' of strategies that enable them to move into KS4 with confidence and resilience. Looking at a broad range of genre's and topics students engage in the process of developing an understanding of different styles and conventions. This promotes a developing awareness of artistic and aesthetic intention but also an understanding of the social, historical, political and cultural relevance of the Arts in our society today. Fundamentally, as a team, we all believe that the Arts should bring pleasure and enjoyment to our lives and the lives of those within our community – Arts are FUN!

Assessment in the Arts takes place on a termly basis – with a balance of practical and written tasks. Students develop their ability to reflect on their work and the contributions, using interim assessment and target setting to help shape final outcomes. There is a strong emphasis on independent study and those students making the greatest levels of progress will be those who; use their time well in lessons, complete independent research and rehearsals, complete all homework consistently going beyond the expectation. These expectations of self-regulation prepare students for the challenge of GCSE and A Level.

Homework

Homework is set on a regular basis and is used to consolidate learning, students must complete homework in order to make the progress expected. Homework is generally a mixture of learning activities that may include; research tasks, written tasks, listening tasks, line learning and practical projects. If students are struggling with a piece of homework it is vital they ask their class teacher for help in advance of the lesson and not on the day the homework is due. All homework and support materials are put on 'Show My Homework' and additional help is always available.

Useful resources - Art:

London Galleries:	Oxford Galleries:
https://www.tate.org.uk/art	https://www.modernartoxford.org.uk/
https://www.nationalgallery.org.uk/paintings	https://www.ashmolean.org/home
https://www.saatchigallery.com/	https://www.prm.ox.ac.uk/
https://www.npg.org.uk/	

Galleries in Oxford:

Modern Art Oxford, The Ashmolean Museum, Pitt Rivers Museum, The Jam Factory, The Oxford Ceramics Gallery, The North Wall Arts Centre, Arts at the Old Fire Station, The Oxford Gallery, Christ Church Picture Gallery, Sarah Wiseman Gallery, Pembroke JCR Art Gallery, Aria Photography, Taurus Gallery, Sinolink Gallery, The China Shop, O3 Gallery, Story Museum, Aidan Meller Gallery.

Useful resources - Drama:

Read / watch any Shakespeare performance.

Find out information about Stanislavski, Brecht and Artaud.

Commedia: https://www.youtube.com/watch?v=h_OTAXWt8hY

Useful resources - Music:

musictheory.net

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

Creative Arts - Term 1		
Topic	Art	Baseline Assessment project
	Drama	Commedia
	Music	Elements of Music (Part 3)
Assessment	Art	Practical and Written: Exploring media. Observational drawing tasks, assessed on use of formal elements.
	Drama	Ensemble Performance and Reflection: Make historical links to Melodrama – understanding the development of Theatre.
	Music	Developing a more sophisticated understanding of the Musical Elements in theory and practise

Creative Arts - Term 2		
Topic	Art	Multiples
	Drama	Disaster Movie
	Music	Celtic Folk
Assessment	Art	Skills based unit to drive improvement and confidence in a range of media techniques and processes.
	Drama	Ensemble Performance and Reflection: Refining exploration skills in order to have a deeper understanding of character and situation to build tension and climax.
	Music	Present an assured knowledge of Celtic musical elements (And traditions) and perform a Celtic song.

Creative Arts - Term 3		
Topic	Art	Multiples
	Drama	Teechers (Scripted)
	Music	Indian Music
Assessment	Art	Skills based unit to drive improvement and confidence in a range of media techniques and processes.
	Drama	Ensemble Performance and Reflection: Scripted performance focusing on facial expression, vocal expression, gesture and body language.
	Music	To present an accomplished Raga composition using Indian rhythmic and scalic devices.

Creative Arts - Term 4		
Topic	Art	Natural Forms
	Drama	Teechers (Devised)
	Music	Latin Music
Assessment	Art	This unit focuses on artist inspiration across a range of media techniques and processes.
	Drama	Ensemble Performance and Reflection: Devised performance focusing on facial expression, vocal expression, gesture and body language.
	Music	Ensemble Performance and Reflection: To present an accomplished Latin style composition using Latin rhythmic and harmonic devices.

Creative Arts - Term 5		
Topic	Art	Natural Forms
	Drama	Joy Rider
	Music	Japanese Music
Assessment	Art	This unit focuses on artist inspiration across a range of media techniques and processes.
	Drama	Ensemble Performance and Reflection: Refining characterisation skills and understanding the impact/place of theatre in Education (TIE)
	Music	To develop an assured understanding of Japanese Music through performance and listening.

Creative Arts - Term 6		
Topic	Art	Natural Forms
	Drama	'The Lion, The Witch and the Wardrobe'
	Music	MOBO
Assessment	Art	This unit focuses on artist inspiration across a range of media techniques and processes. The culmination of this unit will be a sustained final piece to prepare for more independent study and individuality at KS4.
	Drama	Solo Performance and Reflection: Scripted performance focusing on facial expression, vocal expression, gesture and body language. To demonstrate the progress made over the three years of KS3
	Music	To explore different styles of music from Slave Song to Hip Hop through performance and listening.

Design & Technology

Rationale

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Ambition

The Design and Technology Department aims to provide a safe learning environment where pupils can develop confidence, self-esteem and are encouraged to take risks. The curriculum is designed to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world through the application of mathematics and science to solve everyday problems.

Concepts

All pupils are given the opportunity to develop a wide range of skills, whilst gaining valuable knowledge and positive values and attitudes in all the subjects within DT- Food, Textiles, Graphics,

Resistant Material Technology and Systems & Control. Across this range of subjects pupils have the opportunity to develop their technological capability by:

- Analysing contexts to identify design opportunities
- Research and evaluation skills
- Communication skills, including designing and the use of CAD
- Iterative design and development of solutions
- Measuring, marking, cutting and shaping skills in a range of materials and using a range of tools and equipment including CAM.
- Joining and assembling skills.
- Finishing skills.
- Health & Safety; risk assessment.
- Numeracy; literacy; Science; ICT skills.
- Other key life skills including team work skills, work related skills, environmental awareness skills, problem solving skills.
- Critical evaluation skills and techniques

Homework

Homework will be set once a week during the design and development stage and the content will complement pupils' studies at that time. Students will have one week to complete homework and return it to their subject teacher.

The Year 9 course is designed to further develop key skills which ensure high standards are achieved. Greater elements of design are included to allow individuality. Projects are used as vehicles to give pupils of all abilities the security of success and provide the opportunity to develop confidence in a creative practical environment leading to them making maximum progress in their Design and Technology capability.

Useful Resources: BBC Bitesize

<https://www.bbc.com/education/subjects/zrkw2hv>

Students will have the opportunity to develop their design and technology capability throughout the year.

Electronics and Resistant Materials Nightlight

The project is designed to introduce and further develop pupils' knowledge and skills of:

- Safe working practices
- Designing for the consumer
- Circuits and their construction (Printed circuit boards)
- Knowledge of electronic components and their application (Integrated circuits)
- Input, process and output – systems and control
- Soldering components
- Manufacturing with wood
- Computer Aided Manufacture and its application (CAM)
- Computer integrated manufacture and its application (CIM)
- Computer numerical Control (CNC Machines)
- Using 2D design and its application (CAD)

- Further develop analytical and evaluation skills

Students are assessed on:

- Design work, communication and creativity
- Safe working practices
- Using tools and equipment independently
- Practical outcome
- Written test

Hospitality and Catering

This project will teach students about health, safety and hygiene used in a Hospitality environment. This will ensure students are able to prepare, cook and serve food safely and understand the reasons for this.

They will explore different ingredients to help them in food choices and to develop their taste buds to allow them to experience foods they may not have tried previously.

They will work through the two specific design briefs. They will develop skills writing time plans to incorporate special points which will be a requirement for the coursework in KS4.

Students will choose their own recipes from a limited range and be expected to follow the recipes independently. Students will also be expected to present their dishes, garnishing/decorating using appropriate techniques.

The two briefs will enable students to carry out investigation work into the nutritional needs of the client and the situation.

Students will use a nutritional analysis programme to produce labels for their final products as well carry out comparison exercises to assess the health options, again a requirement of the KS4 syllabus.

Students are assessed on:

- Knowledge gained in a Hospitality and Catering setting.
- Health and safety used and knowledge of hygiene requirements when catering for others.
- Designing and developing recipes for specific diets.
- Nutritional qualities of ingredients and dishes prepared.
- Depth of skills gained.
- End of project test.

Rationale

At OSA we value the community we serve. Our students bring a wealth of experiences to our classrooms and our intention is to capitalise on the diversity our students offer by exploring a range of engaging texts from the literary canon and contemporary literature. We strongly believe that students should be given the opportunity and arena to explore texts that challenge their thinking whilst reflecting the current climate they live; this is the reasoning behind our text choices and curriculum design. Across all key stages, we revisit key skills and knowledge frequently to solidify students' understanding of these whilst allowing them to explore each topic and skill in more detail, therefore offering both breadth and depth to the curriculum.

In Years 7-10, we have moved to a mixed ability as we believe students can learn so much from each other and mixed ability facilitates this whilst allowing every student to flourish.

Ambition

Our aim is that each and every student progresses through the English curriculum developing key reading, writing, speaking and listening skills that enable them to understand, participate in and challenge the world in which they live. Of course, assessment and exam results are important but we want to ensure that we engage students with key social, political, cultural and historical issues so that they feel confident and prepared to share this both verbally and in writing. If students engage with this fully, they will not only achieve well in their exams but they will be prepared for the world beyond this.

Concepts

Across KS3 and KS4, we will study a range of fiction and non-fiction texts that encapsulate a range of themes and skills. The idea is: students will, at first, explore these on an introductory level. Then, explicit links will be made to the skills and knowledge within each unit. As students progress throughout the curriculum, they will be given the opportunity to develop their understanding of these key skills and concepts in a deeper, more critical way.

Within this, we recognise the importance of consistency, teacher autonomy and the individual needs of the class. To support this, each scheme of learning will have a series of core lessons which include core knowledge and skills. To complete the unit, teachers then plan flexi lessons which can be used to revisit a topic, spend longer on key knowledge or skills or approach a text more critically.

Homework

In English, we aim to set homework that is purposeful and supports students' knowledge, recall and key revision skills. Students should expect to receive homework once a week and all work will be available on Teams. For this, homework will follow the cycle:

1. Embedding key vocabulary and spelling - embed vocabulary taught at the beginning of the unit. Students will write the definitions of the key words taught in class, practise spelling them accurately and putting them into a context by responding to a question.
2. Embedding key knowledge – students will have been taught new knowledge in this unit and the next stage of this term's homework will focus on consolidating and embedding this knowledge. Examples of this might include: quotation squeeze, reading an extract and identifying key information, responding creatively to a stimulus, creating a revision resource to synthesise new information, applying their new knowledge to a different or unseen text.

3. Consolidating key knowledge: Students will have been taught the new knowledge needed for this unit and begin adapting this to suit the assessment objectives and skills for this unit. The next stage of this term's homework will be focusing on teaching students to practise these skills. Examples of this might include: creating a new revision resource for the new knowledge taught across the unit, answering an exam style or assessment questions, planning for 2-3 exam style or assessment questions etc.

Feedback

Students receive feedback that identifies what progress they have made, what they need to do to consolidate this and make further progress.

Students' exercise books, verbal and written contributions exemplify them taking ownership of their learning.

Students will receive a variety of feedback in their English lessons and the frequency will differ as outlined below:

Verbal	<ul style="list-style-type: none"> • Every lesson • This will either be in response to a verbal contribution offered in class or when the teacher is circulating in the classroom.
Written (teacher marked)	<p>Twice a term (this is inclusive of a termly assessment)</p> <p>The process of this will always include an exemplar (either before, after or both) and a whole class feedback sheet.</p> <p>A feedback lesson will always happen if written feedback is given which students will be expected to respond to. *</p>
Peer or Self-Assessment	Weekly and in homework (for more information about homework, please see our homework policy)

*A response task may include:

1. Students identifying the strengths and developments in an exemplar and **re-writing** a section of their work that solidifies their strengths and shows progress towards their developments.
2. Students identifying the strengths and developments in an exemplar and applying this to a **new piece** of writing either in the feedback lesson or following lesson.
3. Students will complete a **reflection activity** where they identify their strengths, their developments and state what they would do next time to improve.
4. This will be used when students have already been given an exemplar in the preparation lesson.
5. Students will go back to their **original piece of work and edit this** for their developments. For example, they might change some of their vocabulary choices, go back to add an additional interpretation etc.

British Values

Our curriculum supports British values as we ensure we include texts that give students the opportunity to learn and understand about our key values in a diverse range of contexts. Our curriculum and schemes of learning are taught thematically and we introduce, embed and develop knowledge of British values throughout all key stages. We are proud that our curriculum includes diverse texts that allow students to explore relevant themes, issues, relationships, ideas and challenges and our lessons give students safe space to read, write and discuss about this.

Recommended Reads: (* = Top picks for reluctant readers / ! = Favourite reads)

<p>Action & Thrillers</p> <p><i>Bodyguard</i> or <i>Young Samurai</i> (& sequels); <i>Bullet Catcher</i> or <i>Gamer</i> by Chris Bradford* <i>Alone</i> by DJ Brazier <i>Mortal Chaos, Speed Freaks, The Everest Files</i> (& sequels) or <i>Lie, Kill, Walk Away</i> - Matt Dickinson (!) <i>Lightning Girl</i> (& sequels) by Alesha Dixon * <i>The London Eye Mystery</i> by Siobhan Dowd (!) <i>Silverfin</i> or <i>The Enemy</i> (& sequels) by C Higson <i>Stormbreaker</i> (& sequels) by A. Horowitz* <i>Wild Boy</i> by Lloyd Jones <i>Girl Missing</i> (& sequels) by Sophie McKenzie <i>The Recruit</i> (& sequels) by R. Muchamore* <i>Hatchet</i> by Gary Paulsen <i>Wolf Wilder, The Good Thieves, The Explorer, Rooftoppers</i> by Katherine Rundell <i>Night Speakers</i> or <i>Carjacked</i> by Ali Sparkes <i>Murder Most Unladylike</i> (& sequels) – R Stevens <i>Lost (Choose Your Own Adventure)</i> -T Turner.*</p>	<p><i>Cogheart</i> by Peter Bunzl <i>Mind Writer</i> by Steve Cole* <i>Artemis Fowl</i> (& sequels) by Eoin Colfer (!) <i>The Dark is Rising</i> by Susan Cooper <i>The Stormkeeper's Island</i> by Catherine Doyle <i>Rumblestar</i> by Abi Elphinstone <i>Who Let the Gods Out</i> (& sequels) by Maz Evans <i>Ranger's Apprentice</i> or <i>Brotherband</i> - J Flanagan <i>Inkheart</i> (& sequels) by Cornelia Funke (!) <i>The Graveyard Book</i> by Neil Gaiman (!) <i>Blackberry Blue</i> by Jamila Gavin (!) <i>Girl of Ink and Stars</i> by Kiran Millwood Hargrave (!) <i>Skulduggery Pleasant</i> (& sequels) by Derek Landy <i>Zom-B</i> or <i>Cirque du Freak</i> (& sequels) by D. Shan* <i>Eragon</i> (& sequels) by Christopher Paolini <i>Through Dead Eyes, Tales of Terror, Mister Creecher, The Last of Spirits</i> –C. Priestley <i>Northern Lights</i> (& sequels) by Phillip Pullman (!) <i>Goth Girl</i> (& sequels) by Chris Riddell* <i>Mrs Peregrine's Home for Peculiar Children</i> -Riggs <i>Percy Jackson</i> or <i>Kane Chronicles</i> series by Riordan <i>Thunderstruck</i> or <i>Unleashed</i> by Ali Sparkes* <i>The Edge Chronicles</i> by P Stewart and C Riddell</p>
<p>Dystopian & Science Fiction</p> <p><i>Gone</i> or <i>BRZK</i> (& sequels) -Michael Grant <i>The Boy Who Flew</i> by Fleur Hitchcock <i>The Giver</i> and <i>Gathering Blue</i> by Lois Lowry (!) <i>Legend</i> (& sequels) by Marie Lu <i>The Knife of Never Letting Go</i> (& sequels)-P Ness (!) <i>MetaWars: Fight for the Future</i> (&sequels)-Norton* <i>Railhead & Mortal Engines</i> (& sequels)-P Reeve (!)^ <i>Remade</i> (& sequels) or <i>Time Riders</i> - Alex Scarrow <i>Dry, Scythe, Unwind</i> (& sequels) – N Shusterman (!) <i>Contagion</i> or <i>Slated</i> (& sequels) by Teri Terry <i>The 5th Wave</i> (& sequels) by Rick Yancey (!)</p>	<p>Humorous books</p> <p><i>Little Badman and the Invasion of the Killer Aunties</i> by Humza Arshad & Henry White* <i>Millions, Cosmic or Broccoli Boy</i> by Frank C Boyce <i>The Last Kids on Earth</i> (& sequels) by Max Brallier <i>Fenway and Hattie</i> by Victoria Cole* <i>Adventures of a Wimpy Vampire</i>(&more)-T.Collins* <i>To Be a Cat</i> by Matt Haig <i>Cookie & the Most Annoying Boy...</i> by Konnie Huq* <i>Enginerds</i> (& sequels) by Jarrett Lerner* <i>Disaster Diaries: Zombies</i> (&sequels)-R McGeddon* <i>The Donut Diaries</i> series – A McGowan* <i>The Accidental Billionaire</i> series- T McLaughlin <i>The World of Norm</i> series by Jonathon Meres* <i>Planet Omar</i> by Zanib Mian <i>Timmy Failure</i> series by Stephan Pastis* <i>Middle School</i> series by James Patterson* <i>Tom Gates</i> series by Liz Pichon (dyslexia-friendly)* <i>Big Nate</i> series by Lincoln Peirce* <i>Killer Animals</i> series by Tracey Turner <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (!) <i>The Hate U Give</i> by Angie Thomas (!) <i>Goldfish Boy</i> by Lisa Thompson</p>
<p>Fantasy, Magic Realism, Horror & Ghost</p> <p><i>Children of Blood and Bone</i> by Tomi Adeyemi</p> <p>Relationships & Tough Situations</p> <p><i>Boy Underwater</i> by Adam Baron <i>Noughts and Crosses, Cloud Busting, Boys Don't Cry</i> or <i>Pig-Heart Boy</i> by Malorie Blackman (!)</p>	

<p>Blubber or anything by Judy Blume (!) Artichoke Hearts, Jasmine Skies or Where the River Runs Gold Sita Brahmachari A Pocketful of Stars by Aisha Bushby One, Apple & Rain, Moonrise, Toffee -S Crossan (!) Blended or Out of My Mind by Sharon Draper Running on Empty by S.E. Durrant Mind the Gap, Being Billy or Saving Daisy - P Earle* The Many Worlds of Albie Bright –Chris Edge Mockingbird by Kathryn Erskine (!) Tulip Touch, Goggle Eyes or Flour Babies by A. Fine Check Mates & The Bubble Boy by Stewart Foster Unstoppable by Dan Freedman * George by Alex Gino Tall Story or Shine by Candy Gourlay The Island at the End of Everything–KM Hargrave(!) After the Fire by Will Hill (!) Boy in the Tower by Polly Ho-Yen A Different Dog by Paul Jennings* Freedom: 1783 by Catherine Johnson Red Sky in the Morning by Elizabeth Laird (!) Scarlet Ibis by Gill Lewis A Monster Calls by Patrick Ness (!) Word Nerd, We Are All Made of Molecules-Nielsen Wonder by R.J. Palacio (!) Pax by Sarah Pennypacker (!) Freak the Mighty by Rodman Philbrick My Sister Lives on the Mantelpiece by A Pitcher (!) Unboxed by Non Pratt * Long Way Down by Jason Reynolds Esperanza Rising by Pam Munoz Ryan The Marvels or Wonderstruck by Brian Selznick*(!) Stargirl by Jerry Spinelli (!) I am Malala by Malala Yousafzai (!) The Boy at the Back of the Class by Onjali Rauf (!) Salt to the Sea by Ruta Sepetys (!) Eagle of the Ninth by Rosemary Sutcliffe (!) Refugee Boy by Benjamin Zephaniah The Book Thief by Marcus Zusak !</p>	<p>A Boy Called Hope by Lara Williamson Brown Girl Dreaming by Jacqueline Woodson (!) Front Desk by Kelly Yang</p> <p>Sports Booked, Crossover or Rebound – K. Alexander* (!) Charlie Merrick’s Misfits... by David Cousins* Stat Man by Alan Durant * The Beautiful Game series by Dhami (girls’ football) Man of the Match (& series) by Dan Freedman The Number 7 Shirt or The Lion Roars - A Gibbons* Kick by Mitch Johnson The Fix by Sophie McKenzie* Ultimate Football Heroes Collection – M&T Oldfield Football Academy or Foul Play series–Tom Palmer* Soccer Squad, Dream On (& series) by Bali Rai*</p> <p>War, Conflict and the Refugee Experience Soldier Dog or A Horse Called Hero - Sam Angus The Boy at the Top of the Mountain or The Boy in the Striped Pyjamas by J Boyne (!) Illegal by Eoin Colfer * (!) Wolf Children, Red Shadow, Eleven Eleven, Auslander & True Stories books – Paul Dowswell Under a War-Torn Sky by L.M. Elliott Boy 87 by Ele Fountain The Bone Sparrow by Zana Fraillion (!) Once (& sequels) by Morris Gleitzman * (!) Bone Talk by Candy Gourlay (!) Grenade by Alan Gratz Orphan Monster Spy by Matt Killeen Inside Out and Back Again by Thanhha Lai (!) Buffalo Soldier or Apache by Tanya Landman Every Falling Star (North Korea) by Sungju Lee Dog Tags: Semper Fido or Strays by C A London* Number the Stars by Lois Lowry (!) The Skylarks’ War by Hilary McKay War Horse or Private Peaceful by M Morpurgo (!) Sunrise Over Fallujah by Walter Dean Myers* A Night Divided by Jennifer Nielson Armistice Runner or Over the Line by Tom Palmer* A Long Walk to Water by Linda Sue Park The Red Pencil by Andrea David Pinkney</p> <p><i>Note to parents: Some books from this list are written for young adult readers; this means there may be occasional ‘gritty’ content. Generally by Key Stage 3 young people are ready for this, but parents know their children best; if you have queries about suitability, please check online reviews or ask your child’s teacher.</i></p>
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Term 1	
Topic	Novel: Of Mice and Men
Assessment	Reading (AO1, AO2 and AO3 Context)
Term 2	
Topic	19th, 20th and 21st century writing in War Literature
Assessment	Reading (AO1, AO2 and AO3 Comparison)
Term 3	
Topic	Non -Fiction: Film Review of how a group is represented in a text
Assessment	Transactional Writing (AO5 and AO6)
Term 4	
Topic	Play: Macbeth
Assessment	Reading (AO1, AO2 and AO3 Context)
Term 5	
Topic	Novel: Crime and Punishment
Assessment	Reading (AO1 AO4)
Term 6	
Topic	Novel: The Boxer
Assessment	Teacher Discretion (this will be dependent on the class' needs)

Geography

Rationale

Our pupils will have an extensive core of geographical knowledge and vocabulary, and will be able to communicate this in a variety of ways. They will have good spatial awareness, and be able to use a wide range of maps effectively to investigate places. Their experiences outside of the classroom will support their ability to carry out increasingly complex, independent geographical enquiry, ask their own relevant questions, make sense of geographical data, think critically about different views, and justify their own view in reaching conclusions.

Ambition

At OSA our pupils will understand what it is to be a geographer. They will have a curiosity and fascination in finding out about the world and its people and will have developed an excellent knowledge of where places are and what they are like. Through a holistic understanding of the ways in which places are interdependent and interconnected, and how human and physical environments are interrelated they will develop a comprehensive understanding of the issues facing a diverse range of places and people, now and in the future.

Concepts

We have enrichment opportunities at lunchtimes, after school and one-off events throughout the year. Learning will be assessed through regular monitoring of homework and classwork, regular assessments per that work to consolidate learning and allow for pupils to identify strengths and weaknesses in their geographical studies and peer and self-assessment opportunities.

Homework

Homework should take at least 30 minute and will be set weekly.

Ways to support your child at home include: Supporting homework through research and encourage your child to look in a variety of places, make reference to place knowledge during discussions with your child and to foster an environment of interest in geography by watching geographical programmes about a variety of places and spaces.

Term 1	Factfulness and Development
Term 2	Population and migration
Term 3	Energy and resource use, conflict, management
Term 4	Coasts
Term 5	Tectonics
Term 6	Earth's future/ sustainability

History

Rationale

Our year 9 curriculum is designed to develop and deepen the understanding each student has about the world in which they live. The units are specifically chosen to enrich and explore an area of the past that has impacted the way we live today. As we move through the topics we look to develop the student's interest in history and a love of learning which can come from the engaging topics and lessons. We cover a range of topics that, although our focus this year is more modern history, span over 200 years and include areas of broad change and topics of deep focus. Our chronological structure of each theme will help the students develop a concept of change over time and the impact events can have on the world. All students will be assessed at the end of each topic and at the end of the year. This process, and the surrounding revision, are monitored and reviewed by the students. This is specifically designed to help them become reflective learners and to allow self-improvement in all areas as they continue to grow.

Ambition

By the end of year 9 we want all students to have developed a greater sense of the world they live in. We aim to have developed their analytical and causal skills to allow them to access new concepts and ideas and to formulate their own opinions on topics from the past and present. Students will be taught to be reflective and allow them to push and challenge themselves to improve as well as being challenged by their teachers. The aim is to provide a solid platform for all students to use in any subject which can help them fully achieve their potential whilst embracing the love of learning.

Concepts

The curriculum is designed with progression in mind. Skills and concepts, such as causation and consequence, are laced throughout the topics. The students will develop their analysis skills through source work and compile their own arguments using evidence to support their own ideas. The assessments are also designed to help the students structure their own ideas, to practice revision and also to explore a variety of answer styles. With consistency in this assessment type throughout the year it allows the students the chance at progression with both knowledge and technical

delivery. All students will be monitored and help provided where necessary. We want all students to be reflecting on assessments and tasks and exploring positive avenues of development for themselves, with guidance from their teacher. The teacher will provide the information and skills to help each student develop in their own ways and help to monitor the individual progress of each student.

Homework

Homework will be set by the individual teacher and will be designed to expand and develop specific aspects or skills the student is developing. This will be in a varied format and may include longer term projects, short term projects, research tasks, revision tasks, watching videos, creating materials for class etc. The homework will be set at an average of every two weeks but this may vary depending on the nature of tasks set. All homework will be purposeful and assist in the development of the students.

Feedback

Throughout the year students will receive feedback in a number of ways. The primary method will be through the marking of their books. This will be done on a cycle, every few weeks, and provide areas of strength as well as opportunities to expand and improve. Termly assessments will also provide a measure of student progress and the personal feedback given is a base upon which to build their reflections.

British Values

Throughout the curriculum we explore the ideas of freedom, human rights and equality. Through the study of the past we explore the institutions and beliefs we have today and their place in society to broaden the understanding each student has of the world today.

	Topic	Topic Key questions
Term 1	Suffrage and protests over time	Why and how did people protest? How did people gain the right to vote?
Term 2	Depression in the USA and Germany	How did the depression impact different countries? How similar were the solutions?
Term 3	Civil Rights in the 1950s and 60s	How equal was life for black Americans in the 50s and 60s? What impact did the changes have on the lives of minorities?
Term 4	WW2	What caused the war? How was the war fought across the world?
Term 5	WW2 Holocaust	How did the war end? Why is it important to remember the holocaust?
Term 6	Changing British society	How has society changed over time? How much does society really change?

Languages

(French, German or Spanish)

Rationale

We use Pearson Edexcel resources and exams from Y7 up to A level as we believe the consistency supports our learners positively.

- Students are taught either French, German or Spanish in Y7 and continue this language throughout the 3 years of KS3, as we find they are more successful at GCSE this way. They are given a strong foundation of language learning irrespective of which language they study and also an understanding of the culture of all the countries where their language is spoken.
- We mainly follow the SOW of the Pearson Edexcel Studio, Stimmt, Viva resources because it prepares students well and logically for the Edexcel GCSE and offers comprehensive resources across all skills that build knowledge and allow for revisiting knowledge regularly but within new and different contexts.
- We have made some changes to the order some things are taught in as we feel this better supports students' progress. These can be seen on our KS3 Curriculum overview.
- We teach grammar explicitly (with reference to English language and sometimes others) and then give students as many opportunities as we can to practice it in different contexts. We also support use of good English where possible, for example in translations.
- Y7 and most Y8 classes are taught as mixed groups. In Y9 there may be more opportunity to create a faster pace group but we try to maintain flexibility and aim to ensure the students are in a group that allows them to do their best.
- Homework is set according to our policy and is intended to support and consolidate what has been learnt in class, prepare students for next units of work and develop independence.
- We assess at the end of every Module and these cover the whole range of skills and task types across each year. See KS curriculum overviews.

Ambition

We strive to teach students to enjoy learning another language at all levels and to enjoy and appreciate the cultural differences. This is whilst maintaining the rigors of them understanding the ways in which the language itself functions so that they can actually manipulate the language and not just regurgitate learnt phrases. This is to enable them to go away and learn other languages that may interest them at a later stage.

Concepts

- Key concepts = grammar – tenses, sentence structure, agreements and how to develop and extend ideas to be communicated.
- We follow a spiral curriculum (see above)
- Knowledge progression achieved via a curriculum which ensures regular revisiting of key concepts as well as revisiting key themes from Y7 to Y11. We have written the curriculum so the key concepts are introduced progressively, given time to be mastered and then revisited in different contexts
- Students are assessed on the 4 key skills every half term to give reliable all-round data and to allow to plan for any skill left behind. They are regularly assessed in lesson through AFL methods.

- We work to push all students to the highest standard possible and differentiate with support resources or different resources where applicable and possible and through outcomes. The curriculum provides scaffolding to support weaker students.

Studio, Stimmt and Viva are fully differentiated 11–14 French, German and Spanish courses in three stages – *Book 1* for Year 7, *Book 2* for Year 8 and *Book 3* for Year 9.

The course has been written to reflect the world pupils live in, using contexts familiar to them in their everyday lives and teaching them the vocabulary that they need to communicate with young French, German or Spanish people of their own age on topics that interest and stimulate them. They are introduced to young French, German and Spanish people and given insight into the everyday life and culture of France, Germany or Spain and other French/German/Spanish-speaking countries, encouraging intercultural understanding.

At the same time, *Studio, Stimmt and Viva* ensure that pupils are taught the language learning skills and strategies that they need to become independent language learners.

The four elements of the Key Stage 3 Programmes of Study (Key concepts, Key processes, Range and content and Curriculum opportunities) and the five strands of progression in the Key Stage 3 Framework for languages are fully integrated into the course. In addition, pupils have the chance to experience cross-curricular studies and are given regular opportunities to develop and practise the personal, learning and thinking skills required to operate as independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participators.

Modern Foreign Languages is a growing and well-resourced department at OSA. In order to support this, students will have the opportunity to participate in a variety of extracurricular activities. In school they can work on cross curricular projects such as creating altars in art to celebrate the festival of the “the day of the dead”, enter the French film competition or they can get involved in the Oxford German Network (a collaboration between Oxford University and local schools) where they have opportunities to use their German in a range of ways from baking to producing videos. OSA has a strong track record of winning prizes for these events. Staff are always on the lookout for exciting opportunities for our students to participate in and we have been involved in film writing competitions, ancient Japanese drama events etc. Outside of school we have run successful trips abroad and we will be looking to start to re-instate these.

Parents can support their children throughout their language learning experience at OSA by encouraging them to use resources provided by their teachers and online resources on a regular basis. Some we would recommend are: Activelearn (all students have access and are provided with login and password details by our ICT department), Duolingo, YouTube “Easy French/German/Spanish”, BBC bite size, and any others that students themselves may find. Additionally, teachers regularly post homework tasks and support materials in Teams and also use the Student Portal for support resources. Homework tasks are an integral part of their language learning, they consolidate learning done in the classroom, promote independence and prepare students for forthcoming units of work.

All students will also be provided with relevant grammar and vocabulary sheets (via Teams and the Portal) to support their progress through each module of work (there are 4-5 throughout each year). At the end of each module students will sit assessments in a combination of skills. They will take these when they have successfully completed a module so this will vary from class to class. To support your child to be well prepared for these assessments please encourage them to use all the resources provided and recommended.

Students will start learning either French, German or Spanish when they join us in Y7. They are given a strong foundation of language learning irrespective of which language they study and also an understanding of the culture of all the countries where their language is spoken. They have opportunities to be creative and independent with the language they learn across the key skill areas of Speaking and Writing and to hear and read authentic texts in their language. This is all supported by the latest interactive resources which also prepare them for the ultimate rigours of the GCSE. In year 7 students will have languages 3 times a week. 2 of these lessons will follow our modules (as outlined below) and include relevant grammar and vocabulary work. The third lesson will act as a project lesson. At the start of year 7 these lessons will focus on skills and strategies to support them with their language learning. From term 2 onwards these lessons students will focus on extended project work and aim to improve our students' knowledge of culture in target language speaking countries. These lessons will provide students with the opportunity for cross-curricular learning with subjects such as Creative Arts, Humanities and English.

Languages uses the Pearson steps system to assess students. This is provided by the exam board and prepares students well for the GCSE syllabus by building from the off in Y7 up to the end of the GCSE course.

Assessments are taken at the end of each of the five modules. You need to know EVERYTHING on the relevant vocab sheet, also all the practise writing tasks in your exercise book and all the grammar covered for that module. Also re-revise everything from the modules before as previously learnt work can come up combined with the new stuff.

Each assessment will test all 4 skills – Listening, Reading, Speaking and Writing the end of each module.

Homework is set once a week and should take around 30 minutes (but students should be looking over new vocabulary more regularly – ideally 10 minutes per day)

Task types to expect: online listening and/or reading exercises, online grammar exercises, online vocabulary tests, preparing written or spoken presentations, consolidation exercises in exercise book, checking, correcting, improving & redrafting work and research.

The following are helpful strategies for revision in languages:

- **ABSOLUTELY KEY = LITTLE AND OFTEN** – you will NOT succeed if you leave this until a few days before the test. Starting early and developing good habits of doing some at least every other day will ensure you are able to learn the language properly. Even 10 minutes will make a difference as long as you start early enough.
- Cover the English, look at the French/German/Spanish and try to say what it means.
- When more confident you should do the same but covering the French/German/Spanish.
- For words/phrases you do not know say it out loud 20 times & then retest yourself. (you might benefit from singing/rapping the vocabulary)
- You should also practise doing the same but writing them (on a mini whiteboard/scrap paper etc) – 20 times is key!
- For sections you are struggling with you could write the language out on little cards (a different coloured card for each section can help the memory)
- Cards/vocab books can be taken around with you so that you can keep checking things and testing yourself – eg. on car journeys, whilst waiting for brothers/sisters at classes etc!
- Looking over written work you have done and corrected in your purple or green exercise books will also be very helpful.

French modules

		Vert (Foundation)	Rouge (Higher)
Module 1 Ma vie sociale d' ado		Describing yourself	Talking about Facebook
		Using the verbs <i>avoir</i> and <i>être</i>	Using present tense verbs
		Talking about Facebook	Giving your opinion about someone
		Using present tense verbs	Using direct object pronouns
		Inviting someone out	Arranging to go out
		Using the verb <i>aller</i>	Using the near future tense
		Describing a date	Describing a date
		Using the perfect tense	Using the perfect tense
		Describing a music event	Describing a music event
		Using <i>on</i> in the perfect tense	Using three tenses
		Finding out about music festivals around the world	Finding out about music festivals around the world
		Giving a two-minute presentation: taking part in a 'blind date' speed-dating event in French	Taking part in a 'blind date' speed-dating event in French
			Presenting yourself in three minutes
			Imagining being at a music festival
		Writing a 150-word report for a music magazine	

		Vert (Foundation)	Rouge (Higher)
Module 2 Bien dans sa peau		Learning the parts of the body	Learning the parts of the body
		Using <i>à</i> + the definite article	Using <i>à</i> + the definite article
		Learning about sport	Learning about sport
		Using <i>il faut</i>	Using <i>il faut</i>
		Talking about healthy eating	Learning about healthy eating
		Using <i>du, de la</i> and <i>des</i>	Using the future tense
		Making plans to get fit	Making plans to get fit
		Using the near future tense	Practising the future tense
		Describing levels of fitness	Describing levels of fitness
		Using two tenses together	Using three tenses together
		Learning about French sportsmen and women	Talking about teenage health issues
			Deciding to adopt a healthier lifestyle
			Writing a 150-word blog entry

		Vert (Foundation)	Rouge (Higher)
Module 3 À l' horizon		Discussing your future	Describing jobs
		Using the near future tense	Using masculine and feminine nouns
		Learning languages	Learning languages
		Using <i>on peut</i>	Using modal verbs
		Talking about your job	Saying what you used to do
		More practice with common irregular verbs	Using the imperfect tense
		Describing what your job involves	Discussing your future and your past

	Asking questions	Practising the future and imperfect tenses
	Talking about your ambitions	Talking about your job
	Using masculine and feminine nouns	Using different tenses together
	Investigating unusual jobs	Investigating jobs using languages
	Giving a two-minute podcast about a job and their ambitions for the future	Talking about their career path, experience and future hopes
		Giving a three-minute podcast
	Vert (Foundation)	Rouge (Higher)
Module 4 Spécial vacances	Discussing holidays	Discussing holidays
	Asking questions using question words	Asking questions using inversion
	Imagining adventure holidays	Imagining adventure holidays
	Using <i>je voudrais</i> + infinitive	Using the conditional
	Talking about what you take with you on holiday	Talking about what you take with you on holiday
	Using reflexive verbs	Using reflexive verbs
	Describing holiday disasters	Describing what happened on holiday
	Using perfect tense verbs	Combining different tenses
	Visiting a tourist attraction	Visiting a tourist attraction
	More practice with the perfect tense	Using emphatic pronouns
	Debating the idea of 'open school' in the holidays	Debating the idea of 'open school' in the holidays
	Writing a 100-word blog entry on your dream holiday	Writing a 150-word blog entry on your dream holiday

	Vert (Foundation)	Rouge (Higher)
Module 5 Moi dans le monde	Discussing what you are allowed to do	Discussing what you are allowed to do
	Using <i>j'ai le droit de</i> + infinitive	Using expressions with <i>avoir</i>
	Explaining what's important to you	Explaining what's important to you
	Using <i>mon, ma</i> and <i>mes</i>	Using direct object pronouns
	Talking about things you buy	Talking about things you buy
	Using three tenses together	Using <i>si</i> in complex sentences
	Describing what makes you happy	Describing what makes you happy
	Using infinitives to mean '-ing'	Using complex structures
	Learning about human rights issues	Learning about human rights issues
	Giving a short video presentation to convince a French reality TV producer that are right for his show	Talking about what is important to them, what concerns them and what makes them happy
		Giving a three-minute video presentation

German modules

Module 1 Vorbilder	Talking about role models
	Using the present tense
	Talking about experiences
	Using the perfect tense
	Learning parts of the body

Module 3 Meine Ambitionen	Discussing crazy ambitions
	Using the conditional
	Talking about reasons for doing jobs
	Using <i>um ... zu</i> (in order to)
	Discussing what you would like to be or do

Using imperatives
Talking about overcoming misfortune
More on using the perfect tense
Explaining how a role model inspires you
Writing with accuracy
Understanding a person's achievements
Tackling a longer reading text

Using correct word order (verb second)
Talking about working in a ski resort
Using <i>in</i> and <i>auf</i> with the accusative and dative cases
Understanding and responding to a range of texts
Describing an artist and painting in detail
Finding out about an amazing job
Applying for a dream job

Module 2 Musik	Talking about types of music
	Using subject and direct object pronouns
	Talking about playing or singing in a band
	Using <i>seit</i> (for / since)
	Discussing different bands
	Making comparisons
	Describing a music festival
	Using separable verbs in the perfect tense
	Interviewing at a music festival
	Asking and answering questions spontaneously
	Understanding formal and informal register
	Recognising key features of written text types
	Getting to know a well-known German band
	Writing lyrics for a song or rap
	Researching German-speaking bands
Creating a profile for a new band	

Module 4 Die Kindheit	Talking about your childhood
	Using <i>als</i> to mean 'when' in the past
	Talking about childhood activities
	Using the imperfect of modal verbs
	Comparing primary school and secondary school
	Using the superlative
	Talking about Grimms' fairy tales
	The imperfect tense
	Writing a story in your own words
	Using a dictionary
	Telling stories
	Understanding detail in longer texts
	Discussing childhood memories
	Creating a 'baby book'

Module 5 Rechte und Pflichten	Talking about age limits	Describing small changes that make a big difference
	Word order with conjunctions	Developing ideas and justifying opinions
	Discussing what is most important to us	Discussing what is important for happiness
	More practice of word order after <i>weil</i>	Reading and responding to authentic and literary texts
	Comparing life now and in the past	Exploring world records and unusual facts
	Understanding and using past, present and future tenses	Creating a collection of interesting records
	Discussing how we can make a difference	Exploring countries in detail
	Using <i>um ... zu</i> (in order to)	Creating your perfect country

Spanish modules

Term	Lesson Theme	Linguistic/ Skills objective
Term 1 (Health)	Dieta Sana - Talking about diet	- Direct Object Pronoun - Using negatives
	Deportes - Talking about an active lifestyle	- Present (I form) - Using stem-changing verbs - Preterit (I form) - Near Future (I form)
	Rutina - Talking about your daily routine - Talking about your week	- Using reflexive verbs
	El doctor - Talking about ailments - Talking about ailments	- Using <i>me duele(n)</i> - Using <i>se debe / no se debe</i>
Term 2 (Special Occasion)	Qué te gusta hacer? - Talking about things you like - Talking about your week	- Using <i>gustar</i> with nouns - Using <i>gustar</i> with verbs - Using regular verbs in the present tense
	¿Cómo celebras? - Talking about birthday celebrations	Present - Using regular verbs in the present tense
	La última ocasión especial - Talking about a birthday	- Using the preterite - Using three tenses together
	Vamos al cine - Talking about films	- Using the Near Future - Using the verb <i>ir</i> in the present tense
Term 3 (city and environment)	Cómo es tu ciudad - Talking about your town	- Using the verb <i>poder</i>
	Cómo era tu ciudad - Talking about how a town has changed	- Using the imperfect tense (<i>Había, era, tenía, estaba</i>) - Using the comparative
	Que hacemos para el medioambiente - Talking about environmental issues	- Using the 'we' form of verbs
	¿Qué vas a hacer tu? (Optional) - Talking about recycling	- Using <i>se debería</i>
Term 4 (Jobs)	Qué te gustaría hacer - Saying what job you would like to do	
	Porque te gustaría hacer eso - Explain why you want a job	- Using correct adjective agreement
	Cómo decidiste - Tell events that lead you to your choice of job	Preterit - Using the preterite tense of regular verbs
	Cómo imaginas tu futuro (Optional)	- More practice using three tenses
Term 5 (School)	Compara describe tus escuelas - Describe your primary and secondary school	- Using the comparative - Using the imperfect tense (<i>Había, era, tenía, estaba</i>)
	Compara tus uniformes - Describe tu uniform	- Using the imperfect tense (<i>Había, era, tenía, estaba</i>)
	¿Qué quieres estudiar en GCSE? - Talk about what you want to do next year?	- Using the near future - Using the comparative

Term 6 (Lucky and Zorba)	- Discover South American literature and film	- Using context to understand gist of a film - Analyse quality of translation
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Maths

Rationale

The curriculum for mathematics from years 7 to 11 (and beyond) has pedagogy at the heart of it. It is based on the creation of leading mathematics educational researchers and experienced teachers. The focus is about developing both deep knowledge and understanding of mathematics to enable students to have the confidence and fluency to use mathematical reasoning and solve problems. This not only develops their academic capability and exam success but also enhances transferable life skills such as logic, reasoning and proof. Homework is set (see details below) in order to further develop and enrich students thinking, practice skills they have learnt and to revise for assessment. Mathematics at Oxford Spires contributes significantly to literacy through the development of vocabulary and comprehension.

Ambition

Fundamentally we want students to understand the mathematics they learn and develop a love for learning mathematics. Naturally we want them to achieve the highest possible GCSE results that will also provide them with greater choices and opportunities for their futures.

Concepts

The learning structure for our mathematics curriculum is based around some key principles:

- Fluency
- Mathematical reasoning
- Multiplicative reasoning
- Problem solving
- Progression
- CPA approach – Concrete – Pictorial – Abstract
- Relevance
- Modelling
- Reflection
- Linking

We aim to cater for students of all abilities through stretch, challenge and support. Our resources are structured to deliver engaging and accessible content across differentiated tiers supported by worked examples, key points, literacy and strategy hints.

Homework

- www.mymaths.co.uk
- School log in: ocs
- School password: addition
- Students will be given new personal log ins and passwords every September.

- My Maths and Dr Frost (<https://www.dr frostmaths.com/>) are used extensively for homework but other home works are set by many maths teachers.
- Homework is set as appropriate to the set that students are in and timed to coincide with the pace of work.

Feedback

- Students can expect regular verbal feedback from their Maths teachers and specifically the following:
- Teachers will check classwork is completed to reasonable standard and give verbal feedback
- Marked homework (typically electronic through MyMaths, Dr Frost, Khan Academy etc)
- Summative assessments (unit tests) to produce reports at the end of each unit

British Values

In Mathematics, students learn how to organise their work in a systematic way, so that it can be understood by others as well as themselves. They learn to distinguish between the right and wrong ways (methods) of successfully completing tasks. In Mathematics, they learn to develop a sense of purpose, through the ability to investigate a hypothesis, consider other view points and ethical issues, discuss their work logically and get their findings and opinions across sensibly. Mathematics contributes to students' spiritual development in different ways. For example, the feeling of excitement and delight that students experience when they are able to solve questions they once found difficult or even impossible to solve. Students are often inspired by the cross-curricular links with other subjects (Art, Design and Technology, Geography and Graphics amongst others). They pride themselves in understanding and being able to use mathematical tools applied in the business world. Mathematics is constantly applied to real-life scenarios – these problem solving tasks give students the opportunity to understand and respect each other's cultural, spiritual and traditional practices. Pupils investigating different number sequences and where they occur in the real world. Pupils considering the development of pattern in different cultures including work on tessellations. Allowing discussion and debate on the use and abuse of statistics in the media. Allowing discussion on the cultural and historical roots of mathematics. Pupils discussing the use of mathematics in cultural symbols and patterns. Mathematics helps students to make informed decisions in life, based on the skills and confidence gained from choosing the most appropriate method in solving problems. These skills are transferrable to real-life situations, and therefore help the students become reflective, responsible and insightful individuals.

Schemes of work and assessment

- These are differentiated for Year 9 at higher or foundation.
- Timing and pace of units depends on what teachers reasonably consider is appropriate for their groups – there is no calendar for when specific units will be covered. This is to allow for the building of confidence, fluency, problem-solving, reasoning and ultimately mastery.
- It is possible that not all units will be completed in lower and middle tiers and that additional units might be added for higher tiers.
- Unit tests are conducted in class at the end of every unit.

Topics covered from Year 9 to 11 (In class test at the end of each unit)

Units 1 start in year 9 and students' normally progress to the final units before the end of year 11

GCSE (9-1) Foundation	GCSE (9-1) Higher
Unit 1 Number	Unit 1 Number
Unit 2 Algebra	Unit 2 Algebra
Unit 3 Graphs, tables and charts	Unit 3 Interpreting and representing data
Unit 4 Fractions and percentages	Unit 4 Fractions, ratio and proportion
Unit 5 Equations, inequalities and sequences	Unit 5 Angles and trigonometry
Unit 6 Angles	Unit 6 Graphs
Unit 7 Averages and range	Unit 7 Area and volume
Unit 8 Perimeter, area and volume 1	Unit 8 Transformation and constructions
Unit 9 Graphs	Unit 9 Equations and inequalities
Unit 10 Transformations	Unit 10 Probability
Unit 11 Ratio and proportion	Unit 11 Multiplicative reasoning
Unit 12 Right-angled triangles	Unit 12 Similarly and congruence
Unit 13 Probability	Unit 13 More trigonometry
Unit 14 Multiplicative reasoning	Unit 14 Further statistics
Unit 15 Constructions, loci and bearings	Unit 15 Equations and graphs
Unit 16 Quadratic equations and graphs	Unit 16 Circle theorems
Unit 17 Perimeter, area and volume 2	Unit 17 More algebra
Unit 18 Fractions, indices and standard form	Unit 18 Vectors and geometric proof
Unit 19 Congruence, similarity and vectors	Unit 19 Proportion and graphs
Unit 20 More algebra	

Setting:

- We set in every year group.
- We have a fluid approach to moving students up or down sets.
- Set changes may occur with no prior notice to students or parents.
- Maths teachers agree set changes between themselves with the final say from the Head of Maths.
- Setting is always done based on the departments view of what is in the best interest of the students.
- We do not move students up or down sets based on students' or parents' requests.
- Decisions are based on a variety and combination of measures: term 1 testing; unit test results; average of unit test results; end of year tests; effort; class work quality; homework effort, completion and quality; how well (or not) students are coping with the work etc. and occasionally due to behaviour.

Success in maths:

- Students should focus in the moment. Don't think too much about what is next, think about what is now.
- Success in maths comes from: excellent behaviour; doing your best every single lesson; being in every lesson, doing everything that your teacher instructs you to do; completing every homework set to the best of your ability; revising for every unit test (which your teacher will tell you when it will be at the end of every unit) and revising properly for end of year or external exams.

Personal, Social, Health and Economic Education (PSHE)

Rationale

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.' PSHE Association

The Year 7 curriculum creates the foundation for further development of the skills and knowledge they have from Primary School. The PSHE curriculum is a spiralling curriculum that start off on a small simple scale and year on year develops with further information and concepts while revisiting some concepts to make sure every child has the best possible access to the curriculum.

Oxford Spires Academy has adopted the RSE 2020 documentation and this is built securely within our curriculum. Much of this is delivered by a Specialist Team.

Concepts

PSHE covers a number of different aspects.

Health and Wellbeing

Relationships Education

Living in the Wider World – this contains Careers

Tutor Time Term 1
Respectful Relationships Pt1
Tutor Time Term 2
Respectful Relationships Pt2
Tutor Time Term 3
Setting goals and options
Tutor Time Term 4
Employability Skills
Tutor Time Term 5
Healthy Lifestyles Pt1
Tutor Time Term 6
Healthy Lifestyles Pt2

Specialist Team Unit 1
Peer influence, substance abuse and gangs
Specialist Team Unit 2
Intimate Relationships

Physical Education & Sport

Rationale

Physical Education and Sport in Key Stage 4 at Oxford Spires Academy offers the chance to progress in key sports and build on their life-time love of sport and physical activity. With a focus on life-long participation, students have the opportunity to opt to follow specific sports across the term, learning more detailed physical components alongside the recreational side of physical activity. New concepts on health and fitness are embedded in Key Stage 4 with those studying GCSE and BTEC Sport given additional curriculum time through PE to learn the Analysis and Evaluation components of Sport.

The curriculum will build into the Inter House Sport calendar, offering the depth of competition for those who wish to take particular sports a level beyond participation. This inclusive approach to the curricular and extra curricular provision of Physical Education and Sport places “Sport for All” at the heart of all we do.

For those who wish to take their education of Sport and PE to the next level, the offer of GCSE PE and BTEC Sport ensures a differentiated approach for assessment and qualification in the subject, both of which give the opportunity for entry onto 6th form Sport courses at OSA.

Ambition

Our ambition is for a large percentage of the year group to opt for the qualification subjects (GCSE and BTEC) in PE and Sport, at the end of Year 9 to enhance their provision and depth of the subject, whilst recognising that for many, recreational sport and physical activity will be key to success later in life. This balance provides our students with bespoke opportunities to achieve their ambitions in our subject.

Concepts

“Sport for All” means every student has the opportunity to fully access the Physical Education curriculum. Progression of learning occurs both through individual sports and by transferring skills across a range of physical activities. Each year, students have the opportunity to build on their learning, with signposting and exit routes towards clubs (internal and external) regularly highlighted.

Students are given a key balance of skills development and knowledge building, linked closely to the key content of both GCSE and Btec level 2 syllabi, exposing students from Year 7 and through Year 8 and Year 9 to the key principles of study in Key Stage 4.

With guidance from the PE staff, students can opt in to GCSE or BTEC Sport at the end of Year 9. This is designed for those who have a real love for the subject and maybe wish to take their journey in sport into the 6th form and beyond. Specialist staff will deliver all the key concepts of Anatomy and Physiology and Social Cultural Concepts of Sport and Physical Activity, with curriculum time designed to support the development of the practical aspects of the course.

Homework

For every PE lesson, all students are required to bring full and correct PE Kit, including appropriate footwear, as advised by the subject teacher.

Feedback

Students in core PE will receive feedback on their performance in every lesson. This feedback may take one of many different forms such as specific individual feedback from the teacher, group feedback from the teacher, peer feedback and self-feedback (from seeing their end results, or by how their performance felt). The majority of feedback will be in relation to how well they are implementing the teaching points highlighted during the lesson and with the aim of achieving progress. At the end of each unit students will be assessed on their ability to perform fundamental skills in both non-competitive and competitive scenarios.

British Values

Physical Education by its nature has a huge role to play in developing a student Socially, Morally, Spiritually and Culturally. Taking part in PE and Sport has been proven to have a positive effect on student's mental health as well as their physical health.

We as a department particularly focus on the essence of fair play, playing within the rules of the sport, recognising each other's successes, and treating failures as a learning opportunity. Respect is vitally important within PE and Sport, and students will be expected to respect their peers contributions to lessons and to understand that they must work together to be successful. Student's will also develop their ability to use social skills in a range of different contexts, as they will be working together with other students within many sports, to solve problems in order to achieve a common goal.

Students will be encouraged to undertake leadership roles within lessons and help shape the learning of their peers.

Students are offered many opportunities to become involved in Extra-curricular activities which will further enhance their confidence and self-esteem beyond the curriculum.

Term 1	
Topic	Invasion Sports (Football and Netball) / Fitness / Net sports (Badminton)
Term 2	
Topic	Invasion Sports (Rugby and Netball) / Fitness / Net sports (Badminton)
Term 3	
Topic	Cross Country / Outdoor and Adventurous Activities / Invasion Sports (Basketball, Handball and Rugby)
Term 4	
Topic	Cross Country / Outdoor and Adventurous Activities / Invasion Sports (Basketball, Handball and Netball)
Term 5	
Topic	Athletics (track and field) / Striking and Fielding (Cricket and Rounders)
Term 6	
Topic	Athletics (track and field) / Striking and Fielding (Cricket, Softball and Rounders)

Religious studies

Rationale

The Year 9 curriculum has been designed to develop students understanding of two world religions as well also finding sense of meaning to the world around them. It is based on the Eduqas GCSE.

Students will study Philosophy and Ethics. In Year 9 students will study an ethics unit called Human Rights. They will then study Christian beliefs, teachings and practices. In the final term of Year 9 they will study the statutory requirement for PSHE Relationships education.

Ambition

The RE department's vision is to encourage critical thinkers that can engage with sensitive and difficult issues in a way that will provide a positive contribution to society. They will be encouraged to develop excellent speaking skills that will enable them to put across their thoughts and opinions in a constructive way that will help them with their future careers.

Students will be supported by doing 'talking mocks' and these will be based in the Conference Centre in exam conditions, but their teacher will guide them through the wording of the exam questions to support their exam technique.

Concepts

During Year 9 students are given both knowledge and skills they can continue to develop into their GCSE curriculum. They will produce essays using the skills they will need for their GCSE RE exam.

Paper 1: Religious, philosophical and ethical studies in the modern world (50%)

- Paper 2: Study of Christianity (25%)
- Paper 3: Study of a world faith (Buddhism or Islam) (25%)

For paper 1 students will study:

- Issues of Relationships
- Issues of Life and death
- Issues of Good and Evil
- Issues of Human Rights

Reading list

Non-Fiction

Buddhism: A Very Short Introduction by Damien Keown

Call Me by My True Names by Thich Nhat Hanh

Christianity: A Very Short Introduction by Linda Woodhead

Islam: A Student's Approach to World by Victor W Watton

The God delusion by Richard Dawkins

The Philosopher at the End of the Universe by Mark Rowlands

The Reality of God and the problem of Evil by Brian Davies

The God delusion by Richard Dawkins

Fiction

Brave New World (1932) by Aldous Huxley

Crime and Punishment (1866) by Fyodor Dostoyevsky

Siddhartha (1922) by Hermann Hesse
 The Brothers Karamazov by Fyodor Dostoyevsky
 The Great Divorce by CS Lewis
 The Screwtape letters by CS Lewis

	Term 1
Topic	Issues of human rights

	Term 2
Topic	Issues of human rights Assessment and Christian beliefs

	Term 3
Topic	Christian beliefs

	Term 4
Topic	Christian practices

	Term 5
Topic	Christian practices and revision for end of year exam

	Term 6
Topic	PSHE – Health and Relationships Education

Rationale

Our KS3 curriculum has been designed to promote enquiry and a love for the subject by including a large amount of investigation and practical science. Our main focus is therefore in developing practical and investigatory skills within the context of learning about different topics across Biology, Chemistry and Physics. Topics are ordered progressively to build the sophistication of pupil's substantive knowledge and the curriculum is designed to be spiral so that key concepts are frequently revisited and embedded. Given the large amount of content there is to learn across the three disciplines, 'revision skills' lessons are incorporated within each topic. These provide an opportunity to promote the importance of knowledge recall in science and to explicitly teach methods for committing scientific information and ideas to memory. Links are made across disciplines. For example, the issue of climate change is tackled in chemistry in relation to atmospheric chemistry, in physics in relation to renewable energy and in biology in relation to impacts on biodiversity.

Ambition

- To promote enquiry and a love of science
- To develop students' scientific knowledge (substantive and disciplinary)
- To encourage students to take a scientific approach to decision making and problem solving
- To achieve excellent outcomes for all pupils, whatever their starting point, that allow them to take their next steps

Concepts

In science we develop pupil's:

Substantive knowledge of the products of Science such as concepts, laws, theories and models within:

- Biology
- Chemistry
- Physics

Disciplinary knowledge of how scientific knowledge is generated and grows including how to carry out practical procedures i.e.:

- The Scientific method
- Making observations
- Apparatus, techniques and measurement
- Data analysis, presentation and interpretation
- Use of evidence to develop explanations

Our teaching style aims to force pupils to think for themselves by focusing on enquiry, open questioning and investigation. We intend to challenge the most able through extension and further questions often asking them to justify, explain or plan. We also intend to support those who need it through one on one support, scaffolding and through building confidence with appropriate questioning. At some points in the year a KS3 science club will operate at lunchtime. There is also the opportunity for pupils to be involved in house science during the final term of the year which gives pupils the opportunity to work as a team, improve their practical skills as well as their ability to present to an audience.

Assessment

Pupils are taught through an in house scheme of work and are assessed linearly at the end of two topics of study. The purpose of this is to familiarise pupils with the process of preparing for linear assessments and promote memory recall over a longer period of time. In term 5, pupils sit an end of KS3 assessment which tests them on all content taught up to that point since year 7.

Homework

Pupils should expect a weekly online Educake quiz. Quizzes range from 10 – 30 questions that are selected to suit the needs of the class. The class teacher will monitor the completion of these quizzes and use student responses to identify common misconceptions to be addressed in lesson. To provide the opportunity for a more extended piece of independent work, a homework will be set once per topic. All homework is monitored for completion and quality.

Feedback

Feedback in Science takes a number of forms and includes:

- Verbal whole class or individual feedback in every lesson
- Weekly online Educake quiz feedback
- Marking of exercise books once per topic including reference to targeted questions
- Marking of end of topics assessments followed up with a tailored feedback lesson

British Values

Throughout the science curriculum pupils are encouraged to see the science in the wider societal contexts. Ethical considerations as they apply to the science being taught are discussed and there is opportunity for respectful debate around these issues. Pupils are shown how their own lives are affected by scientific developments and pupils form an understanding of how they themselves fit within the scientific concepts and ideas. Reference is made to scientific institutions as well as the variety of other public institutions and services that make use of science. The diverse origins and histories of scientific theories are explicitly mentioned throughout the teaching of biology, chemistry and physics topics.

Useful resources

www.bbc.co.uk/education/subjects/zng4d2p.

www.senecalearning.com

<https://www.educake.co.uk/>

Term 1	Topic	Assessment
B1,E1,S1,T1	Transport & Health	End of Topic Test
B2,E2,S2,T2	Earth, Atmosphere & Resources	
Term 2	Topic	Assessment
B1,E1,S1,T1	Earth, Atmosphere & Resources	End of Topic Test
B2,E2,S2,T2	Energy & Electricity	
Term 3	Topic	Assessment
B1,E1,S1,T1	Energy & Electricity	End of Topic Test
B2,E2,S2,T2	Transport & Health	
Term 4	Topic	Assessment

B1,E1,S1,T1	Detection & Analysis	End of Topic Test
B2,E2,S2,T2	Forces 2	
Term 5	Topic	Assessment
B1,E1,S1,T1	Biodiversity & Evolution	End of KS3 Assessment
B2,E2,S2,T2	Detection & Analysis	
Term 6	Topic	Assessment
B1,E1,S1,T1	Forces 2	End of Topic Test
B2,E2,S2,T2	Biodiversity & Evolution	