



WYMONDHAM COLLEGE

Year 7 & 8 Curriculum Guide



Welcome to Wymondham College

Welcome to our world class state school for day and boarding students; one of the few UK state schools to hold the 'World Class' accolade. With 'Outstanding' judgements from Ofsted for both education and boarding elements of the College, we are amongst the best performing schools in the country. You can be confident your child will be challenged and supported to flourish and secure the best possible outcomes.

Our students' academic success is underpinned by a strong belief in providing opportunities both within and beyond the classroom aimed at broadening young minds. In Year 7, our students embark upon their 'Wymondham College Diploma'. This is a programme that supports students to fully immerse themselves in our extra-curricular provision and to take a full part in House communities and wider College life. Central to this are our 'Floreat' lessons. These are timetabled hours that aim to develop the character of our young people as well as providing them with additional cultural enrichment. Please see pages 7,18 and 19 for more information.

Assessment is used to measure the impact of lessons and to inform our teaching. It can happen through teacher, self or peer assessment and may occur in a variety of forms within each lesson. This may take the form of questioning, written responses or pieces of creative development. Each module of work will have an assessment graded using our 'Approaching to Exceeding' scale. This booklet outlines the Key Stage 3 curriculum and modules of work set by each department so that you are able to see the knowledge and skills students will be working on during the year.

When teachers mark student work, they use What Went Well (WWW) and Even Better If (EBI) statements to support individual reflection. Students are also regularly given Response (R) tasks to complete in green pen, after marking has been completed, to improve on targeted areas.

In Year 7 and 8, students have 2 formal progress reviews that are available to parents via our SchoolBase system. These give a judgement for both academic progress and attitude to learning in relation to the College's Core Values of Pride, Passion and Positivity. Following progress reviews, students will have academic mentoring sessions with their form tutor who will support a self-review process. It may be that after a progress review more intense support is given from a senior member of House staff or the College Senior Leadership Team.

I hope that this guide is a useful introduction to the Wymondham College system and a document that can be referred to throughout the year to facilitate conversations about learning.

If you have any queries, please do not hesitate to contact your child's tutor or subject teachers.

Kind regards,



Mrs Edmunds-Grezio, Deputy Headteacher (Achievement and Progress)

Wymondham College Core Values

Core Values

A core value is a central belief, clearly understood and shared by every member of the College. Our three core values of **Pride**, **Passion** and **Positivity** say something of our culture, our ethos and our priorities. As such, they help us to define the type of College we strive to be. They speak also about the kind of young people we wish to send into the world.

By **Pride** we mean that everyone:

- has a deep appreciation and respect for our heritage, our history and our unique boarding community
- sets exceptional standards, celebrating personal successes and gleaming pleasure from the achievements of others
- has a deep sense of loyalty and commitment to our community, to our Houses, to friendship groups and towards personal journeys.

By **Passion** we mean that everyone:

- is enthused and excited by learning, taking initiative and allowing others to do the same, so that every lesson counts
- embraces the wealth of leadership and Wymondham Life activities on offer, so that growth continues both inside and outside of the classroom
- is afforded the opportunity to lead, drive and shape the community in which we all thrive.

By **Positivity** we mean that everyone:

- welcomes and embraces challenge, accepting that we are at our most productive when stretched
- recognises that effort will lead to growth, that criticism can drive future success
- will foster positive and collaborative relationships with all members of the community.

Year 7 and 8 Curriculum and Assessment

This year has seen the introduction of a new system of reporting in Years 7 and 8. This structure was developed to effectively track progress across Key Stage 3 and to enable a method of reporting that would support the individual progress of every student and communicate this clearly to parents and carers.

In their report Years 7 and 8 will receive three grades:

1. Current Indicator of Attainment (CIA)

This gives a current idea of academic potential by the end of Year 11. It is set at the start of Year 7 and will be reviewed based on progress and effort over Years 7 and 8. It is calculated using KS2 data, CAT4 scores and any baseline assessments taken at the start of Year 7.

There is obviously a long way to go from Year 7 to Year 11 so this is only a guide and it is certainly not intended to be a fixed or definitive destiny. These indicators will be regularly reviewed as teachers get to know each student better and have a greater range of evidence with which to assess their potential. Some subjects such as Art, Music, Sport, Technology and Drama, where students will not have had as much exposure to subject specialism, will change more regularly as staff see more subject specific evidence of a student's potential in these areas.

National Expectation	Potential GCSE Grade
Exceeding	8/9
Above	6/7
Meeting	4/5
Approaching	1/2/3

2. A Progress Grade

The progress grade is based on the current progress students are making in that subject in relation to their CIA. This will be based on the work they have produced, their progress in lessons and the marks they have gained in unit assessments (P-, P, P+)

Progress	Definition	Response
P+	Making more than expected progress	Consistently gaining a P+ will prompt a review of the Current Indicator of Final Attainment by the College
P	Making expected progress	Good progress requires no response
P-	Making less than expected progress	Consistently making less than expected progress (P- twice in a row) will prompt an enquiry as to what extra support would be of benefit to the student.

3. **Pride, Passion Positivity (PPP) Grade**

This grade is linked to our College values and reports on students' attitude to learning and behavioural conduct. We expect all students to fully embrace the College values and motto of '*Floreat Sapientia*' – Let Wisdom Flourish.

For their subject reports, it is the extent to which they are engaging and demonstrating these values in lessons and with any independent work set (Academic Expectations). For their tutor report it is the extent to which they are engaging and demonstrating their House values (Pastoral Expectations).

Students are judged to be engaging with our values on four levels:



Teachers, Tutors and House staff will work with students following each Progress Review cycle to determine how efforts can be heightened and how any areas for improvement can be addressed. Where formal intervention is required, direct contact will be made with you.

Core Value Expectations

	PRIDE	PASSION	POSITIVITY
ACADEMIC EXPECTATIONS	<ul style="list-style-type: none"> • Arrives to lessons in good time. • Deadlines are met. • Workbooks are a source of personal pride, and work is completed to the very best of his/her ability. • Sets exceptional standards and takes responsibility for his/her own learning. • Pleasure is derived from personal achievements, but he/she also supports the learning of others and celebrates their successes. 	<ul style="list-style-type: none"> • He/she is enthusiastic and excited by learning. • He/she makes a significant contribution to the work conducted in every lesson, asking questions, often taking the initiative, and allowing others to do the same. • Every single lesson counts. • Completes work outside the classroom with interest and energy, often undertaking significant additional individual study 	<ul style="list-style-type: none"> • Welcomes and embraces challenge; keen to push boundaries and try new initiatives. • Productive and constructive when faced with a challenge – shows perseverance. • Recognises that effort will lead to growth, that setbacks and criticism can drive future success. • Demonstrates a highly positive attitude to peers, group work and the learning environment.
PASTORAL EXPECTATIONS	<ul style="list-style-type: none"> • The student is always punctual and immaculately dressed. • His/her uniform is clean, neat, and tidy. • There is a real pride and commitment to the House and Tutor group, for whom they are outstanding ambassadors. • Attendance is excellent 	<ul style="list-style-type: none"> • Leads, drives, and shapes House and Tutor initiatives. • Participation is exemplary, supporting the experiences and enjoyment of others. • Eagerly engages with student voice and leadership opportunities, with the desire to improve the experience of all. • Frequently represents the House or College. 	<ul style="list-style-type: none"> • He/she is always helpful and courteous. • Relationships with all peers in all year groups is outstanding. • Positive, collaborative relationship with Tutor enables constructive feedback and a shared drive to reach excellence in all aspects of life. • Embraces College reward systems.



The Floreat Lesson Overview

From September 2020, our Key Stage 3 curriculum will include a 'Floreat' lesson once a fortnight that will be taught by a member of the Senior Team. These lessons will focus on character development, leadership and giving our students access to and knowledge of cultural experiences that they would not otherwise encounter in their day to day curriculum.

In Year 7, students begin by exploring their individual identity and how this fits into the wider ethos of the College. We will also launch their involvement in the Wymondham College Diploma at the start of term. Students will then move on to look at past and contemporary examples of 'genius' to support the completion of their Genius Hour Projects before completing the year with units on the virtues of courage, leadership, and an end of year graduation.

In Year 8, students will continue the theme of identity by looking at and celebrating the diversity within our College community. We then focus their attention on perception by looking at 'fake news', digital citizenship and current affairs. We complete the year with units on the virtues of resilience and teamwork before their end of year graduation.

The programme culminates at the end of Year 9 with a Wymondham College Diploma.

See the Floreat Curriculum Maps for more details.

Curriculum Maps September 2020

Year 7 Art Current Curriculum Allocation: 2 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>What is the overarching purpose/vision for the curriculum in this year?</p> <p>The curriculum is designed to cover key skills such as printing, painting, textiles and clay work. Students have had a very varied experience of Art in Primary school and it is essential that we cover all the key skills, knowledge and understanding. We focus on developing confidence, creativity and developing a variety of skills.</p> <p>How do topics/units build upon knowledge/skills developed in KS2?</p> <p>Mark-making, pattern, colour theory and form are explored in the context of relevant artists. Students learn key techniques and get to explore their ideas in an exciting way.</p> <p>How do the knowledge/skills developed in this year feed forward into future years?</p> <p>Students learn skills that are essentially the backbone of the GCSE course. These include researching and investigating artists, exploring ideas using a variety of materials and techniques, working from observation and analysing and evaluating their own work and the work of others. Each unit focussing on a different skill relevant to Fine Art, Textiles and Photography.</p> <p>What influenced your curriculum choices? (e.g. research, CPD, subject networks etc.)</p> <p>Subject network discussions, experience of developing and teaching art at a variety of schools, evaluating and collaborating with the department to review work and curriculum as part of our departmental meetings.</p>	<p>What are the topics?</p> <p>What knowledge/skills are taught?</p> <p>Autumn Term: Mark making and Texture Key skills/Formal Elements: Mark-making, shade/tone/collage/pattern. Focus on marks to describe sections of surfaces as opposed to entire objects. Artists: Vincent Van Gogh Media: Collage, pen, paint, chalk and charcoal, photography, press printing.</p> <p>Spring Term: Bauhaus Colour Theory, Pattern development, composition, perspective, working from observation. Artists: Paul Klee, Walter Gropius, Bauhaus Media: Watercolour, textiles, fabric paint and stitch.</p> <p>Summer Term: Figure and Form Light, Form, Scale, Site-specific Art, 3D modelling. Artists: Henry Moore, Antony Gormley, Christo and Jean Claude. Media: salt dough, clay, photography.</p> <p>What textbooks/supporting materials are used?</p> <p>As a department we have collaborated as a team to develop resources and materials for the projects. This includes exemplars and practical examples from previous years, PowerPoints, handouts, visual resources, differentiation materials. We have created a bank of these within the department. Each member of the department has had responsibility for one of the projects.</p>	<p>How is the delivery organised, i.e. half termly topics? When are opportunities for revision built in?</p> <p>The projects are organised into twelve or ten week blocks. This allows us to go into sufficient depth and detail with the materials and skills and allows for students to refine and develop their techniques.</p> <p>Why are topics sequenced in a particular way?</p> <p>The projects link and build on techniques and skills as well as developing new ones. They fully integrate and link together to create a comprehensive curriculum.</p> <p>What does assessment look like?</p> <p>We use skills ladders, assessment stickers, peer assessment, cumulative and formative assessment as well as self-evaluation.</p> <p>How is cumulative assessment built in?</p> <p>There are lots of opportunities for sharing successful, positive assessment within the class. Verbal feedback forms a large part of this. Individual and whole class evaluation takes place in most lessons. Students are encouraged to develop the analytical skills to assess their own work and progress.</p> <p>How is feedback given?</p> <p>In written comments, stampers, assessment stickers, peer, and self-assessment.</p> <p>What part does prep play in the curriculum?</p> <p>Prep is regularly set and links closely to the curriculum with tasks that extend and develop the learning in the classroom.</p>

Curriculum Maps September 2020

Year 8 Art Current Curriculum Allocation: 2 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>What is the overarching purpose/vision for the curriculum in this year? We aim to develop the key skills and ideas built up in Year 7 in a variety of ways:</p> <ul style="list-style-type: none"> • Introduce more formal analysis of artists and artworks • Focus on quality and layout, scale of work (A3 sketchbooks help with this) • Incorporate a trip to the Sainsbury Centre and develop a deeper appreciation of different cultures. • Develop skills and techniques to a high level. • Explore the variety of ways in which artists express themselves and enable students of understand and engage with the visual world in which they live. <p>How do topics/units build upon knowledge/skills developed in Year 7? Students develop their techniques to a much more complex way; for example, developing the use of tone and pattern with acrylic paint.</p> <p>How do the knowledge/skills developed in this year feed forward into future years? Key knowledge and skills are explored and developed to cover portraiture and Pop Art in particular.</p> <p>What influenced your curriculum choices? (e.g. research, CPD, subject networks etc.) Subject network discussions, experience of developing and teaching art at a variety of schools, evaluating and collaborating with the department to review work and curriculum as part of our departmental meetings.</p> <p>What should students who stop studying the subject at the end of this academic year know/be able to do? Use a variety of skills and techniques to express ideas, understand artists from different cultures and how they work, be able to engage with the visual world.</p> <p>Are the knowledge and skills covered by the end of this year parable to the breadth and ambition of those set out in the KS3 National Curriculum for this subject or does the Year 9 curriculum cover this off? The Year 9 Curriculum is the final level, bridging KS3. It is the culmination of all the skills, knowledge, and techniques.</p>	<p>What are the topics? What knowledge/skills are taught? Autumn Term: Picasso and Cubism Key skills/Formal Elements: Facial Proportions, tone to describe form and volume. Multiple viewpoints and observational drawing. Artists: Picasso, non-European artefacts (Sainsbury Centre visit) Media: poster paint watercolours, photomontage, relief.</p> <p>Spring Term: Pop Art and Packaging Key skills/Formal Elements: Typography, sweet packaging, colour mixing, enlargement, printmaking, repeat image, layout, poster Artists: Pop artists, Warhol, Litchenstein Media: Poster paints, relief printing with fun foam</p> <p>Summer Term: What is in a Portrait Key skills/Formal Elements: making links with prior learning to explore the different purposes of portraits. Artists: Spencer, Barbara Kruger, Shepherd Fairey, Paul Strand, Freida Kahlo Media: Watercolour, poster paint, photography</p> <p>What textbooks/supporting materials are used? As a department we have collaborated as a team to develop resources and materials for the projects. Each member of the department has had responsibility for one of the projects. We use short film clips where appropriate and share all our resources for consistency. We use the Sainsbury Centre visit as a key part of the year. Students gain an appreciation of the wide variety of art and culture and start to learn how to use the gallery experience to record and develop their own ideas which is crucial for GCSE.</p>	<p>How is the delivery organised, i.e. half termly topics? When are opportunities for revision built in? The projects are organised into twelve or ten week blocks. This allows us to go into sufficient depth and detail with the materials and skills and allows for students to refine and develop their techniques.</p> <p>Why are topics sequenced in a particular way? The projects link and build on techniques and skills as well as developing new ones. They fully integrate and link together to create a comprehensive curriculum.</p> <p>What does assessment look like? We use skills ladders, assessment stickers, peer assessment, cumulative and formative assessment as well as self-evaluation.</p> <p>How is cumulative assessment built in? There are lots of opportunities for sharing successful, positive assessment withing the class. Verbal feedback forms a large part of this. Individual and whole class evaluation takes place in most lessons. Students are encouraged to develop the analytical skills to assess their own work and progress.</p> <p>How is feedback given? In written comments, stampers, assessment stickers, peer, and self-assessment.</p> <p>What part does prep play in the curriculum? Prep is regularly set and links closely to the curriculum with tasks that extend and develop the learning in the classroom. Having quality A3 sketchbooks really helps students to take pride in their work and their prep.</p>

Curriculum Maps September 2020

Year 7 Design & Technology Current Curriculum Allocation: 2 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>What is the overarching purpose/vision for the curriculum in this year?</p> <ul style="list-style-type: none"> To introduce safe working practices in the workshop. To introduce a range of materials and processes and to get students thinking about designing using materials. To understand the key words related to describing the properties of materials. Learning skills in drawing and rendering to communicate ideas effectively Learning about different designers and how to use inspiration to design unique and creative solutions <p>How do topics/units build upon knowledge/skills developed in KS2?</p> <p>We baseline test all students on their knowledge based on a test developed to assess knowledge at KS2. The projects build on this knowledge without assuming prior knowledge at KS2, which we often find is varied.</p> <p>How do the knowledge/skills developed in this year feed forward into future years?</p> <p>By being introduced to a range of skills these are further developed and built upon in subsequent years. Basic drawing, measuring and handling tools and equipment are taught and built on in each subsequent year. As is health and safety, which is recorded in folders Understanding of design and its purpose is key to the year.</p> <p>What influenced your curriculum choices? (e.g. research, CPD, subject networks etc.)</p> <p>We have moved to a non rotation format keeping students for half a year based on research by Torben Steeg in rotations and retention of knowledge. See year 8 for references</p>	<p>What are the topics?</p> <p>Project 1 Block bot This is a 6 week project that focuses on safety in the workshop, basic tool handling and some isometric drawing. Looking at woods and their properties and categories</p> <p>Project 2 Body adornment This project brings in 2D design CAD skills and metal working making a copper and enamel and a pewter cast item, which are based on designing using Charles Rennie Mackintosh as inspiration. Looking at metals their properties and categories</p> <p>Project 3 Superheroes This project focuses on material properties, particularly on textiles and designing using the properties of those materials. It investigates why different materials are suitable for a user and the environment they are used in.</p> <p>What knowledge/skills are taught? See Appendix 1 – National curriculum mapped against the projects</p> <p>What textbooks/supporting materials are used? Try not to be too abstract here – content is important, not activities/tasks or intent.</p> <p>We use YouTube clips, live demonstrations and resources made specifically for the projects by staff in the department</p>	<p>How is the delivery organised, i.e. half termly topics? When are opportunities for revision built in?</p> <p>Projects take half a term to deliver and have one area of formative assessment within them, which is the cumulative total for D&T for the year. The year group have D&T for half of the year and the other half is food and Nutrition.</p> <p>Why are topics sequenced in a particular way?</p> <p>The projects are designed so they can be delivered in any order, this is essential as equipment for the projects is not available to two groups at once. However we are looking at how we can resource the department to allow each class to have the same experience at the same time allowing for better progression through the year and allowing students to be moved across groups if required</p> <p>What does assessment look like?</p> <p>Assessment is based on one area of assessment in each project. This is collated and gives the PR for D&T at the mid year or end of year point- depending on which half of the cohort they are in.</p> <p>How is feedback given?</p> <p>Feedback is given verbally in practical work, often addressing the whole class to common misconceptions. Through comments on work in books and WWW/EBI in the formative assessment. In</p> <p>What part does prep play in the curriculum?</p> <p>Prep some tasks are self marked multiple choice quizzes. Independent learning tasks also offer students ways to explore the subject in a variety of ways and in more depth. We set Prep as required, tasks are not finishing but work to enhance the curriculum, allowing learning to continue in class without relying on prep being completed.</p> <p>How is cumulative assessment built in?</p> <p>Currently through the test we give, however we are looking to have each class follow the same testing if we can run projects at the same time.</p>

Curriculum Maps September 2020

Year 8 Design & Technology Current Curriculum Allocation: 2 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>What is the overarching purpose/vision for the curriculum in this year? To build on the skills from Year 7 and to introduce more links and knowledge</p> <p>How do topics/units build upon knowledge/skills developed in Year 7? We revisit key concepts such as product analysis, specifications, drawing and rendering. We cover skills in practical such as marking, measuring, and increase the level of skill required</p> <p>How do the knowledge/skills developed in this year feed forward into future years? What influenced your curriculum choices? (e.g. research, CPD, subject networks etc.) Research on carousels: Slow down: how to stop spinning at KS3 (Torben Steeg and Louise Davies) lead to having the group all year with the same teacher- improving relationships with staff and students and allowing better retention of knowledge. Focus on what we regard as D&T Wooff, David (2018) Defining Design and Technology in an Age of Uncertainty: The View of the Expert Practitioner. PRISM, 1 (2). pp. 2554. ISSN 25145347 Ensuring our curriculum is up to date and reflect D&T in the modern world and has longevity. https://www.teachertoolkit.co.uk/2018/01/13/saving-design-technology/</p> <p>What should students who stop studying the subject at the end of this academic year know/be able to do? Have an understanding of different materials and their properties, Safe working practices in a workshop. How to communicate ideas in a variety of ways, including drawing, sketching, modelling and verbally. Have basic knowledge of tools and equipment including systems</p> <p>Are the knowledge and skills covered by the end of this year parable to the breadth and ambition of those set out in the KS3 National Curriculum for this subject or does the Year 9 curriculum cover this off? See Appendix 1- mapping of the national curriculum against the projects. However we use our Core offering in Year 9 to fully cover and consolidate KS3 understanding in the subject.</p>	<p>What are the topics?</p> <p>Project 1 Architectural Treehouse. This project explores product analysis of other designers work and constraints when designing. It builds on the skills of isometric drawing and introduces using modelling to develop ideas. Students use Google sketch up and 2D design to build on their CAD skills and develop design ideas. Rendering of their designs is also taught and translation of 2D into 3D is a key part of students understanding in this project.</p> <p>Project 2 Mood Lighting This project builds on the skills they learnt in Year 7 with the block bot project. Students use more advanced jointing techniques to produce a frame and use CAD and Vinyl stickers to create patterns. Electronic circuits are used , both as a skill and to teach knowledge of circuits.</p> <p>Project 3 Marble run and Contextual study This project recaps knowledge from science about movement and covers linkages, pulleys and levers. It uses team work and modelling to get students to practically demonstrate different types of motion, levers and linkages in a competitive marble run. Focusing on problem solving skills. Students are given a contextual study to look at and explore linking problems to specific users and situations.</p> <p>What knowledge/skills are taught? See Appendix 1 – National curriculum mapped against the projects</p> <p>What textbooks/supporting materials are used? Try not to be too abstract here – content is important, not activities/tasks or intent. Resources designed by staff in the department</p>	<p>How is the delivery organised, i.e. half termly topics? When are opportunities for revision built in? Groups are taught in termly projects, currently we do not all follow the same projects on after another due to equipment needs, however this is a model we are moving towards</p> <p>Why are topics sequenced in a particular way? This is largely due to equipment restraints and historical way of working in rotations. However we want to move to a pathway that will ensure all students are undertaking the same project allowing us to build on knowledge more effectively in the future.</p> <p>What does assessment look like? We assess formally 2 pieces of work in each rotation against set criteria we have developed as a department which links to the national curriculum programmes of study.</p> <p>How is cumulative assessment built in? Currently through the test we give, however we are looking to have each class follow the same testing if we can run projects at the same time.</p> <p>How is feedback given? Feedback is given verbally in practical work, often addressing the whole class to common misconceptions. Through comments on work in books and WWW/EBI in the formative assessment. As whole class feedback and peer feedback in some projects</p> <p>What part does prep play in the curriculum? Prep some tasks are self marked multiple choice quizzes. Independent learning tasks also offer students ways to explore the subject in a variety of ways and in more depth. We set Prep as required, tasks are not finishing but work to enhance the curriculum, allowing learning to continue in class</p>

Curriculum Maps September 2020

Year 7 Drama Current Curriculum Allocation: 2 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>What is the overarching purpose/vision for the curriculum in this year?</p> <ul style="list-style-type: none"> To have a confident idea of students' entry points in Drama. To introduce and embed both transferable and subject specific skills that underpin the whole Drama Curriculum at the College. To enthuse students about Drama, theatre and working together. How do topics/units build upon knowledge/skills developed in KS2? Students have very different entry points to Drama as a discrete subject. Baseline assessment allows us to establish these and makes the continuing data we collect a reliable reflection of their progress from the start of the year. 'Introduction to Drama Skills' unit of work provides all students with the basic skills they need to access the Drama Curriculum but also offers opportunities for all students to be creative regardless of their baseline. <p>How do the knowledge/skills developed in this year feed forward into future years?</p> <p>All units of work within the Drama Curriculum can be linked all the way through to the key skills for both GCSE Drama and A' Level Theatre Studies (see Spiral Curriculum).</p> <p>What influenced your curriculum choices? (e.g. research, CPD, subject networks etc.)</p> <ul style="list-style-type: none"> Extensive teaching experience within the department. Network links with other schools established through Trust wide CPD. Regular research and reflection on key texts being taught at GCSE and A Level. 	<p>What are the topics?</p> <ul style="list-style-type: none"> Introduction to Drama Skills Darkwood Manor Starting with Scripts Poetry and Photographs as a Stimulus Mime and Comedy <p>What knowledge/skills are taught?</p> <ul style="list-style-type: none"> Introduction to Drama Skills: Concentration, Teamwork, Time Management, Tableaux. Improvisation and characterisation (Darkwood Manor): Spontaneous and Devised Improvisation, Facial Expression, Body Language, Movement and Voice. Basic Script skills and rehearsal techniques (Starting with Scripts): Understanding Context, Structure, Script Writing. Mime and physical comedy (Mime and comedy): Exaggeration, Breaking Fourth Wall. Creating drama from a range of starting points (Poetry and Photographs as a Stimulus). Image Analysis, Interpretation. <p>What materials are used?</p> <ul style="list-style-type: none"> Short scripts from a range of sources. Music and sound effects from a range of sources. Varied poems and pieces of text. Interesting images from a range of sources. Other resources available in the department including technical equipment, simple props and costumes. 	<p>How is the delivery organised?</p> <p>Roughly half termly, but teacher will extend this if necessary, to complete work or ensure students' understanding.</p> <p>When are opportunities for revision built in?</p> <p>Spiral structure ensures all techniques and skills are revised regularly across the chosen topics and units of work.</p> <p>Why are topics sequenced in a particular way?</p> <p>To allow introduction and gradual improvement of skills in a way that reinforces these regularly. Typically, student in Year 7 and 8 find improvisation easier than script so these units come at the start of the year.</p> <p>What does assessment look like?</p> <ul style="list-style-type: none"> Questioning and feedback opportunities in lessons. Performance teacher assessment at the end of each unit. Student self-assessment and reflection sheets. <p>How is cumulative assessment built in?</p> <p>How is feedback given?</p> <ul style="list-style-type: none"> Verbally from teachers and students. Teacher assessment feedback on sheets. <p>What part does prep play in the curriculum?</p> <p>Only given occasionally where research or line learning is necessary.</p>

Curriculum Maps September 2020

Year 8 Drama Current Curriculum Allocation: 2 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>What is the overarching purpose/vision for the curriculum in this year?</p> <ul style="list-style-type: none"> To prepare students choosing GCSE Drama for the skills required To create extended work that links to Devising/Scripted GCSE Units of Work To encourage students, develop their skills from Yr 7 To enthuse students about Drama, theatre and working together. <p>How do topics/units build upon knowledge/skills developed in Year 7?</p> <ul style="list-style-type: none"> Skills taught in Yr 7 are repeated and enhanced at Yr 8 level Units are longer with more opportunities to develop those skills and prepare for a final performance and peer/teacher assessment <p>How do the knowledge/skills developed in this year feed forward into future years?</p> <p>All units of work within the Drama Curriculum can be linked all the way through to the key skills for both GCSE and A Level Drama and Theatre Studies. (see Spiral Curriculum)</p> <p>What influenced your curriculum choices? (e.g. research, CPD, subject networks etc.)</p> <ul style="list-style-type: none"> Teaching experience within the department Network links with schools in the SET Continued reflection on texts being studied at GCSE and A Level and set texts on the syllabus taught at KS4/5 <p>What should students who stop studying the subject at the end of this academic year know/be able to do?</p> <ul style="list-style-type: none"> A rudimentary knowledge and understanding of Drama vocabulary and subject specific terminology including historical knowledge of where theatre comes from Confidence to speak/perform in front of other students to aid presentation/communication skills across the curriculum. Able to understand, interpret, perform and direct a script An understanding of how practical performance can influence an audience (dramatic aims) <p>Are the knowledge and skills covered by the end of this year parable to the breadth and ambition of those set out in the KS3 National Curriculum for this subject or does the Year 9 curriculum cover this off?</p> <p>The skills achieved by the end of Yr 8 exceed those set out by the National Curriculum and continue to develop into Yr 9.</p>	<p>What are the topics?</p> <ul style="list-style-type: none"> History of Theatre Style and Genre Interpretation of a script (skimmed text) Extended Improvisation and Devising Skills <p>What knowledge/skills are taught?</p> <ul style="list-style-type: none"> Comedy: physical theatre, slapstick, pantomime, choral synchronisation and canon and vocal skills to match Mime, Tableaux, Captioning, Thought Tracking, Teacher in role, Student in role (individual and collectively), direct address Devising from stimulus material and extending characterisation, contextualising, Theatre in Education Shakespeare including stage directions, sound effects, music as atmospheric, sound collages, understanding of context of theatre audiences How to use the following to enhance an audience's response or increase the impact of your dramatic aim: facial expression, body language, gesture, voice, space and levels, physical movement, eye contact, breaking the fourth wall. <p>What textbooks/supporting materials are used?</p> <ul style="list-style-type: none"> Play text 'Johnny and the Dead' - Terry Pratchett Historical photographs from World War One Web pages on 'Pals Battalions' Powerpoint presentations on Commedia Dell'Arte and Greek Theatre Youtube clips from Charlie Chaplin, Morecombe and Wise, Mr Bean Shakespeare text from 'Macbeth', 'The Tempest' and 'A Midsummer Night's Dream' 	<p>How is the delivery organised, i.e. half termly topics?</p> <p>Half Termly Assessment tasks are set, monitored, and assessed by the teacher at their discretion. Marks are used to inform PR grades.</p> <p>When are opportunities for revision built in?</p> <p>Spiral structure allows for all techniques to be revised constantly as skills are added to.</p> <p>Why are topics sequenced in a particular way?</p> <ul style="list-style-type: none"> This allows students to reflect on Yr 7 work that they are secure with and then develop those skills further Students are also encouraged to understand where theatre comes from so that they can see the relevance of it in the present day i.e. theatre as pertinent in its time is now purposeful as a vehicle for change. <p>What does assessment look like?</p> <p>Constant Q and A to reflect on previous lesson's learning</p> <p>Feedback opportunities offered on process as well as product</p> <p>Half Termly assessment allows for peer, student, and teacher assessment.</p> <p>How is cumulative assessment built in?</p> <p>See above</p> <p>How is feedback given?</p> <p>Verbal feedback given throughout process and upon performance tasks</p> <p>Assessment feedback on sheets</p> <p>What part does prep play in the curriculum?</p> <p>Scripts are to be learnt, resources gathered if needed and occasional out of class rehearsal</p>

Curriculum Maps September 2020

Year 7 English Current Curriculum Allocation: 7 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>The purpose of the Year 7 curriculum is to build on grammar skills from KS2 and introduce analysis, particularly of structure. Students should appreciate how texts are constructed and an awareness of genre.</p> <p>Analysis underpins all aspects of English, as once students can identify features that writers use for specific effects, they can also apply these in their own writing.</p> <p>The units in Year 7 are designed to equip students with the analysis skills they need across the 5-year curriculum. Texts selected contain features that students need for later in KS3/KS4 e.g. an extract from Macbeth, where the whole text is taught in Year 1-</p> <p>The curriculum was influenced by research into the Year 6 SATS paper, reviewing the KS2 National Curriculum and conversations with Primary colleagues. Talk4Writing training completed to appreciate how many students are taught writing at KS2. Department CPD completed on KS2 prior learning: KS2 spelling and grammar lists; extensive knowledge of word classes; knowledge of punctuation and sentence types; 3 sources: Fiction; Non-Fiction; "Typically" Poetry (this year it was a very challenging story extract); Question types are very different to GCSE – all short mark questions; no full analysis paragraphs; use of Talk4Writing – hot and cold tasks with a creative focus; vivid vocabulary in creative writing; different creative text types; some awareness of text structure – story mountain; formal analysis skills are not prevalent at KS2. Also, by visits and meetings with other Trust schools to review KS3 LTPs and text choices.</p>	<p>Units:</p> <p>1) Spine Tingle: range of Gothic extracts from across the literary cannon + Debra Myhill Grammar for Writing horror</p> <p>Skills: Genre; Conventions; Pathetic fallacy; Metaphors; Similes; Adjectives; Imagery; Description; Repetition; Narrative structure: tummy turn, chill, edge of your seat; Noun phrases; Sensory description; Figurative language; Pre/ Post-modification; Sentence patterns; Narrative focus; Mise en scene; TIPTOP paragraphs</p> <p>2) Writers Craft: whole novel <i>Coraline/Once</i> and <i>The Tempest</i>, formal debate on Prospero's treatment of Caliban</p> <p>Skills: Anthropomorphism; Imagery: similes, metaphors, personification; Tension/suspense and structure – building to a climax/narrative hooks; Foreshadowing; Persuasive techniques; Pathetic fallacy; Stage craft; Setting; Shakespearean language; Formal debate</p> <p>3) People and Places: range of non-fiction extracts from across 19-21st Century and students write and perform their own Speakers' Corner style speech on how they would change the world</p> <p>Skills: Bias; Fact; Opinion; Rhetorical devices/persuasive language; TIPTOP paragraphs; Flattery; Rhetoric; Target audience; Sentence/punctuation to control pace.</p> <p>Debra Myhill Grammar for Writing SOWS/Reading and Writing Revolution Toolkit has informed our approaches to the teaching of writing – emphasis on the need to plan writing.</p>	<p>Three thematic termly units which combine Reading, Writing and Spoken Language skills.</p> <p>Each unit has checkpoint in class assessments where skills are assessed against the KPIs and green pen opportunities planned into curriculum time. These checkpoints offer revision opportunities prior to a formal assessment. The teacher uses their marking and feedback to target skills and drive progress. Formal assessments feed into the College T&L PR cycle.</p> <p>The topics are sequenced to build on prior learning and increase challenge across the year. The year starts with a grammar focus building on KS2 and analysing short extracts. The next unit applies these skills to whole texts (a novel <i>Coraline/Once</i> and <i>The Tempest</i>). Creative writing tasks allow students to apply technical features into their own writing. The year ends with a non-fiction focus and introduces comparison of multiple texts, thus ending with the greatest challenge.</p> <p>Independent learning and prep centre around the 'Reading Challenge' and differentiated weekly spelling scheme. Following research into the Year 6 spelling list and SEND colleagues, two lists were created: Silver and Gold. Students completed the SWST to gain a Spelling age and Silver spelling lists issued to students below expectations.</p> <p>Fortnightly Library lessons follow Kings College 'Let's Think' programme (proven to boost inference skills at GCSE) and Year 7s use Scholastic Reader pro to support independent reading with quizzes and texts targeted to Lexile age.</p>

Curriculum Maps September 2020

Year 8 English Current Curriculum Allocation: 7 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>Year 8 Curriculum Purpose and Vision:</p> <p>In reading, develop students' independent critical reading skills through engagement with challenging texts, inc. word-level analysis and inference; appraisal of audience, purpose, register and form; and analysis of plot and narrative structure.</p> <p>Encourage wider reading through our Caught Reading scheme and Library lessons.</p> <p>Appreciate and develop awareness of literary heritage by considering connections between text and context (e.g. social influences on the gothic genre).</p> <p>In writing, compose well-crafted and grammatically accurate writing across a range of forms; develop understanding of voice, tone and register through springboard writing; understand writing as craft through planning and redrafting.</p> <p>In grammar and vocabulary, improve students' recognition and understanding of the effects of various technical aspects of grammar as both critical readers and creative writers, particularly those in the KS3 curriculum. Develop vocabulary through Word of the Week and weekly Spellings schemes.</p> <p>In spoken language, develop spoken English skills in critical debate and discussion and presentations, improving clarity, fluency, and confidence in preparation for GCSE Spoken language</p> <p>Year 8 Curriculum: Building on, feeding forward:</p> <p>Art of Fiction (Class reader) introduces students to a more challenging novel text than in Y7, incorporating contextual factors (historical, social and cultural) into their analysis, building contextual analysis skills for KS4.</p>	<p>Year 8: Challenging content</p> <p>Art of Fiction (Class reader) Teachers are encouraged to choose from a range of texts and SOWs to suit the learning needs of their classes and their own subject knowledge/text specialisms. As well as developing skills of critical analysis from Y7 to now include narrative structure and plot, texts have been chosen specifically to give students a range of opportunities to explore historical, social, or cultural contexts.</p> <p>Year 8 Class Reader texts include: Noble Conflict – Malorie Blackman (colonial and political context) Animal Farm – George Orwell (historical and political contexts) Stone Cold – Robert Swindells (social and class contexts/homelessness) Of Mice and Men – John Steinbeck (historical, racial and gender contexts)</p> <p>Relationships (Shakespeare) <i>Much Ado About Nothing</i> is the compulsory Shakespeare text for this unit. Knowledge focus is on understanding of character, plot and dramatic conventions of MAAN and Shakespearean comedy; understanding, appreciation and analysis of Shakespearean language (particularly tone); and awareness of historical contexts, particularly gender relationships/conflicts. Skills focus is on close reading, inference of meaning and tone; and clear expression of critical views in writing using frames such as PETAL or PALER (linking to GCSE Eng Lit Ps 1+2).</p> <p>Year 8: Challenging content (cont.)</p> <p>Heroes and Villains Unit comprises a range of fiction and non-fiction organised into various learning zones, including Gothic, Mythical and Historical. Each zone provides a neatly balanced scheme of critical reading tasks</p>	<p>Year 8: the curriculum journey</p> <p>The opening units comprise two full-term long-form readers (novel and plays). The final unit explores a range of texts split into learning zones.</p> <p>Each unit has a midpoint checkpoint (or formative) in-class assessments. Skills are assessed against KPIs and students are provided with detailed feedback and ample opportunities to conduct green pen improvements. Checkpoints offer revision opportunities for students and help teachers identify and rectify any 'skills gaps' prior to a formal assessment to drive progress. End-point formal (or summative) assessments feed into the College T&L PR cycle.</p> <p>Independent learning and prep center around the 'Reading Challenge' and differentiated weekly spelling scheme. Y8 students completed the SWST to gain a Spelling age and Silver spelling lists issued to students below expectations.</p> <p>Teachers are able, at their discretion, to provide students with additional project-style prep activities that students have the duration of the unit to complete.</p>

<p>Relationships introduces Shakespeare's <i>Much Ado About Nothing</i> as the second compulsory Shakespearean KS3 text, focusing not only on enjoyment and understanding of Shakespearean language and dramatic structure but in addition on the social and gender contexts that are central to the KS4 GCSE Shakespeare texts (<i>Macbeth</i>, <i>Romeo and Juliet</i> and <i>Merchant of Venice</i>)</p> <p><i>Heroes and Villains</i> builds upon the Y7 <i>Spine Tinglers</i> unit by introducing students to a wider breadth of more challenging texts both pre-1914 and contemporary, encompassing a range of forms (fiction and non-fiction prose, poetry and plays).</p> <p>Year 8 Curriculum Rationale As in Year 7, the curriculum was influenced by research into Year 6 SATS, and KS2 National Curriculum reviews. <i>Talk4Writing</i> training. Department CPD completed on KS2 identified gaps in skills in knowledge/learning, informing KS3 curriculum content and delivery. Visits across SAT schools to review KS3 LTPs and text choices. Possibilities to train alongside feeder schools at KS2 for further insights into how to achieve maximum progression for students moving into secondary.</p> <p>Year 8 Curriculum Skills Building By the end of Year 8, students should:</p> <p>be able to read challenging texts fluently and with understanding.</p> <p>have cultivated a reading habit and be exploring a range of texts inspired by our <i>Caught Reading</i> scheme and Library lessons.</p> <p>have an improved, broadened vocabulary and grammar knowledge and ability to use these judiciously in a variety of spoken and written situations/context.</p> <p>have a developed awareness of their literary heritage, that it is open to them and a sense that they are part of it.</p>	<p>to support literature study and creative springboard writing tasks to improve fiction/non-fiction writing as well as SPaG.</p> <p>Knowledge focus is on expanding students' exposure to and awareness of a range of 19th-21st century texts and historical/ cultural contexts, including Greek myth and the changing role of women in history. Skills focus is on close critical reading, inference of meaning and tone; as well as comparison of texts to prepare for KS4 English Language P2 (Qs2+4); and clear expression of critical views in writing using frames such as PETAL or PALER (linking to GCSE Eng. Lit Ps 1+2). Units</p>	
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<p>be critical thinkers, elaborate and creative in their ideas and inquisitive, open and interested in other ideas and points of view.</p> <p>be independent and studious in their approach to study and revision, tooled with a repertoire of useful independent study skills.</p> <p>Moving on: Year 8 into Year 9 The Year 8 curriculum is designed to provide a strong foundation across all the skills in reading, writing, spoken language and SPaG required for successful progression into Y9 and KS4. It is both a robust fulfilment of the requirements of the KS3 curriculum, whilst emphasising challenge in both content and skills.</p>		
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Curriculum Maps September 2020

Year 7 Floreat Current Curriculum Allocation: 1 hour per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>Students will follow a challenging curriculum in their Floreat lessons that will tie together the College's core values, curriculum and the Wymondham College Diploma. This curriculum will form a key part in preparing our students for success within and beyond the College. The key threads running through the curriculum are identity, cultural capital, leadership, and character development. These threads will flow through Years 7, 8 and 9 and will be revisited in the Floreat Sixth Form programme.</p> <p>The curriculum was created looking at best practice from other high achieving schools and was research led (particularly the aspect of character development).</p>	<p>Identity</p> <ul style="list-style-type: none"> • Launching the Diploma to the whole cohort by Senior Staff and Y13s. What the Diploma and Floreat involves + College culture • Soft skills, body language • My story so far- portfolio piece on personal identity <p>Curiosity</p> <ul style="list-style-type: none"> • Link to Genius Hour project. Launch projects. • Balloon Debate on 10 diverse geniuses, past and present. • Research skills, note making, sifting etc. • Portfolio piece – reflection on debate <p>Courage, kindness, and charity</p> <ul style="list-style-type: none"> • What is courage? Everyday courage, random acts of courage. Different forms • No bystanders – link to Anti-bullying Policy. What is friendship? • Link to House charities week • Forging Heroes <p>Leadership</p> <ul style="list-style-type: none"> • Goleman's Six Types of Leadership (visionary, authoritative, collaborative, democratic, coaching, pacesetter) • Portfolio piece = reflection on leadership challenge <p>Graduation</p> <ul style="list-style-type: none"> • Astronaut selection: language aptitude, decision making, human behaviour and performance, dilemmas, communication, teamwork, logic and reasoning 	<p>Half termly topics. Cumulative recap questions and tasks that require end of unit reflection.</p> <p>Topics are sequenced in the most logical way to ensure that each theme is touched upon in each year.</p> <p>Staff will monitor completion of portfolio pieces and will make an end of year judgement as to the overall quality of work produced. This will tie into the Wymondham College Diploma.</p> <p>Every lesson will end with a 'takeaway reading'.</p>

Curriculum Maps September 2020

Year 8 Floreat Current Curriculum Allocation: 1 hour per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>Students will follow a challenging curriculum in their Floreat lessons that will tie together the College's core values, curriculum and the Wymondham College Diploma. This curriculum will form a key part in preparing our students for success within and beyond the College. The key threads running through the curriculum are identity, cultural capital, leadership and character development. These threads will flow through Years 7, 8 and 9 and will be revisited in the Floreat Sixth Form programme.</p> <p>The curriculum was created looking at best practice from other high achieving schools and was research led (particularly the aspect of character development).</p>	<p>Diversity</p> <ul style="list-style-type: none"> • Celebrating diversity and promoting tolerance at Wym Coll • Language, music, art, cuisine, peoples/places etc. • Portfolio piece – collage/mosaic – class/year group? <p>Perception – ICT – digital citizenship</p> <ul style="list-style-type: none"> • (Dis)Honesty – Fake News and Bad Science • How to spot fake news, why fake news matters, presenting fake news • Social media/safeguarding <p>Floreat does current affairs</p> <ul style="list-style-type: none"> • Three lessons on major current affairs stories of the time. • Resilience • A diverse range of inspirational individuals • Dealing with adversity/accepting challenge • Resilience challenge – learning an unseen poem off by heart in a lesson <p>Headteacher's Grand</p> <ul style="list-style-type: none"> • Launch – rhetorical techniques – great speeches/presentations • Group development of pitch • Pitch to class • Best put forward to Headteacher/Governors • Portfolios assembled for end of year judgement <p>Graduation</p> <ul style="list-style-type: none"> • Preparation for launch into Y9. 	<p>Half termly topics. Cumulative recap questions and tasks that require end of unit reflection.</p> <p>Topics are sequenced in the most logical way to ensure that each theme is touched upon in each year.</p> <p>Staff will monitor completion of portfolio pieces and will make an end of year judgement as to the overall quality of work produced. This will tie into the Wymondham College Diploma.</p> <p>Every lesson will end with a 'takeaway reading'.</p>

Curriculum Maps September 2020

Year 7 Food, Preparation & Nutrition Current Curriculum Allocation: 3 hours per fortnight on rotation

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>Year 7 food work at Wymondham College is organised and safe, it maximises the use of time available to enable all students to progress with practical skills and in their understanding of the skills, concepts, and knowledge.</p> <p>For health and safety reasons we assume zero competency on starting year 7. Every student sits a design and technological capability baseline test in September to enable subject tracking.</p> <p>One key intent for year seven is for the students to hold on to and build upon the passion they show when they start their rotation.</p> <p>We have the following open-end points as common purpose: kitchen and personal safety, food safety, using different parts of the cooker, correct practical routines and procedures including washing up and clearing away.</p> <p>The Eat Well Guide - Understanding of current nutritional advice to make informed life choices.</p> <p>Consider the functional properties and characteristics of commodities. Formative and peer assessed practical and theory work, considering process, product and progression.</p> <p>Consider the needs of a user to develop higher order thinking, awareness of limitations and/or constraints.</p> <p>Awareness of global food issues Positively building confidence in a practical food room, using a knife independently and safely. Practical application skills and routines.</p> <p>Weighing and measuring accurately. Safe use of hob – heat control, of grill – setting, controlling, and removing hot tray, oven – setting and checking food is cooked. When students leave the rotation, we aim to have helped to facilitate pride in their work.</p>	<p>*Introduction to the food rooms, kitchen and personal safety, food safety; Passport to practical work – certificate of confirmation that all areas of safety have been taught.</p> <p>*Using each part of the cooker</p> <p>*British Nutrition Foundation; Food Standards Agency.</p> <p>*Visual representation of the Eatwell guide. Application of knowledge assessed through annotation of mood board and written evaluation (giving students chance to have feedback and improve their work) as well as the end of module test.</p> <p>Introduction to the concept of food technology – designing to meet user needs. Focussed practical design task – design and make a pizza toast that is suitable for an after-school snack, following the Eatwell Guide.</p> <p>Mood board investigation to research and written evaluation of product, process and progression both follow purpose of study key content from NC key stage three Design Technology</p> <p>*The Grain Chain - Gluten and an introduction to food science (Flour Advisory Bureau)</p> <p>*Use of apps (Sugar Smart) and food miles calculator.</p> <p>Practical work to include tasting and seasoning food. experimental group work.</p> <p>Basic sensory analysis of existing food products.</p> <p>Practical skills work covered – fruit salad (bridge and claw), pasta salad (use of hob and cooking pasta), adapt an apple crumble recipe – healthier apple crumble (peeling, rubbing in method and use of oven), pizza toast (grill), oat cookies (paired work including weighing and measuring), Hidden veg super sauce using hand blenders – also use spaghetti as pasta for ‘wormy spaghetti’ – Roald Dahl, if book week, apple spice muffins, bread rolls (gluten, yeast and food science).</p>	<p>Delivery is over three lessons a fortnight for half an academic year (18 weeks), one practical lesson a week after initial health and safety has been covered.</p> <p>Each lesson starts last lesson – this lesson – next lesson, high priority given to questioning, one formal test as well as spelling tests for SST and plenary questions. Students feed forward after each marking round – this is now built into the scheme of learning.</p> <p>Health and safety takes initial priority so that expectations are understood and carried through the scheme of learning this year and beyond.</p> <p>Investigation, evaluation and knowledge skills are assessed against each student’s flightpath. Due to lesson time constraints, practical work in year 7 is only peer assessed.</p> <p>Cumulative assessment and tracking are centrally recorded on a spreadsheet to generate PR data and for intervention. Feedback is given for three formative assessment (summarised inside front of the book) Verbal ongoing feedback – especially practical work.</p> <p>Prep is set every fortnight - tasks are set according to flightpath target. All prep links to past lessons or to the next lesson. Prep is marked and recorded on book covers for ease of monitoring.</p>

Curriculum Maps September 2020

Year 8 Food, Preparation & Nutrition Current Curriculum Allocation: 2 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>Implementing the EWG knowledge from year 7 into the government Food Standards Agency guidelines – how to adapt and change choices, meals and ultimately lifestyles to improve health.</p> <p>Understanding the functions of non-starch polysaccharide in a healthy diet in preventing diverticulitis and reducing the risk of bowel cancer.</p> <p>Students should know the types, functions, deficiencies and excess of all macro nutrients and some micronutrients. Foster a passion for understanding some of the basic scientific properties of proteins and carbohydrates - coagulation, denaturation, aeration, and gelatinisation through practical application.</p> <p>Nutrition, Provenance and Food Science Content taken from the GCSE specification, as an introduction into the nature and scope of the GCSE should students wish to consider this for KS4. Positive application of knowledge through practical food work, correctly executing higher level skills. Pride in results.</p> <p>Sensory analysis -organoleptic qualities of existing products leading to assessed Investigative and evaluative work.</p> <p>Foundation of practical skills to develop more independently in year 9 Core, working alongside GCSE if this is chosen. A set of 'bedrock' recipes that can be altered or adapted in the future.</p> <p>An awareness of how to modify bedrock recipes with UK seasonally available commodities.</p>	<p>Theory work Food Standards Agency's 8 Guidelines for a Healthy Lifestyle. Breakfast lesson, breakfast cereal nutritional analysis. Understanding nutrition - sources, functions and requirements/government advice for fat, protein, carbohydrates (higher prior attainers will also study micronutrients – iron, calcium and their availability/constraints to absorption and fat soluble/water soluble vitamins).</p> <p>Dietary fibre (Non-Starch Polysaccharide), design task for a healthier scone-based snack – less structured with more detailed investigation and extended written evaluation work. Food science – functional properties of flour and of eggs.</p> <p>Practical work linked in – breakfast omelette, wholemeal banana pancakes, cornflake goujons, chicken fajitas, spaghetti bolognese (pairs), scone design and make task, macaroni cheese, egg white chocolate mousse/ fresh egg custard (uses of egg whites/yolks), weighing and measuring microwave sponge pudding (use of a microwave), egg fried rice, pancakes if shrove Tuesday week, fatless sponge using eggs for aeration.</p>	<p>One lesson a week for one academic year (36 weeks)</p> <p>Topics logically take the students through a day – breakfast, snacking, lunches, dinner meals and a pudding.</p> <p>Healthier Snack Design Task assessment from NC National Curriculum key stage three Design Technology Purpose of Study, the investigation, evaluation and knowledge skills are assessed against each student's flightpath. Three practicals are assessed, one in pairs, two individual. Mid-year test – short answer and higher order questions.</p> <p>End of year test using Google forms. Feedback is given for formative assessments and green ink feeding forward built into SOL.</p> <p>Cumulative assessment and tracking are centrally recorded on a spreadsheet to generate PR data and for intervention.</p> <p>Prep is set every fortnight - tasks are set according to flightpath target. All prep links to past lessons or to the next lesson. Prep is marked and recorded on book covers for ease of monitoring.</p> <p>Assessed Making skills. Medium level skills, building on year seven basics – e.g., correct visual checks for ensuring raw meat is cooked, making a roux-based sauce and understanding the application of the principles of gelatinisation.</p>

Curriculum Maps September 2020

Year 7 French Current Curriculum Allocation: 5 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>Our statement of intent is to develop...</p> <ul style="list-style-type: none"> Confident communicators who can... ..manipulate grammar independently and.. ..appreciate other cultures. <p>The Wymondham College MFL curriculum reflects the core standards of the national curriculum.</p> <p>Communication</p> <ul style="list-style-type: none"> Listen to and understand spoken language Transcribe words and short sentences Initiate and develop conversations Express and develop ideas clearly, orally and in writing Speak coherently and confidently Read and understand original and adapted materials Translate short texts into English/TL. Read literary texts in the language Write texts with a range of grammar and vocabulary <p>Grammar</p> <ul style="list-style-type: none"> Identify and use tenses Use and manipulate a variety of key grammatical structures Develop and use a wide-ranging and deepening vocabulary Give and justify opinions Use accurate grammar, spelling, and punctuation. <p>Culture</p> <ul style="list-style-type: none"> Appreciate other cultures through the culture points in all modules. 	<p>In year 7 we will work on all four skills, listening, speaking, reading and writing in each module. We will cover the following topics using Dynamo 1:</p> <p>Autumn Term</p> <p>Module 1: La rentrée</p> <ul style="list-style-type: none"> Pronunciation, alphabet, and phonics Introducing yourself Giving your age Days, months and number 1-31 Talking about family Describing your classroom Discussing likes and dislikes Saying what activities you do at school <p>Spring Term</p> <p>Module 2: En classe</p> <ul style="list-style-type: none"> Telling the time Giving opinions about school subjects Describing daily routine Learning about school in France Asking questions about school Agreeing and disagreeing <p>Summer Term</p> <p>Module 3: Mon temps libre</p> <ul style="list-style-type: none"> Seasons and weather Saying how often you do things Discussing your mobile Saying what you like to do in free time Learning about sport in the French-speaking world Forming questions and carrying out an interview 	<p>Students who study French in Y7 are taught in mixed ability classes.</p> <p>Some students have covered basic French vocabulary at primary school and the Year 7 SOWs build on this. Teachers closely monitor student progress to ensure effective differentiation, using a wide range of strategies to suit all learning styles and needs.</p> <p>The MFL curriculum is <i>cumulative</i> – in the assessments, students are required to draw upon prior skills such as how to express opinions and form tenses.</p> <p>Lesson planning focuses on the development of all four skills: Listening, Reading, Speaking, Writing, in addition to grammar, vocabulary and cultural knowledge.</p> <p>Teachers regularly monitor the progress of students through a variety of formative assessments and provide feedback accordingly. At the end of every module, students are assessed in all 4 skills – listening, speaking, reading and writing. Teachers prepare their classes before the assessment by revising vocabulary and practising task types.</p> <p>Teachers set tasks for prep when appropriate, in line with the 3 intent statements.</p> <p>Students are regularly given opportunities to challenge themselves through extension tasks and more complex authentic material. Students are taught to communicate effectively in the target language as well as in English. Study of grammar promotes literacy skills and thinking skills.</p> <p>Why are topics sequenced in a particular way?</p> <p>Grammar is taught through topics and sequenced throughout KS3, with increasing difficulty. Vocabulary is covered in modules to organise and structure learning in a logical manner.</p> <p>Quality Assurance: Learning Walks, Book Looks, Student Voice and Work Scrutiny conducted by HOD.</p>

Curriculum Maps September 2020

Year 8 French Current Curriculum Allocation: 5 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>Our statement of intent is to develop...</p> <ul style="list-style-type: none"> Confident communicators who can... ..manipulate grammar independently and.. ..appreciate other cultures. <p>The Wymondham College MFL curriculum reflects the core standards of the national curriculum.</p> <p>Communication</p> <ul style="list-style-type: none"> Listen to and understand spoken language Transcribe words and short sentences Initiate and develop conversations Express and develop ideas clearly, orally and in writing Speak coherently and confidently Read and understand original and adapted materials Translate short texts into English/TL. Read literary texts in the language Write texts with a range of grammar and vocabulary <p>Grammar</p> <ul style="list-style-type: none"> Identify and use tenses Use and manipulate a variety of key grammatical structures Develop and use a wide-ranging and deepening vocabulary Give and justify opinions Use accurate grammar, spelling, and punctuation. <p>Culture</p> <ul style="list-style-type: none"> Appreciate other cultures through the culture points in all modules. 	<p>In year 8 we will work on all four skills, listening, speaking, reading and writing in each module. We will cover the following topics using Dynamo 2:</p> <p>Autumn Term Module 1: Vive les vacances</p> <ul style="list-style-type: none"> Talking about holidays Saying what you did (where, who with and how it was) Giving opinions about a past event Describing a past event Using past and present descriptions together <p>Spring Term Module 2: J'adore les fetes</p> <ul style="list-style-type: none"> Revising the date Learning about traditional holidays in the French-speaking world Going to the market Describing food Planning a school trip Talking about New Year resolutions <p>Summer Term Module 3: À loisir</p> <ul style="list-style-type: none"> Talking about celebrities Giving opinions about TV programmes Talking about technology Arranging to go out to the cinema Describing what you do/don't do at the weekends Talking about what you did last weekend Using past, present and future descriptions together 	<p>Students continue with their year 7 language and remain in mixed ability sets.</p> <p>Teachers closely monitor student progress to ensure effective differentiation, using a wide range of strategies to suit all learning styles and needs.</p> <p>The MFL curriculum is cumulative – in the assessments, students are required to draw upon prior skills such as how to express opinions and form tenses.</p> <p>Lesson planning focuses on the development of all four skills: Listening, Reading, Speaking, Writing, in addition to grammar, vocabulary and cultural knowledge.</p> <p>Teachers regularly monitor the progress of students through a variety of formative assessments and provide feedback accordingly. At the end of every module, students are assessed in all 4 skills – listening, speaking, reading and writing. Teachers prepare their classes before the assessment by revising vocabulary and practising task types.</p> <p>Teachers set tasks for prep when appropriate, in line with the 3 intent statements.</p> <p>Students are regularly given opportunities to challenge themselves through extension tasks and more complex authentic material. Students are taught to communicate effectively in the target language as well as in English. Study of grammar promotes literacy skills and thinking skills.</p> <p>Why are topics sequenced in a particular way?</p> <p>Grammar is taught through topics and sequenced throughout KS3, with increasing difficulty. Vocabulary is covered in modules to organise and structure learning in a logical manner.</p> <p>Quality Assurance: Learning Walks, Book Looks, Student Voice and Work Scrutiny conducted by HOD.</p>

Curriculum Maps September 2020

Year 7 Geography

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>Key Stage Three Geography at Wymondham College is the beginning of a 7 year journey that enables the students to understand the unique planet on which we live. Using a combination of Powerful knowledge linked to an enquiry approach, the students will learn to Think like a Geographer.</p> <p>As the introductory year of our 7-year curriculum model Year 7 focuses on the way Geographers observe and seek to understand the World around them. This incorporates a range of geographical themes and utilises a range of place contexts to ensure students not only Think like a Geographer but also can Read and Write and Discuss and Analyse like a Geographer.</p> <p>We build on the enthusiasm and experiences of our year 7 students whilst moving them gently but with purpose forward towards the rigours of GCSE and A Level. A key component of our intent, and a critical component of Thinking Like a Geographer is the way we help students from Year 7 understand, often complex, contemporary issues such as the plight of the Oceans or Global Inequality.</p> <p>Throughout the Year 7 course students are taught the Geographical Skills that will enable them to develop the all-important enquiry approach that leads to Thinking Like a Geographer</p>	<ol style="list-style-type: none"> 1. Becoming a Geographer (UK) (Geographical Skills) 2. Living in The Biosphere (World) (Oceans and Forests) 3. Global Cities (UK / World) (Population and Urbanisation) 4. Changing Landscapes of the UK (UK) (From the Ice Age to the 21st Century) 5. Development (UK/World) (Global Development and Inequality) 	<ul style="list-style-type: none"> • Five units of Geography in Year 7 • 4 lessons every two weeks • Units are connected by Threshold concepts (synoptic) for example place, processes, scale, Systems, Sustainability, and Development. • Learning is sequenced within and between units, to enable development of knowledge, understanding and skills. Resources will be available to students in class and increasingly via the College's Teams/OneDrive learning platform. • Assessment (formative and summative): Verbal and Written Questions Knowledge Reviews Retrieval Practise: <ul style="list-style-type: none"> - fixed response, frequent - constructed questions, less frequent Individual/collaborative projects End of Unit tests • Prep is used for review of taught content, research of new Geographical content also used for the application of knowledge and skills using unfamiliar source material. The enquiry projects allow students to produce beautiful work that illustrates the 3PS • Text book used to support the Year 7 course is Progress in Geography published by Hodder Education.

Curriculum Maps September 2020

Year 8 Geography

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>In Year 8, the second year of our 7-year curriculum model, we focus on geographical processes and connectivity. This involves looking deeply into and understanding more challenging threshold concepts and issues as wide-ranging as geopolitics, globalisation, risk management, sustainability, and the impact of human activity on often fragile natural systems.</p> <p>We continue to develop our student's capacity to Think Like A Geography and consider a range of different perspectives and a range of possible futures.</p> <p>We increase the expectation levels of our students, encouraging them to derive understanding from the complexity of natural and human systems. We continue to explore a vibrant range of place contexts, to broaden minds and further enhance their underlying knowledge and understanding, confidence and engagement of the World.</p> <p>We further develop our student's abilities to Read and Write and Analyse like a Geographer, with the introduction of Challenging Questions designed to bridge the gap between Years 7 and 9.</p> <p>We continue to build on the enthusiasm and experiences of our students whilst moving them gently but with purpose forward towards the expectations of GCSE and A Level.</p>	<ol style="list-style-type: none"> 1. Weather Hazards (UK / World) (Systems and Processes) 2. The Middle East (World) (Conflict and Water) 3. Environments Under Pressure (UK / World) (The impact of Tourism) 4. Globalisation (World) (The Almighty Dollar and the Rise of China) 5. Russia (World) (Power and Resources) 	<ul style="list-style-type: none"> • Five units of Geography in Year 8 • 4 lessons every two weeks • Units are connected by the Threshold concepts (synoptic) for example place, processes, scale, Systems, Conflict, Territory, Power and Globalisation. • Learning is sequenced within and between units, to enable development of knowledge, understanding and skills. Resources will be available to students in class and increasingly via the College's Teams/OneDrive learning platform. • Assessment (formative and summative): Verbal and Written Questions Knowledge Reviews Retrieval Practice: <ul style="list-style-type: none"> - fixed response, frequent - constructed questions, less frequent • Individual/collaborative projects End of Unit tests Greater use of GCSE 'style' questions. • Prep is used for review of taught content, research of new Geographical content also used for the for the application of knowledge and skills using unfamiliar source material. The enquiry projects allow students to produce beautiful work that illustrates the 3PS. • Text book used to support the Year 7 course is Progress in Geography published by Hodder Education.

Curriculum Maps September 2020

Year 7 History Current Curriculum Allocation: 4 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>We aim to create skilled historians, confident students and informed citizens. The topics covered in the Year 7 curriculum are fundamental to introducing both substantive and second order historical concepts and in serving as a transition from KS2 to KS3.</p> <p>Students arrive from a high number of feeder schools with a range of experiences of History. The curriculum is designed to build on and challenge misconceptions often developed in KS2 and to allow students to discover what it means to be a historian.</p> <p>Knowledge of Medieval England and the Black Death provides context for the Britain and the Health unit. The study of the Break with Rome allows students to better grasp the challenges inherited by Elizabeth I both later in the Y7 course and in Y11.</p> <p>The focus on Elizabethan propaganda supports students' understanding of propaganda in Nazi Germany, WW1 and WW2.</p> <p>The knowledge and skills developed in Year 7 will provide the wider context for Years 8, 9, 10 and 11. Some common examination techniques will be practised with a focus on historical writing.</p> <p>The focus is to develop the following:</p> <ol style="list-style-type: none"> <i>General sense of the 'period' to avoid anachronism knowing there were/were not cars, trains etc -role of women and children</i> <i>Development of appropriate period resonances attached to substantive concepts such as Parliament, Church, federalism, loyalty, taxation. What did they look like in the period and place being studied?</i> <i>Testing macro-stories- generalisations and categorisations- e.g First one band of settlers came, then another, then another.</i> <i>Micro-stories-human stories that make larger scale historical events meaningful and memorable e.g the 883 coins were buried by a Saxon to protect them from Viking raiders.</i> <p><i>Decisions for curriculum choices were based on a combination of student voice, department resources, teacher expertise and Trust network discussions. Research was mostly derived from the work of Fordham, Counsell and the Historical Association.</i></p>	<p>Year 7 students will study.</p> <ul style="list-style-type: none"> WYMONDHAM COLLEGE AD400-PRESENT How does Wymondham College tell the story of British history? NORMAN CONQUEST AND BATTLE OF HASTINGS How did the Normans conquer Britain? MEDIEVAL ENGLAND v1066-1509 Was Medieval England all muck and misery? BLACK DEATH How significant was the Black Death for Britain? HENRY VIII AND THE BREAK WITH ROME Why did Henry VIII break with Rome? ELIZABETH I How successful was Elizabethan propaganda? <p>Alongside the focus on these enquiries will be an attempt to develop the following second order and substantive concepts.</p> <p>Disciplinary concepts</p> <ul style="list-style-type: none"> How do historians get a sense of chronology? How do historians work with conflicting accounts of events? What are the challenges of working with medieval sources? How do historians measure significance? How do historians use the work of other historians to develop their understanding of the past? What are the challenges of working with visual sources of evidence? <p>Substantive concepts Empire, Kingship, Monarchy, The Church, Democracy, Revolution, Society, Protestantism, Catholicism, Propaganda</p> <p>What textbooks/supporting materials are used?</p> <ul style="list-style-type: none"> SHP History Contrasts and Connections ActiveHistory National Archives 	<p>Delivery of each enquiry question is designed to last for a half-term with smaller enquiries taking place within each unit.</p> <p>This provides a broadly chronological approach, with some cross-over between units.</p> <p>Each topic is assessed either by an extended writing assessment and a Knowledge Recall Test (KRT) or by teacher assessment.</p> <p>Students receive written feedback in their books in addition to the appropriate threshold which best describes their competency demonstrated throughout the unit of work.</p> <p>Regular knowledge retrieval testing or History Memory Questions (HMQs) in lessons facilitates cumulative assessment.</p> <p>Prep is used in a variety of ways: for pupils to pre-teach and cover content ahead of lessons through independent reading and research; for extended writing tasks; for consolidation and review before assessments.</p>

Curriculum Maps September 2020

Year 8 History Current Curriculum Allocation: 4 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>We aim to create skilled historians, confident students and informed citizens. The topics covered in the Year 8 curriculum are fundamental to building students' understanding early and modern history. The topics ensure the focus extends beyond the UK to include European and world studies. The curriculum also allows for examination of event and individuals with links to historiography. Year 8 provides the opportunity to build a bigger picture of chronology across periods and eras. By deepening students' contextual knowledge students will be able to draw on more examples to better develop judgements.</p> <p>Pupils begin this course with residual knowledge that has been developed in Years 7. Concepts such as Empire, democracy and society are tied together with students able to compare changes from the medieval to the modern period.</p> <p>Empires in the medieval world and causes of conflict between nations 7.1 - Vikings, Saxons and Normans- 8.1 British Empire, Slavery Democracy, rights and freedoms 7.2 William's rule, Magna Carta, Peasants Revolt and 8.2 Industrial Revolution- Great Reform, 8.6 Vietnam Society and the impact of events 7.4 Black Death and 8.2 Industrial Revolution</p> <p>The knowledge and skills developed in Year 8 will provide the wider context for Years 9, 10 and 11. Some common examination techniques will be practised with a focus on working with sources. Students will all recognise the job of the historian. They will appreciate the dangers and merits of working with sources. They will have a good grasp of a range of different historical periods and be able to navigate the chronology with a degree of competence. Students will appreciate the debate surrounding the past and the range of different interpretations, not only of what happened but of what was important.</p> <p><i>Decisions for curriculum choices were based on a combination of student voice, department resources, teacher expertise and Trust network discussions. Research was mostly derived from the work of Fordham, Counsell and the Historical Association.</i></p> <p>Students will go onto study GCSE History or Core Humanities. This will allow for the development of these skills and an extension of the knowledge gleaned in Year 7 and 8. ,</p>	<p>Year 8 students will study.</p> <ul style="list-style-type: none"> • EMPIRE AND SLAVERY • Should the UK apologise for slavery? • INDUSTRIAL REVOLUTION • How did the Industrial Revolution change society? • TITANIC AND LUSITANIA • Why do we care more about the Titanic than the Lusitania? • WORLD WAR 2 • Were armed forces or civilians more important in the outcome of WW2? • CHURCHILL • Was it right to label Churchill the greatest ever Briton? • THE VIETNAM WAR <p>What went wrong in Vietnam? Alongside the focus on these enquiries will be an attempt to develop the following second order and substantive concepts.</p> <p>Disciplinary concepts How do historians use oral histories and reconstructions to learn about the past? What can historians learn by focusing on the lives of ordinary people? What roles do emotion and imagination play in the work of historians? How do memory and language affect the work that historians do?</p> <p>How do historians approach highly sensitive/controversial topics in their work?</p> <p>How has modern media changed the way that historians work?</p> <p>Substantive concepts Empire, Revolution, Society, Democracy, Society, Civilians, Holocaust, Communism, Capitalism What textbooks/supporting materials are used?</p> <ul style="list-style-type: none"> • SHP History • Societies in Change • ActiveHistory • National Archives • Historical Association 	<p>Delivery of each enquiry question is designed to last for a half-term with smaller enquiries taking place within each unit.</p> <p>This provides a broadly chronological approach, with some cross-over between units.</p> <p>Each topic is assessed either by an extended writing assessment and a Knowledge Recall Test (KRT) or by teacher assessment.</p> <p>Students receive written feedback in their books in addition to the appropriate threshold which best describes their competency demonstrated throughout the unit of work.</p> <p>Regular knowledge retrieval testing or History Memory Questions (HMQs) in lessons facilitates cumulative assessment.</p> <p>Prep is used in a variety of ways: for pupils to pre-teach and cover content ahead of lessons through independent reading and research; for extended writing tasks; for consolidation and review before assessments.</p>

Curriculum Maps September 2020

Year 7 ICTC Current Curriculum Allocation: 3 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p><i>"In the 21st Century, Digital Literacy is almost as important as literacy and numeracy... Computers are a tool to enable digital creativity. And computer science is not just about coding. It's a discipline; a broad mix of computational thinking, problem-solving, decision making, intuitive learning, logic, analysis and creative thinking."</i></p> <p><i>('Hacking the Curriculum' – Ian Livingstone and Shahneila Saeed)</i></p> <p><i>The Y7 Computing Curriculum is designed to give students the opportunity to develop what they have learnt in KS2, although their experience at KS2 varies widely and so learning is designed to close the gap in knowledge and understanding.</i></p> <p><i>Students are given experience of the different disciplines in computing, including digital literacy, multimedia, computational thinking and programming. These strands run throughout the years until students chose to specialise for GCSE. Digital Literacy skills are used across all aspects of the school curriculum, into further education and the workplace.</i></p> <p><i>The design of the curriculum is influenced and supported by experience and expertise of staff, the work of national computing groups such as CAS and NCCE and current Pedagogy relating to general curriculum design and computing.</i></p>	<p><i>Throughout Year 7, we begin every lesson with 10 minutes of typing practise as this is an essential skill to improve productivity across all subjects.</i></p> <p>Internet and World Wide Web <i>We look at the difference between the 2, the infrastructure and content and lead on to how we can ensure that we stay safe online. Students develop skills in Internet Research, Word Processing and Presentation skills using PowerPoint.</i></p> <p>How Computers Work <i>This includes some of the history of computing, understanding hardware and software and the different types of device, we also look briefly at how computers calculate, using binary. Students develop knowledge and understanding of computer theory along with skills in using the binary number system. We also start to introduce coding here, using Hour of Code activities alongside other activities.</i></p> <p>Control Systems <i>Here we start to develop our skills at using algorithms, using flow charts to control systems that we see every day, such as traffic lights and car parks. Students learn to write algorithms using flow charts, this is a key skill in computing and the first step to programming.</i></p> <p>Digital Artwork <i>Here the students first experience how computers are used to manipulate graphics and how they are stored, looking at vector and bitmap objects. They learn to use Adobe Photoshop to design their own book cover.</i></p> <p>Programming in Python <i>This is usually students first experience of text-based coding, they learn about how the programming environment works and write their first program, using sequencing, selection and iteration.</i></p>	<p>Each unit of work takes approximately a half term, although they sometimes take an additional lesson or two due to factors such as the timetable and holidays. For this reason, we have 5 units, rather than 6. Each end of unit test includes feed forward and backwards questions.</p> <p>The topics are designed to increase in complexity, with ongoing developing and revisiting of the fundamentals of computing.</p> <p>Students complete e-portfolios of their work, currently using Microsoft OneNote. Teachers provide feedback throughout the course and complete end of unit assessment sheets, including results from end of unit tests.</p> <p>There are regular preps written into each unit, these are different depending on the unit, they can range from further developing skills, researching a particular area, writing up something they have learnt in class.</p>

Curriculum Maps September 2020

Year 8 ICTC Current Curriculum Allocation: 2 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>Students further develop their computing skills in Year 8, following on from the fundamentals learnt in Year 7, the majority of units in year 8 are more practical and aim to give a good experience of both GCSE Computer Science and Creative i-Media to help inform option choices.</p> <p>Unfortunately, reduced curriculum time in Year 8 means that we can no longer cover the same breadth and depth within units. The Core Year 9 curriculum aims to further develop digital literacy skills that are not repeated within the GCSE option choices.</p> <p>The design of the curriculum is influenced and supported by experience and expertise of staff, the work of national computing groups such as CAS and NCCE and current Pedagogy relating to general curriculum design and computing.</p> <p>The World Economic Forum concluded that the three most important skills in for jobs in the 2020 world of new technologies and new ways of working will be Creativity, Problem-Solving and Critical Thinking¹, all of which form part of our computing curriculum as we hope to develop learners ready for their futures.</p> <p>1.Hacking the Curriculum' – Ian Livingstone and Shahneila Saeed)</p>	<p>Cyber Security In this unit students learn about historical cryptography and modern-day security issues to gain an overview or key security issues within the digital age. We link parts of this unit to history and combine it with a trip to Bletchley Park, where the first computers were developed to help with code breaking in WW2.</p> <p>Coding for the Web Here students have their first experience of coding in HTML, they learn about how websites are made and develop their first website.</p> <p>Game Development Students look at the different skills needed in game design, an area that requires both technical expertise and creative flair. Students use a visual coding environment to create their own games, they need to consider storylines, characters, game goals and scoring.</p> <p>Programming – Next Steps This is the next stage of Python programming, following on from Y7, students use the turtle module to design graphics using mathematical calculations.</p>	<p>Each unit of work takes between a half term and a full term, although they sometimes take an additional lesson or two due to factors such as the timetable and holidays. For this reason, we have 4 units. Each end of unit test includes feed forward and backwards questions.</p> <p>The topics are designed to increase in complexity, with ongoing developing and revisiting of the fundamentals of computing.</p> <p>Students complete e-portfolios of their work, currently using Microsoft OneNote. Teachers provide feedback throughout the course and complete end of unit assessment sheets, including results from end of unit tests.</p> <p>There are regular preps written into each unit, these are different depending on the unit, they can range from further developing skills, researching a particular area, writing up something they have learnt in class.</p>

Curriculum Maps September 2020

Year 7 Maths Current Curriculum Allocation: 7 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>What is the overarching purpose/vision for the curriculum in this year? To embed within our students a strong Conceptual, Pictorial and Abstract (CPA) fluency, recall and application of number and algebra. Our students will be coached to develop the problem solving and reasoning skills required to apply their number and algebra skills to any number, algebra, geometry and statistical based problem.</p> <p>How do topics/units build upon knowledge/skills developed in KS2? All topic progression ladders have support learning objectives that guide teachers and support students with the opportunity to revisit KS2 National Curriculum material.</p> <p>How do the knowledge/skills developed in this year feed forward into future years? All topics are part of a progression ladder for that topic that might build progressively over 1 – 5 years to meet the National Curriculum objective. Soft skills such as problem solving are developed from simple principles to provide pupils with familiar techniques to address most problem scenarios. Introduce as standard equipment use and knowledge of Casio scientific calculator.</p> <p>What influenced your curriculum choices? We made our curriculum choices in 2015-16 and there was little research or best practice to follow. Our decision was strongly influenced by the extent to which the GCSE favours number, algebra, problem solving and reasoning in terms of topic content and Assessment Objectives: -</p> <ul style="list-style-type: none"> 45% Number & Algebra Topic content 50-70% Reasoning and Problem-Solving Assessment. 	<p>What are the topics? To fully appreciate the number of individual topics we cover please refer to the Progress Ladders for Y7 Number and Algebra: -</p> <p>Number Mental Calculation strategies Ratio & proportion Fractions & percentages Order of Operations Place Value and decimals Further mental calculation strategies Indices, Roots and special numbers Measures and Equivalence</p> <p>Algebra</p> <ul style="list-style-type: none"> Concept of the unknown Form terms and expressions Solve equations Substitution Patterns and sequences Functions <p>What knowledge/skills are taught? Problem solving and Reasoning: -</p> <ul style="list-style-type: none"> Systematic Listing Visualisation Working backwards Visualising 2 <p>What textbooks/supporting materials are used? To ensure pupils have variety and access to the widest range of best practice materials, teachers are encouraged to source and adapt their own materials. Common materials provided by department include: - Casio Scientific calculator Cambridge Essentials</p> <p>www.mymaths.co.uk www.mathsbox.co.uk www.nrich.co.uk TES</p>	<p>How is the delivery organised, i.e. half termly topics? When are opportunities for revision built in?</p> <ul style="list-style-type: none"> We have a detailed high-level overview of each half term within the 5 Yr SoW and in a typical 6 week half term there will be: - 65% teaching of topics 15% numeracy focus 15% for summary of learning/mini-assessment and struggles sessions for formative assessment Or twice yearly summative assessment. 5% for reasoning and problems solving skills <p>Why are topics sequenced in a particular way? In 2015, 20 maths HoDs from Norfolk collaboratively developed 12 topic grids that sorted each topic into the linear order that by consensus we felt it should best be taught (topic grids available): -</p> <p>The horizontal threads within each topic were then vertically aligned in terms of the Legacy Level/Alphabetical Grade and the new Numerical Grade.</p> <p>The order of the topics is important as they have been designed to ensure that pupils are always building on their prior knowledge required for the next topic. This also ensures that the delivery of mastery in these topics is consistently and ambitiously delivered across the department to all pupils.</p> <p>What does assessment look like and how is cumulative assessment built in. Half term topic based formative mini assessments and bi-annual cumulative summative assessments that also act as reference tests for cohort comparison.</p> <p>How is feedback given? Majority is INSTANT verbal; peer to peer support; assessment feedback.</p> <p>What part does prep play in the curriculum? Extends opportunity for practice and long-term retention.</p>

Curriculum Maps September 2020

Year 8 Maths Current Curriculum Allocation: 7 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>What is the overarching purpose/vision for the curriculum in this year? The overarching purpose for the Y8 curriculum is to further embed within our students the strong Conceptual, Pictorial and Abstract (CPA) fluency, recall and application of number and algebra. Our students will be further coached to develop the problem solving and reasoning skills required to apply their number and algebra skills to any number, algebra, geometry and statistical based problem.</p> <p>How do topics/units build upon knowledge/skills developed in Year 7? Shape and space work will be introduced to extend the application of number and algebra skills. For example, formulas and equations and ratio and proportion will be extended using shape and space as the context.</p> <p>How do the knowledge/skills developed in this year feed forward into future years? The focus of Number and Algebra in Y7 and Y8 will support the development of "Habits of Mind" for recall and application. Together they will support development of the reasoning and problem-solving skills required to access the curriculum in future years. Extend use and knowledge of Casio scientific calculator.</p> <p>What influenced your curriculum choices? (e.g. research, CPD, subject networks etc.) Our curriculum model was influenced by sharing best practice with Frensham Heights Boarding School in 2016 and subsequently forming our own curriculum development team.</p> <p>Are the knowledge and skills covered by the end of this year parable to the breadth and ambition of those set out in the KS3 National Curriculum for this subject or does the Year 9 curriculum cover this off? Our curriculum is a 5 Year progressive SoW, bridging from KS2 to KS5. The transition between KS3 and KS4 is blended and seamless. This approach enables us to be inclusive for the many students that arrive at the College in Y8, Y9 and Y10. of all the skills, knowledge and techniques.</p>	<p>What are the topics? To fully appreciate the number of individual topics we cover please refer to the Progress Ladders for Y7 Number Algebra and Shape: -</p> <p>Number</p> <ul style="list-style-type: none"> Recap build on Y7 number and embed inequalities. Recap build and intertwine on Percentages, Fractions and Ratio & proportion. Further understanding of order of operations <p>Algebra</p> <ul style="list-style-type: none"> Recap, extend notation Algebraic problem-solving contexts Constructing algebraic equations and formula Solving equations Develop sequences Graphical representation of equations and sequences. <p>Geometry</p> <ul style="list-style-type: none"> Review KS2 shape properties recognitions Recognise parallel and perpendicular lines. Recognise special shapes Notation for polygons Recognise and sketch 3D shapes Derive key formula for shapes Congruence v similar <p>What knowledge/skills are taught? A deepening of Problem solving and Reasoning: -</p> <ul style="list-style-type: none"> Systematic Listing Visualisation Working backwards Visualising 2 <p>What textbooks/supporting materials are used? To ensure pupils have variety and access to the widest range of best practice materials teachers are encouraged to source and adapt their own materials. Common materials provided by department include: -</p> <p>Cambridge Essentials www.mymaths.co.uk www.mathsbox.co.uk www.nrich.co.uk TES</p>	<p>How is the delivery organised, i.e. half termly topics? When are opportunities for revision built in?</p> <ul style="list-style-type: none"> We have a detailed high level overview of each half term within the 5 Yr SoW and in a typical 6 week half term there will be: - 65% teaching of topics 15% numeracy focus 15% for summary of learning/mini-assessment and struggles sessions for formative assessment or twice-yearly summative assessment. 5% for reasoning and problems solving skills <p>Why are topics sequenced in a particular way? In 2015, 20 maths HoDs from Norfolk collaboratively developed 12 topic grids that sorted each topic into the linear order that by consensus we felt it should best be taught (topic grids available): -</p> <p>The horizontal threads within each topic were then vertically aligned in terms of the Legacy Level/Alphabetical Grade and the new Numerical Grade.</p> <p>The <u>order of the topics</u> is important as they have been designed to ensure that pupils are always building on their prior knowledge required for the next topic. This also ensures that the delivery of <u>mastery in these topics is consistently and ambitiously delivered across the department to all pupils.</u></p> <p>What does assessment look like and how is cumulative assessment built in. Half term topic based formative mini assessments and bi-annual cumulative summative assessments that also act as reference tests for cohort comparison. How is feedback given? Majority is INSTANT verbal; peer to peer support; assessment feedback. What part does prep play in the curriculum? Extends opportunity for practice and long-term retention.</p>

Curriculum Maps September 2020

Year 7 Music Current Curriculum Allocation: 2 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>The purpose of the Year 7 curriculum is to further engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. Pupils should build on their previous KS2 knowledge and skills through the 3 main components of performing, composing, and listening. As pupils progress, they should develop a critical engagement with music, allowing them to perform, compose, and to listen with greater discrimination.</p> <p>The Units in Year 7 are designed to eventually lead onto GCSE and A Level Music which also have the same 3 main components of performing, composing, and listening/appraising.</p> <p>This curriculum is influenced by the KS3 National Curriculum and conversations with Secondary colleagues in the MAT. In general, pupils should be given opportunities to</p> <ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. • improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres, and traditions. • use staff and other relevant notations appropriately and accurately in a range of musical styles, genres, and traditions. • identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. • listen with increasing discrimination to a wide range of music from great composers and musicians. • develop a deepening understanding of the music that they perform and to which they listen, and its history. 	<p>Topics:</p> <p>1) Elements of Music Pitch, Tempo, Dynamics, Duration, Structure, Texture, Timbre. In the Hall of the Mountain King (Peer Gynt)-Grieg Romeo and Juliet - Prokofiev Young Persons Guide to the Orchestra - Britten Pictures at an Exhibition - Mussorgsky The Planets – Holst</p> <p>2) Singing techniques and rounds Alphabet song/ My Bonny Lies Over the Ocean. First you make your fingers click, Drunken Sailor/O Sinner Man, By the waters of Babylon</p> <p>3) Performing using the Treble Clef Just Another Blues Dancing Feet Havana</p> <p>4) Composing Vocal Compositions - Voca people Descriptive Music - Danse Macabre – Saint-Saens. The Stone Wall poem.</p> <p>5) Scales and Structure New World Symphony - Dvorak Easy Blues</p>	<p>One project per 3 weekly exeat period. 4 projects per term. Essentially, one lesson introducing the project, one lesson practising what has been learned and one lesson assessing the practical work. There is always revision at the start of lessons two and three in the three-lesson cycle.</p> <p>Topics are sequences to build on prior KS2 knowledge where possible with increased challenge throughout the year. Three baseline tests at the start of the year in music theory, listening and singing help with this process of assessing prior knowledge.</p> <p>There is continuous assessment when students are engaged in practical group work. Each unit has a checkpoint in class assessment where performing or composing skills are assessed against KPIs. The teacher uses their marking and verbal feedback to target and drive progress. These formal assessments feed into the College T&L PR cycle.</p> <p>On occasions, when time permits, students may be given a preliminary KPI and then further time to revise and improve their practical work. Students can also be given the opportunity to peer assess each other's practical work in class.</p> <p>There is no prep in Year 7.</p>

Curriculum Maps September 2020

Year 8 Music Current Curriculum Allocation: 2 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>The purpose of the Year 8 curriculum is to further engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. Pupils should build on their prior KS3 knowledge from Year 7 and skills through the 3 main components of performing, composing and listening.</p> <p>The Units in Year 8 are designed to eventually lead onto GCSE and A Level Music which also have the same 3 main components of performing, composing, and listening/appraising.</p> <p>This curriculum is influenced by the KS3 National Curriculum and conversations with Secondary colleagues in the MAT. The five-topic format remains in this year, but each project feeds off a Year 7 equivalent and takes the student on a harder journey.</p> <p>Solo improvising becomes improvising in pairs.</p> <p>Performance tasks in this year are harder and more sophisticated with more chords and syncopation being added.</p> <p>Performing rounds in groups now becomes performing rounds as an individual.</p> <p>Composing tasks are more sophisticated being linked to other art forms. The Year 7 link with poetry becomes film in Year 8. Instead of performing other composers' songs they get to create their own.</p>	<p>Topics:</p> <p>1) Performing Do as I Tell You Question and Answer melodic improvisation</p> <p>2) All Vocal Rhythmic Rounds Word replacement of note values. Interpreting notation correctly. Poetry used for rhythmic rounds</p> <p>3) Composing Descriptive Music - Space Rondo Descriptive Music - Film Music The Edge, Jurassic Park, Casino Royale.</p> <p>4) Performing well known pop songs These Days - Rudimental, Shape of You - Ed Sheeran, Oxygene No.4 - Jean Michel Jarre</p> <p>5) Writing your own pop song Torn - Natalie Imbruglia Sing - Gary Barlow Hall of Fame - The Script.</p>	<p>One project per 3 weekly exeat period. 4 projects per term. Essentially, one lesson introducing the project, one lesson practising what has been learned and one lesson assessing the practical work. There is always revision at the start of lessons two and three in the three-lesson cycle.</p> <p>Topics are sequences to build on prior KS3 knowledge where possible with increased challenge throughout the year.</p> <p>There is continuous assessment when students are engaged in practical group work. Each unit has a checkpoint in class assessment where performing or composing skills are assessed against KPIs. The teacher uses their marking and verbal feedback to target and drive progress. These formal assessments feed into the College T&L PR cycle.</p> <p>On occasions, when time permits, students may be given a preliminary KPI and then further time to revise and improve their practical work. Students can also be given the opportunity to peer assess each other's practical work in class.</p> <p>There is no prep in Year 8</p>

Curriculum Maps September 2020

Year 7 PE Current Curriculum Allocation: 2 hours per fortnight + Games

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>What is the overarching purpose/vision for the curriculum in this year? Allow students to develop the fundamental skills needed in various sports</p> <p>“Inspiring a lifelong interest in physical activity and sport” For students to develop a passion for PE and sport. To build on and embed the physical literacy and fundamental movement skills learnt at KS 1 and 2.</p> <p>How do topics/units build upon knowledge/skills developed in KS2? In key stage 2 students will have been introduced to a variety of sports, in year 7 we will help all students to have access to the same skills and sports Become more confident and competent in a range of competitive sports whilst developing sports specific skills and learning to evaluate their own and other performances.</p> <p>How do the knowledge/skills developed in this year feed forward into future years? To prepare students with the fundamental skills needed for a wide variety of activities By delivering a range of physical activities to develop students':</p> <ul style="list-style-type: none"> • co-operation (social) skills • overcome opponents in competitive team and individual situations • use a range of tactics and strategies to outwit opponents • to overcome physical and problem-solving challenges whilst working as a team in OAA – this would be new for us? • understand and apply the benefits of a healthy active lifestyle <p>What influenced your curriculum choices? (e.g. research, CPD, subject networks etc.) Departmental meetings, reading research shared through social media NC documents, AfPE guidance, departmental discussions/meetings, further reading and research via SM</p>	<p>What are the topics? Fundamental skills, racket skills, gymnastics, swimming, hockey, netball, athletics, striking and fielding OAA/problem solving.</p> <p>What knowledge/skills are taught? Fundamental skills, rules and tactics By delivering a range of physical activities to develop students':</p> <ul style="list-style-type: none"> • co-operation (social) skills • overcome opponents in competitive team and individual situations • use a range of tactics and strategies to outwit opponents • to overcome physical and problem-solving challenges whilst working as a team in OAA – this would be new for us? • understand and apply the benefits of a healthy active lifestyle • a range of personal and wellbeing skills - Heads Hands Heart assessment criteria <p>Analyse their performances compared with previous ones and demonstrate improvement to achieve their personal best</p> <p>What textbooks/supporting materials are used? AfPE, YST</p>	<p>How is the delivery organised, i.e. half termly topics? When are opportunities for revision built in? Half termly or termly? Targets set after assessment Core tasks for assessment? New assessment criteria to include affective domain, Hands Head Heart? Or ME in PE?</p> <p>Why are topics sequenced in a particular way? What does assessment look like? On-going assessment. Assessment and targets set in the second half of the block, so students know what to work on New assessment criteria to include affective domain, Hands Head Heart? Or ME in PE?</p> <p>How is cumulative assessment built in? PR's use individual activities assessments and best 3 taken, 2 + 1 individual/team sports PE dept assessment criteria Preparing Performing Progressing and ATL core values New assessment for affective domain? HHH? ME in PE?</p> <p>How is feedback given? Verbally, peer, self, assessment sheets</p> <p>What part does prep play in the curriculum? Extra-curricular, tests of knowledge set half yearly, opportunities given to produce prep tasks</p>

Curriculum Maps September 2020

Year 8 PE Current Curriculum Allocation: 2 hours per fortnight + Games

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>What is the overarching purpose/vision for the curriculum in this year? Developing basic skills in different sports</p> <p>“Inspiring a lifelong interest in physical activity and sport” Broadening the sporting experiences for students in PE and sport. To build on and further embed the movement skills learnt in Year 7. Develop techniques and improve their performance in other competitive sports</p> <p>How do topics/units build upon knowledge/skills developed in Year 7? Build on the fundamentals introduced in year 7 giving students opportunities to progress in a variety of sports. Be encouraged to work in a team, building trust and developing co-operation skills either individually or as part of a team</p> <p>How do the knowledge/skills developed in this year feed forward into future years? Allow students to apply skills learnt in small sided games meaning in future years they will be able to progress to full game. More competitive opportunities at WL sports clubs or through community links</p> <p>What influenced your curriculum choices? (e.g. research, CPD, subject networks etc.) Departmental meetings, reading research shared through social media AfPE, YST, research</p> <p>What should students who stop studying the subject at the end of this academic year know/be able to do? Core PE continues with students developing the confidence and interest to get involved in exercise and sports</p> <p>Are the knowledge and skills covered by the end of this year parable to the breadth and ambition of those set out in the KS3 National Curriculum for this subject or does the Year 9 curriculum cover this off? Students continue to develop skills in years 8 and 9 depending on ability and experience</p>	<p>What are the topics? Racket skills, Fitness, Gymnastics, Swimming, Athletics, Hockey, Netball, Striking and Fielding OAA and problem solving?</p> <p>What knowledge/skills are taught? Basic skills, rules, and tactics By delivering a range of physical activities to develop students’:</p> <ul style="list-style-type: none"> • co-operation (social) skills • overcome opponents in competitive team and individual situations • use a range of tactics and strategies to outwit opponents • to overcome physical and problem-solving challenges whilst working as a team in OAA – this would be new for us? • understand and apply the benefits of a healthy active lifestyle • a range of personal and wellbeing skills - Heads Hands Heart assessment criteria <p>Analyse their performances compared with previous ones and demonstrate improvement to achieve their personal best</p> <p>What textbooks/supporting materials are used?</p>	<p>How is the delivery organised, i.e. half termly topics? When are opportunities for revision built in? Half-termly/termly? Core tasks for assessment? New assessment criteria to include affective domain, Hands Head Heart? Or ME in PE?</p> <p>Why are topics sequenced in a particular way? What does assessment look like? On-going assessment. Assessment and targets set in the second half of the block, so students know what to work on New assessment criteria to include affective domain, Hands Head Heart? Or ME in PE?</p> <p>How is cumulative assessment built in? PR's use individual activities assessments and best 3 taken, 2 + 1 individual/team sports PE dept assessment criteria Preparing Performing Progressing and ATL core values New assessment for affective domain? HHH? ME in PE?</p> <p>How is feedback given? Verbally, peer, self, assessment sheets</p> <p>What part does prep play in the curriculum? Extra-curricular, tests of knowledge set half yearly, opportunities given to produce prep tasks Signposting to community clubs and WL activities</p>

Curriculum Maps September 2020

Year 7 PSHE Current Curriculum Allocation: 2 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>This is an introduction to PSHE at Wymondham College and build upon the RSE curriculum taught at Primary. Key elements of the curriculum are focussed on the basic principles of life and the different stages students will experience. These are the building blocks for other topics in years 8 – 11.</p> <p>Assessments will be reviewed and evaluated. Progress however will be monitored through self-evaluation and teacher feedback. Student voice in-built within the booklets and is a continuous process.</p> <p>Curriculum exceeds DfE guidelines. CPD also utilised to assist in the development e.g. LELE, PSHE Association, CEOPS etc</p>	<p>Puberty and Hygiene</p> <ul style="list-style-type: none"> Oral hygiene, sleep, weight, mood, emotional and physical health, trustworthy support, where to get help and advice, healthy relationships, respect, manage transition, assess and manage risks, informed choices, Influence of the media and sexual health. <p>Friendship and Bullying</p> <ul style="list-style-type: none"> Managing transition, managing risks, how to access help, parenting skills, healthy relationships, all forms of bullying, online encounters, respect equality, stable relationships, stereotypes, legal rights and responsibilities. <p>Healthy Living</p> <ul style="list-style-type: none"> Trustworthy sources of information, advice, stereotypes, self-examination, sleep, emotional wellbeing, physical wellbeing, media. <p>Desert Island</p> <ul style="list-style-type: none"> Emotional wellbeing, physical wellbeing, managing risks, Informed choices, healthy and toxic relationships, bullying, political systems, liberties (British Values), laws, healthy relationships, healthy lifestyle. <p>Independent, paired and group work. Presentations, thinking outside the box, successful research.</p> <p>Outside speakers, online resources utilised to compliment the delivery of the curriculum</p>	<p>Learning Phases introduced. Each Learning Phase will incorporate 3-4 hours of contact time.</p> <p>Topics will flow into each other and will complement each phase/topic.</p> <p>Assessment is given at the end of each phase and topic. It will incorporate several different methods from extended prose to Q/A verbal sessions, group work and paired work.</p> <p>Each topic assess progression from knowledge before starting topic and assessed at the end through self-evaluation, reflection, and use.</p> <p>Feedback is given during lessons and at the end of each topic in line with College reporting methods. This is done once every 6 weeks (in-line with PSHE marking Policy)</p> <p>Prep is the Genius Hour Project which enables students to undertake a long-term project and deliver at the fair.</p>

Curriculum Maps September 2020

Year 8 PSHE Current Curriculum Allocation: 2 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>To build upon what was learnt in Yr 7 and KS2.</p> <p>Topics are age specific and a more in-depth knowledge and materials given to students that link to everyday situations.</p> <p>Similarly, to last year the knowledge base introduced are the building blocks for future topics in older years. Curriculum exceeds DfE guidelines.</p> <p>CPD also utilised to assist in the development e.g. LELE, PSHE Association, CEOPS etc</p>	<p>Drugs and Alcohol</p> <p>Relationships</p> <p>British Society</p> <p>Human Rights</p>	<p>Each Learning Phase will incorporate 3-4 hours of contact time.</p> <p>Topics will flow into each other and will complement each phase/topic.</p> <p>Assessment is given at the end of each phase and topic. It will incorporate a number of different methods from prose to Q/A verbal sessions, group work and paired work.</p> <p>Each topic assess progression from knowledge before starting topic and assessed at the end through self-evaluation, reflection, and use.</p> <p>Feedback is given during lessons and at the end of each topic in line with College reporting methods. This is done once every 6 weeks (in-line with PSHE marking Policy)</p> <p>Prep is the Genius Hour Project which enables students to undertake a long-term project and deliver at the fair. Collapsed curriculum, assemblies, and outside speakers to complement the curriculum.</p>

Curriculum Maps September 2020

Year 7 RE Current Curriculum Allocation: 2 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>The department will follow the Norfolk agreed syllabus from September 2020.</p> <p>The strands that have to be studied will focus on theology, thinking through believing. Philosophy, thinking through thinking. Human social sciences, thinking through living.</p> <p>Each key stage builds upon the previous in content and depth of enquiry.</p> <p>This year is seen as the foundation to build upon and as our students come from a range of schools their experiences will vary. It is essential to give all our students the base knowledge and skills to make progress.</p>	<p>JUDAISM: Who are the Jews? The call of Abraham the Covenant Keeping the Sabbath holy Symbols in Judaism Dietary laws The festival of Passover Rites of passage</p> <p>CHRISTIANITY: Symbols and use of a traditional church Forms of worship Denominations Rites of passage The Bible Role of church leaders Main beliefs Christian year</p> <p>HINDUISM: Where did Hinduism come from? Beliefs about God Living a Hindu life Karma and atman Worship, puja Rites of passage</p> <p>SIKHISM: Guru Nanak The 5 K's. Symbols of belonging The Guru Granth Sahib The gurdwara Serving others</p> <p>The students are asked to think like theologians and explore questions and answers that arise from inside religions and worldviews. The students have to think like philosophers and consider the nature of knowledge, existence and morality. To explore the impact that religion and beliefs have on people and communities.</p> <p>Resources: Badger KS3 religious Education. Shared RE site.</p>	<p>Term 1&2 the students are introduced or will have their knowledge and understanding extended by looking at two of the Western religions. Judaism is taught in term 1 as it is the starting point for the three Abrahamic faiths. Term 2 the students will study about Christianity as it develops out of Judaism. Term 3 is split between two of the major Eastern religions Hinduism and Sikhism.</p> <p>The assessment for each component is a mixture of peer and teacher assessment.</p> <p>Feedback is given all on assessments and prep. The department uses WWW and EBI and students are aware of their target and what their present level of attainment is.</p> <p>Prep Is set to reinforce learning, to promote independent learning, to revise for assessments and to take ownership for their on- going learning.</p>

Curriculum Maps September 2020

Year 8 RE Current Curriculum Allocation: 2 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>The department follows the Norfolk agreed syllabus from September 2020.</p> <p>The work experienced in year 7 is built upon and the year is spent with letting the students experience the remaining Western and Eastern religions. The focus is to look at each topic theologically, philosophically and to see how religions affect and influence society today.</p> <p>This year with the work accomplished in year 7 is seen as a foundation for the investigation of religious beliefs and the questions that arise, and the impact and influence that religion continues to have on society.</p> <p>Both years are imperative to have a foundational knowledge and understanding. They are important to introduce the students to the key skills and questions which are central to this subject.</p>	<p>The life of Jesus. To look at the historical claims of CHRISTIANITY. To consider serious theological and philosophical questions. To look at the impact that Jesus has had on society.</p> <p>What evidence is available to prove that Jesus lived?</p> <p>The world of Jesus</p> <p>The birth of Jesus, the baptism of Jesus, the temptations.</p> <p>The mission of Jesus, Jesus the teacher, miracles.</p> <p>The last week of the life of Jesus, resurrection.</p> <p>ISLAM</p> <p>The prophet Muhammad/risalah</p> <p>The Qur'an</p> <p>The mosque as a place of worship and learning.</p> <p>Rites of passage</p> <p>The Five pillars</p> <p>Living as a Muslim in the UK</p> <p>Roles of men and women</p> <p>BUDDHISM</p> <p>Buddha the early years. Buddha the enlightened one. The three signs of being. The four noble truths. The eightfold path. The three refuges. Living by the rules. Karma. The wheel of life. Buddhist worship. Rites of passage. The natural world. Animal rights the students are asked to think like theologians and explore questions and answers that arise from inside religions and worldviews. The students have to think like philosophers and consider the nature of knowledge, existence and morality. To explore the impact that religion has on people and communities.</p> <p>Resources: Badger KS3 Education, Shared RE site</p>	<p>The topics cover one term's work.</p> <p>The topics are sequenced to match the work from year 7. We finish the western religions of Christianity and Islam in terms 1 and 2 and finish with the final Eastern religion in term 3 being Buddhism.</p> <p>Assessment allows for peer and teacher assessment. The timing is matched with the PR reports.</p> <p>Feedback is given on all assessments and prep. The department uses WWW and EBI and S/C stretch and challenge. The student is made aware of present attainment in relation to their target.</p> <p>Prep is set to reinforce learning to promote independent learning, to revise for assessments and to take ownership for their on-going learning.</p>

Curriculum Maps September 2020

Year 7 Spanish Current Curriculum Allocation: 5 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>Our statement of intent is to develop...</p> <ul style="list-style-type: none"> Confident communicators who can... ..manipulate grammar independently and.. ..appreciate other cultures. <p>The Wymondham College MFL curriculum reflects the core standards of the national curriculum.</p> <p>Communication</p> <ul style="list-style-type: none"> Listen to and understand spoken language Transcribe words and short sentences Initiate and develop conversations Express and develop ideas clearly, orally and in writing Speak coherently and confidently Read and understand original and adapted materials Translate short texts into English/TL. Read literary texts in the language Write texts with a range of grammar and vocabulary <p>Grammar</p> <ul style="list-style-type: none"> Identify and use tenses Use and manipulate a variety of key grammatical structures Develop and use a wide-ranging and deepening vocabulary Give and justify opinions Use accurate grammar, spelling and punctuation. <p>Culture</p> <ul style="list-style-type: none"> Appreciate other cultures through the culture points in all modules. 	<p>In year 7 we will work on all four skills, listening, speaking, reading and writing in each module. We will cover the following topics using Viva 1:</p> <p>Autumn Term Module 1 Mi Vida:</p> <ul style="list-style-type: none"> Learning about the Spanish-speaking world Pronunciation, alphabet, and phonics Introducing yourself Giving your age Days, months of the year, numbers 1-31 Talking about brothers and sisters Describing your personality Talking about pets <p>Spring Term Module 2 Mi Tiempo Libre:</p> <ul style="list-style-type: none"> Saying what you like/don't like doing and why Saying what you do in your free time and how often Learning the days of the week Talking about the weather Saying what sports you do and when Asking questions and having an extended conversation <p>Summer Term Module 3: Mi Insti</p> <ul style="list-style-type: none"> Telling the time Describing your timetable Saying what subjects you study Giving opinions about school subjects Describing your school Saying what you do in break time 	<p>Students who study Spanish in Y7 are taught in mixed ability classes.</p> <p>Some students have covered basic French vocabulary at primary school and the Year 7 SOWs build on this. Teachers closely monitor student progress to ensure effective differentiation, using a wide range of strategies to suit all learning styles and needs.</p> <p>The MFL curriculum is <i>cumulative</i> – in the assessments, students are required to draw upon prior skills such as how to express opinions and form tenses.</p> <p>Lesson planning focuses on the development of all four skills: Listening, Reading, Speaking, Writing, in addition to grammar, vocabulary and cultural knowledge.</p> <p>Teachers regularly monitor the progress of students through a variety of formative assessments and provide feedback accordingly. At the end of every module, students are assessed in all 4 skills – listening, speaking, reading and writing. Teachers prepare their classes before the assessment by revising vocabulary and practising task types.</p> <p>Teachers set tasks for prep when appropriate, in line with the 3 intent statements.</p> <p>Students are regularly given opportunities to challenge themselves through extension tasks and more complex authentic material. Students are taught to communicate effectively in the target language as well as in English. Study of grammar promotes literacy skills and thinking skills.</p> <p>Why are topics sequenced in a particular way?</p> <p>Grammar is taught through topics and sequenced throughout KS3, with increasing difficulty. Vocabulary is covered in modules to organise and structure learning in a logical manner.</p> <p>Quality Assurance: Learning Walks, Book Looks, Student Voice and Work Scrutiny conducted by HOD.</p>

Curriculum Maps September 2020

Year 8 Spanish Current Curriculum Allocation: 5 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>Our statement of intent is to develop...</p> <ul style="list-style-type: none"> Confident communicators who can... manipulate grammar independently appreciate other cultures. <p>The Wymondham College MFL curriculum reflects the core standards of the national curriculum.</p> <p>Communication</p> <ul style="list-style-type: none"> Listen to and understand spoken language Transcribe words and short sentences Initiate and develop conversations Express and develop ideas clearly, orally and in writing Speak coherently and confidently Read and understand original and adapted materials Translate short texts into English/TL. Read literary texts in the language Write texts with a range of grammar and vocabulary <p>Grammar</p> <ul style="list-style-type: none"> Identify and use tenses Use and manipulate a variety of key grammatical structures Develop and use a wide-ranging and deepening vocabulary Give and justify opinions Use accurate grammar, spelling and punctuation. <p>Culture</p> <ul style="list-style-type: none"> Appreciate other cultures through the culture points in all modules. 	<p>In year 8 we will work on all four skills, listening, speaking, reading and writing in each module. We will cover the following topics using Viva 2:</p> <p>Autumn Term Module 1 Mis Vacaciones:</p> <ul style="list-style-type: none"> Describing a past holiday Saying what you did on holiday Giving opinions and details in the past Describing the good and bad things that happened Using past and present descriptions together <p>Spring Term Module 2 Todo Sobre Mi Vida:</p> <ul style="list-style-type: none"> Talking about your mobile Giving opinions about music Describing your favourite programme Saying what you did yesterday Deciding what to watch on TV Learning about young people's lives in the Spanish-speaking world <p>Summer Term Module 3 A Comer!</p> <ul style="list-style-type: none"> Saying what you like/don't like to eat and drink Saying what you eat for different meals and when Ordering food in a restaurant Planning a party Using the past, present, and future together to talk about parties 	<p>Students continue with their year 7 language and remain in mixed ability sets.</p> <p>Teachers closely monitor student progress to ensure effective differentiation, using a wide range of strategies to suit all learning styles and needs.</p> <p>The MFL curriculum is <i>cumulative</i> – in the assessments, students are required to draw upon prior skills such as how to express opinions and form tenses.</p> <p>Lesson planning focuses on the development of all four skills: Listening, Reading, Speaking, Writing, in addition to grammar, vocabulary and cultural knowledge.</p> <p>Teachers regularly monitor the progress of students through a variety of formative assessments and provide feedback accordingly. At the end of every module, students are assessed in all 4 skills – listening, speaking, reading and writing. Teachers prepare their classes before the assessment by revising vocabulary and practising task types.</p> <p>Teachers set tasks for prep when appropriate, in line with the 3 intent statements.</p> <p>Students are regularly given opportunities to challenge themselves through extension tasks and more complex authentic material. Students are taught to communicate effectively in the target language as well as in English. Study of grammar promotes literacy skills and thinking skills.</p> <p>Why are topics sequenced in a particular way? Grammar is taught through topics and sequenced throughout KS3, with increasing difficulty. Vocabulary is covered in modules to organise and structure learning in a logical manner.</p> <p>Quality Assurance: Learning Walks, Book Looks, Student Voice and Work Scrutiny conducted by HOD.</p>

Curriculum Maps September 2020

Year 7 Science Current Curriculum Allocation: 7 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>What is the overarching purpose/vision for the curriculum in this year?</p> <p>The Y7 curriculum builds on the work that students have done at primary. It has been noticed, through conversations that, over the last few years, students seem to be coming to us with less secure knowledge of science, scientific method and ability to produce and interpret results. Conversations have been held:</p> <ul style="list-style-type: none"> • Within department • Between SET Science departments • Between Science HoDs (e.g. at AQA Hub meetings, SLP meetings) • Twitter conversations <p>We feel that this could be as a result of the increased emphasis put on English and Maths at primary.</p> <p>The Y7 curriculum therefore aims to provide a secure foundation for study of science up to at least Y11 and hopefully beyond. We also aim to embed the skills of doing and analysing practicals that are common to all levels of study. To this end we have introduced an "Introduction to Science" topic at the start of Y7 to underline this and allow students to pick up these skills before we teach content.</p> <p>How do topics/units build upon knowledge/skills developed in KS2?</p> <p>When designing a curriculum, two documents were used as a springboard. The KS2 National Curriculum document and the AQA Key Stage 3 Science syllabus. We drew heavily on the AQA document when building our Schemes of Work</p> <p>How do the knowledge/skills developed in this year feed forward into future years?</p> <p>Science is very much a sequential subject. Concepts and facts taught in Y7 are built on throughout Y8-Y11. For example, the topic of forces, which is taught broadly qualitatively in Y7, becomes more quantitative as students move forward and ends up with vectors later on. Cells, becomes specialised cells, becomes organ systems and allow students to understand the role of stem cells in medicine.</p> <p>What influenced your curriculum choices? (e.g. research, CPD, subject networks etc.)</p>	<p>What are the topics?</p> <p>Introduction to Science</p> <p>Biology</p> <ul style="list-style-type: none"> • B1 Movement and Cells • B2 Interdependence and Plant Reproduction • B3 Variation and Human Reproduction <p>Chemistry</p> <ul style="list-style-type: none"> • C1 Particle Model and Separating Mixtures • C2 Atoms, Elements and Compounds • C3 Acids and Bases <p>Physics</p> <ul style="list-style-type: none"> • P1 Forces, Gravity and Space • P2 Electricity • P3 Energy • P4 Sound and Light <p>What knowledge/skills are taught?</p> <p>Knowledge is based on the topics being taught and is summarised by each topic title. Each topic contains one 'main practical', allowing student to focus on Scientific Method, and analysis and presentation of results</p> <p>What textbooks/supporting materials are used?</p> <p>Mixture of</p> <ul style="list-style-type: none"> • Spotlight Science (textbooks and worksheets) • Heinemann KS3 Science textbooks • In house resources <p>(Should funds allow, we would like to use the Activate KS3 textbooks and online support materials via Kerboodle)</p>	<p>How is the delivery organised, i.e. half termly topics?</p> <p>Each topic lasts 10 lessons. These are taught on rotation across the department to reduce the requirement for any particular equipment at any one time.</p> <p>When are opportunities for revision built in? What does assessment look like?</p> <p>Topic tests at the end of B1/B2 then B3 (this incorporates some B1/B2 content) Topic tests at the end of C1/C2 then C3 (this incorporates some C1/C2 content) Topic tests at the end of P1/P2 and also P3/P4</p> <p>Why are topics sequenced in a particular way?</p> <p>Each topic is standalone and can therefore be taught in any order through the year. What is important is how the topics build on each other as students move through the year groups.</p> <p>How is cumulative assessment built in?</p> <p>See above</p> <p>How is feedback given?</p> <p>Students complete a sheet which breaks down performance on a question-by-question basis and set themselves a follow-up task based on their performance</p> <p>What part does prep play in the curriculum?</p> <p>From September 2020 students will be given a prep booklet for each topic, allowing for more formative feedback.</p>

Curriculum Maps September 2020

Year 8 Science Current Curriculum Allocation: 7 hours per fortnight

Curriculum Intent	Curriculum Content	Curriculum delivery
<p>What is the overarching purpose/vision for the curriculum in this year? The Y8 curriculum is designed to build on Y7 knowledge and provide a bridge to starting to explore the GCSE content in Y9.</p> <p>Topics follow the AQA syllabus, with a few tweaks. These tweaks were introduced following review after having taught the AQA recommended syllabus for a year. The more qualitative approach to forces is now built on quantitatively in Y8, for example.</p> <p>How do topics/units build upon knowledge/skills developed in Year 7? The AQA syllabus shows clear progression from Y7 to Y8, which we have followed to a large extent, by developing a scheme of work which sequences ideas within each topic.</p> <p>How do the knowledge/skills developed in this year feed forward into future years? The AQA KS3 syllabus was specifically designed to support the knowledge and skills required for GCSE Sciences. We have therefore learnt heavily on the knowledge requirements outlined, and included opportunities to build practical, literacy and numeracy skills throughout.</p> <p>What influenced your curriculum choices? (e.g. research, CPD, subject networks etc.) Use of AQA at GCSE, 80% of schools use AQA and therefore the support available from AQA is very useful, with regular Hub meetings and phone support readily available.</p> <p>Are the knowledge and skills covered by the end of this year parable to the breadth and ambition of those set out in the KS3 National Curriculum? Yes</p>	<p>What are the topics? B1 – Breathing and Digestion B2 – Respiration and Photosynthesis B3 – Evolution and Inheritance C1 – Climate and Earth's Resources C2 – Chemical Energy and Reactions C3 – Metals and Materials P1 – Contact Forces and Pressure P2 – Electromagnets and magnetism P3 – Work, heating and cooling P4 – Wave effects and wave properties</p> <p>What textbooks/supporting materials are used? Mixture of</p> <ul style="list-style-type: none"> • Spotlight Science (textbooks and worksheets) • Heinemann KS3 Science textbooks • In house resources <p>(Should funds allow, we would like to use the Activate KS3 textbooks and online support materials via Kerboodle)</p>	<p>How is the delivery organised, i.e. half termly topics? When are opportunities for revision built in? Each topic lasts 11 lessons. These are taught on rotation across the department to reduce the requirement for any particular equipment at any one time.</p> <p>Why are topics sequenced in a particular way? The topics are on rotation throughout the year</p> <p>What does assessment look like? Topic tests at the end of B1/B2 then B3 (this incorporates some B1/B2 content) Topic tests at the end of C1/C2 then C3 (this incorporates some C1/C2 content) Topic tests at the end of P1/P2 and also P3/P4</p> <p>How is cumulative assessment built in? Questions relating to work from Y7 built into end of topic assessments</p> <p>How is feedback given? Students complete a sheet which breaks down performance on a question-by-question basis and set themselves a follow-up task based on their performance</p> <p>What part does prep play in the curriculum? From September 2020 students will be given a prep booklet for each topic, allowing for more formative feedback.</p>