



WHAT IS MY CHILD LEARNING?

CURRICULUM OVERVIEWS

YEAR 8

SUMMER TERM

 **matter** AT THE DEANES



seeat
SOUTH EAST ESSEX ACADEMY TRUST

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ART

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>3D-Waste not want not Students will learn what sustainable art is. They gain an understanding of current artists who produce sustainable art. Students will learn how to produce sculptures using everyday rubbish and how to work on a celebrative piece of artwork. Students will learn the 6 R's.</p>	<p>We will have a greater understanding of the work of the following artists, Dan Cretu, Michelle Reader and Mark Oliver. What does sustainability mean? How is industry linked to global warming and climate change? The 6, Rs of design: Recycle, Reuse, Repair, Rethink, Reduce, Refuse. We will learn different sculpture techniques and how to produce a piece of art out of everyday rubbish.</p>	<p>Excellence will be shown in-depth artist research with very good skill development in the style of the artist.</p>	<p>Students will be assessed on their artist research and 3D making skills.</p>
<p>Op Art Students will gain an understanding of the purpose and context of Optical Art (Op Art), particularly the use of patterns, tone and shading</p>	<p>Students will use creativity and imagination in the production of their drawings and cube. Students will establish a direct link between the work of artist Bridget Riley and the work undertaken in class. Students will learn a range of Art techniques including composition, measuring, templates, shading, mixing paints and selection of colours.</p>	<p>Students will participate in an activity where they will reflect on 4 images of optical art and identify elements and principles of art as well as descriptive words the image reminds them of. Students will use sketches of their Op Art inspired patterns to plan and produce a black and white cube.</p>	<p>Students will be informally assessed on their response list to the 4 Op Art images and their participation in the class discussion about Op Art. Students will complete a pre-assessment worksheet checking for pre-requisite knowledge of optical art.</p>

COMPUTER SCIENCE

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Mobile App Development	This unit aims to take the students from designer to project manager to developer in order to create their own mobile app. Using App Lab from code.org, students will familiarise themselves with the coding environment and have an opportunity to build on the programming concepts they used in previous units before undertaking their project. Students will work in pairs to consider the needs of the user; decompose the project into smaller, more manageable parts; use the pair programming approach to develop their app together; and finish off by evaluating the success of the project against the needs of the user.	Students will be able to Identify when a problem needs to be broken down and implemented, customise GUI elements to meet the needs of the user. Students will use variables in an event-driven programming environment and develop a partially complete application to include additional functionality. Students will Identify and fix common coding errors and apply decomposition to break down a large problem into more manageable steps. Students can reflect and react to user feedback. Finally students will Evaluate the success of the programming project.	This will be assessed through a series of multiple choice questions completed online in the classroom.
Representations	This unit conveys essential knowledge relating to binary representations. The activities gradually introduce students to binary digits and how they can be used to represent text and numbers. The concepts are linked to practical applications and problems that the students are familiar with.	Students will be able to list examples of representations and recall that representations are used to store, communicate, and process information. Students will be able to provide examples of how different representations are appropriate for different tasks; recall that characters can be represented as sequences of symbols and list examples of character coding schemes. Students will be able to measure the length of a representation as the number of symbols that it contains and provide examples of how symbols are carried on physical media. Students will be able to explain what binary digits (bits) are, in terms of familiar symbols such as digits or letters and describe how natural numbers are represented as sequences of binary digits. Students will be able to convert a decimal number to binary and vice versa.	This will be assessed through a series of multiple choice questions completed online in the classroom.

DESIGN TECHNOLOGY

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>Students will be building on the core skills they have learnt in designing, making and evaluating; along with their technical knowledge and apply them whilst working more independently through the iterative design process. The context in which they will be studying is British modern culture.</p>	<p>Students will develop their skills further within the core skills needed in design technology in all areas. They will prototype their designs to evaluate and modify them before realising and manufacturing their final design. Students will increase their knowledge and understanding for working with and selecting materials, tools, equipment and manufacturing processes both by hand and using CAD/CAM.</p>	<p>Students will respond to the iterative design process creatively with the focus of designing for their client. They will evaluate and develop their designs with an open-mind. Students will show resilience from set-backs and work hard to work through them. Students will have a sound knowledge of materials and manufacturing techniques and demonstrate confidence, independence and accuracy when working with them.</p>	<p>Students work both practically and portfolio based will be assessed against an assessment criteria based on core design technology skills; designing, making, evaluating and technical subject knowledge.</p>

DRAMA

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Practitioners	Knowledge: Students will study 6 different theatre practitioners (Stanislavski/Brecht/ Grotowski/Artaud/ Berkoff/Boal) and will work creatively to develop their own performance piece in the style of their chosen practitioner.	Confident students who are able to work well as individuals and with others. Performances will show confident vocal and physical skills and reflect the appropriate style.	The quality of the students' performances will be assessed through their individual performance. Assessment will focus on application of practitioners style. Students' appreciation of performance will be assessed through written evaluations each lesson.
Shakespeare	Students will study Shakespeare's, looking at key scenes from <i>Th Tempest, Romeo and Juliet, Macbeth and Much Ado About Nothing</i> . Students will study the texts practically to promote creativity, confidence and ownership over the text studied. Performance skills will include use of vocal skills such as pace, pause, rhythm (Iambic pentameter) and physical skills such as gesture, body language and use of space alongside understanding script work, analysis, collaboration and focus.	Confident understanding and presentation of the scenes studied. Performances show creativity and a secure awareness of context and genre.	Students' understanding of the text and performance skills will be assessed in the final practical performance.

ENGLISH

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Poetry: Culture Clashes.	Students will study a selection of poetry from different cultures and eras and They will recognise the ingredients of a dramatic monologue and in addition look at key poetic techniques – both linguistic and structural. Key contextual information (social, historical and political) will be researched and students will be able to link this background understanding to the poems that they have studied. They will be able to transfer their understanding of the monologue form to their own poetry.	Students will be able to use the key subject terminology taught expertly. They will make explicit and implicit links between the poems cultural background and the content, characters and setting presented. They will be able to clearly emulate the monologue style used by the poets studied and be able to explain and justify their own structural and language choices.	Summative Assessment Creation of a dramatic monologue exploring a time you felt out of place. This writing assessment will be produced under timed conditions and planning time will allocated and essays will be assessed by the class teacher. Formative assessment will be embedded within each lesson.
The Tempest – William Shakespeare	Students will study key extracts from Shakespeare’s The Tempest focusing on the presentation of storms and mythical beasts. Alongside this they will analyse a selection of non fiction texts on the same subjects. Students will explore how the same topic is presented by various writers of differing cultures and from different eras.	When responding to the key extracts of the play they will be able to recognise Shakespeare’s implicit use of structure and be able to clearly comment on his use of imagery and language. They will be able to make comparisons between the writers that they study and how the presentation of the same subject changes depending on culture and eras.	Summative Assessment An analysis of a key scene from the play with a focus on the presentation of Caliban. This Reading assessment will be produced under timed conditions and planning time will allocated and essays will be assessed by the class teacher. Formative assessment will be embedded within each lesson.

FOOD

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>Healthy Eating: Foods To Share With Others Focus.</p>	<p>Students will create products that can be shared with others to enhance the importance of sharing healthy foods and the enjoyment of food culture and celebration. Products must be made from scratch to ensure they contain very limited additives with their ideas justified. Students will be encouraged to create their dishes at home too to share with others and help spread the message of how clean eating helps good health.</p> <p>They will also develop their ability to read nutritional labels to help inform them of their nutritional value and consider cost.</p> <p>Recipes: Basil and tomato quiche Cheesy triangles Plan make and decorate celebration cake competition</p>	<p>Students will make skilled products that look and taste delicious and feature a range of textures and flavours for others to enjoy and share. Improved understanding and adaption of the ingredients inside their products and knowledge of how they function in the body. Improved understanding of foods that are healthy to eat, and the ability to make informed food choices at home and in school. Improved organisation, confidence and skill base through practical. Increased knowledge and understanding of skills, safety and equipment. Thoughtful and detailed written work showing knowledge of ingredients, equipment, skills and time considerations.</p>	<p>Final recipe design plan showing knowledge, adaptation and understanding of ingredients and sensory appeal.</p> <p>This term students will be assessed on their ability to follow a recipe plan showing accuracy and hygienic practices to create a quality finished product for assessment.</p>

GEOGRAPHY

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Coasts	Students will gain an understanding of coastal processes. Students will investigate how erosion, deposition and transportation create and change coastal landforms over time. Students then apply their knowledge to a specific UK case study at Jurassic coast.	Students can apply their knowledge from other natural processes e.g. rivers that directly link to coastal processes without thinking that there is a disconnect. Longshore drift, spit formation and the main geomorphic processes understood and explained confidently.	Formative assessment: Teacher uses different strategies during discussion and tasks to assess students understanding of the subject. Students will be completing a combination of knowledge tests and extended writing tasks. Students will be tested on their knowledge and understanding of longshore drift, coastline processes and management strategies.
How does ice change the world	Students will explore geographical processes in cold environments and how ice changes the world. Students will learn how erosion and deposition create glacial landforms. Students will identify glacial landforms on OS maps and explore how the distribution of ice around the world changes through time. Students will also investigate how people use glacial landforms. They will investigate glaciers and the impact of glaciation in the Lake District.	Students have a secure knowledge and understanding of how ice changes the world. Students can explain how erosion and deposition create glacial landforms; this can be difficult as these cannot be directly observed unlike rivers and coasts. Students can explain how each of the processes works by using keywords confidently. Students can identify glacial landforms on OS maps.	Formative assessment: Teacher uses different strategies during discussion and tasks to assess students understanding of the subject. Students will be assessed on their knowledge and geographical understanding of concepts and glacial processes. Students will have to use OS map skills to identify glacial landforms

HISTORY

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>What was the British Empire and its consequence?</p>	<p>Students will explore the impact of the British Empire through case studies such as India and examining the horrifying role of Cecil Rhodes and the genocide in Australia. Students will examine if the Empire improved people's lives, why did the Empire collapse and how we should remember about the British Empire. Students will further develop their skills such as evaluating different interpretations and arguments about the British Empire. They will be able to construct their own conclusion and be able to explain the impact of events.</p>	<p>Students can make links between the events studied in the previous topic. Students can apply their contextual knowledge when interrogating sources surrounding the impact of the British Empire. Students are able to empathise with different groups that had different experiences in the British Empire and also they have the ability to understand differing interpretations.</p>	<p>Formative assessment: Teachers use different strategies during discussion and tasks to assess students understanding of the subject. Students will be completing a combination of knowledge retrieval/ recall tests and extended writing tasks. The aim of the assessment is to provide opportunities for students to practice one specific historical skill (consequence) and use of sources/interpretation</p>
<p>The Industrial Revolution- Was the Industrial Revolution a time of progress?</p>	<p>Students will gain knowledge of the big picture of the Industrial Revolution covering change across the time period. Students will begin to analyse the changes in agriculture, transport and in manufacturing then take a closer look at the impact of change in economy as well as the development of factory towns, conditions in the towns, the experience of workers in factories and the mines, the experience of the very poor. All of this helps to develop an understanding of how modern society was made including the values that we have today. Students will further develop their analytical skills and also skills such as change and continuity.</p>	<p>Students can explain how the Industrial Revolution changed Britain between 1750 and 1900. Students can explain how rapid changes in technology, science and political thinking revolutionised life in Britain by 1900. Students know how Enlightenment thinking encouraged the development of scientific thinking and technology. Students can make a judgement on how life changed as Britain rapidly became an urbanised society.</p>	<p>Formative assessment: Teachers use different strategies during discussion and tasks to assess students understanding of the subject. Students will be completing a combination of knowledge retrieval/ recall tests and extended writing tasks. The aim of the assessment is to provide opportunities for students to practice one specific historical skill (change and continuity).</p>

MATHEMATICS

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>Angle facts</p> <p>Formulae</p> <p>Area & Volume</p> <p>Form and Solve Equations</p>	<p>Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles.</p> <p>Understand and use the relationship between parallel lines and alternate and corresponding angles.</p> <p>Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons.</p> <p>Substitute numerical values into formulae and expressions, including scientific formulae.</p> <p>Understand and use standard mathematical formulae; rearrange formulae to change the subject.</p> <p>Derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders)</p> <p>Calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes</p> <p>Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D.</p> <p>Model situations or procedures by translating them into algebraic expressions.</p> <p>Use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement).</p> <p>Interpret mathematical relationships both algebraically and geometrically.</p>	<p>Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides.</p> <p>Apply fundamentals of 2D shapes to solve more complex problems.</p> <p>Reasoning to solve multi-step problems.</p> <p>Apply knowledge of substitution to scientific formulae.</p> <p>Understand the link between mathematics and science and how these skills are applied in the wider world.</p> <p>Conceptual understanding and fluency in the fundamentals of area and volume.</p> <p>Reasoning to solve complex, multi-step problems.</p> <p>Applying fundamentals of algebraic manipulation to generalise mathematical relationships.</p> <p>Applying skills in wider context of geometry to solve more complex problems.</p>	<p>These units will be assessed using formative assessment in class. The end of half-term assessment will be marked by the teacher and recorded centrally for monitoring progress.</p>

MUSIC

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Dance Music	Students will develop their composition and ICT skills, as well as gain a deeper understanding of texture, rhythm, harmony and melody.	Students will compose the component parts for a piece of electronic dance music (rhythm, bass line, chord sequence, and melody) as well as creatively choosing instrument sounds and using effects. Students will create an exciting end product by using skills such as panning and tracking the dynamics.	Practical work is assessed through an end of unit assessment. Listening and appraising work is assessed formatively through booklet work.
Ska	Students will learn about Ska music, including common instruments, rhythmic devices used and context in which it is usually heard. Students will have the opportunity to develop both their composition and ensemble performance skills and arranging a well known Ska song.	Students will have a confident grasp of rhythmic devices, including syncopation and off-beat rhythms. They compose idiomatically, with an understanding of the political context to a lot of reggae music. Their timing is exemplary and they show leadership in ensemble performances.	Practical work will be assessed in an end of term performance of their composition. Listening and appraising work is assessed formatively through booklet work.

PHYSICAL EDUCATION

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Athletics; to learn skills to allow students to performance across all disciplines pushing their basics skills of running, jumping and throwing.	Key skills and terminology will be taught to enable all pupils to participate in Athletics. Pupils will work independently and together depending on the discipline to develop their social and physical skills whilst being challenged in a competitive environment. Resilience is a key skill in this unit.	Pupils will be fully engaged in lessons demonstrating the skills in a welcoming atmosphere. A variety of activities (closed and open) will be used to give pupils a chance to practise a skill as well as perform it in a competitive environment. Use of mini plenaries will allow pupils to discuss their performance and self-evaluate to enable progress.	Formative and summative assessments will be used for both practical and theoretical knowledge and understanding. Closed activities will be created for students to demonstrate skills and a competitive situation will be created. Questioning will give students a chance to explain their performance demonstrating understanding of the sport.
Volleyball; to learn how to play a game of Volleyball through the use of basic skills and rules.	Key skills and terminology will be taught to enable all pupils to participate in a game of Volleyball. Pupils will work in pairs and rally to develop their social and physical skills whilst being challenged in a competitive environment.	Pupils will be fully engaged in lessons through use of small sided games and isolated tasks; this will mean maximum activity time therefore; students can familiarise themselves with Volleyball and how the sport is conducted. A variety of activities (closed and open) will be used to give pupils a chance to practice a skill and to then perform it in a competitive environment. Use of mini plenaries will allow pupils to discuss their performance and self-evaluate to enable progress.	Formative and summative assessments will be used for both practical and theoretical knowledge and understanding. Closed activities will be created for pupils to demonstrate skills and a competitive situation will be created. Questioning will give students a chance to explain their performance demonstrating understanding of the sport.
Striking and fielding; to learn how to play a game of Rounders or Cricket through the use of basic skills and rules.	Key skills and terminology will be taught to enable all pupils to participate in a game of Rounders/Cricket. Pupils will work in pairs and rally to develop their social and physical skills whilst being challenged in a competitive environment.	Pupils will be fully engaged in lessons through use of small sided games and conditioned games; this will mean maximum activity time therefore; students can familiarise themselves with Rounders or Cricket and how the sport is conducted. A variety of activities (closed and open) will be used to give pupils a chance to practice a skill and to then perform it in a competitive environment. Use of mini plenaries will allow pupils to discuss their performance and self-evaluate to enable progress.	Formative and summative assessments will be used for both practical and theoretical knowledge and understanding. Closed activities will be created for pupils to demonstrate skills and a competitive situation will be created. Questioning will give students a chance to explain their performance demonstrating understanding of the sport.

RSHE

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>Citizenship The Operation of Our Parliament</p>	<p>Students will find out what is the difference between government and parliament, about parliamentary functions and consider whether there are enough checks on the prime minister. Students will try to find the answer for the following questions: 'What is the link between Parliament and democracy?', 'What is Parliament's purpose?'</p> <p>'How are the UK Parliament and government organised?', 'Are there enough checks on the prime minister?'</p> <p>Students will gain an understanding of how laws are made. They will learn about how the Parliament is responsible for making laws that affect our daily lives, and learning about the parliamentary process helps us understand how these laws are created and implemented. By learning about Parliament, students will become more informed and engaged citizens, and participate in the democratic process.</p>	<p>Students can answer all the main questions from this unit in a sophisticated way. Students can explain the link between Parliament and democracy. Students can describe the purpose of Parliament and how it is organised. Students can fully explain how laws are made and how they can affect our daily lives.</p>	<p>Formative assessment: Teacher uses different strategies during discussion and alongside class activities that will assess students' understanding of the subject.</p>
<p>Citizenship How does the media affect us?</p>	<p>This unit is going to give students the knowledge and understanding of the role of media and free press in a democratic society. It will explore the different forms of media and their impact on society, as well as the importance of freedom of the press in promoting transparency and accountability. Students will understand the different forms of media and their impact on society.</p>	<p>Students can list all the different forms of media. Students can explain fully how these different forms of media can impact and affect our daily lives. Students can explain what the role of media is and why it is important to have a free press.</p>	<p>Formative assessment: Teacher uses different strategies during discussion and alongside class activities that will assess students' understanding of the subject.</p>

Relationships	Students will finish studying relationships with a focus on unhealthy relationships, boundaries, consent intimacy online and contraception.	Students will communicate well thought out responses which demonstrate a broad knowledge and understanding of the importance of healthy relationships, a particular focus on independent thought and personal decision-making skills will be encouraged.	The teacher will assess the students through their contribution to class discussions alongside class and homework reflections on the subject matters they have been exposed to.
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RELIGIOUS STUDIES

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>What happens when we die? (Continued)</p>	<p>Students will investigate a range of beliefs about what happens after death. They will evaluate the impact of these beliefs on religious practice.</p> <p>Students will focus on Islamic, Jewish, Hindu and Christian beliefs but will also consider Humanist views about death.</p> <p>Concepts will include: Akhirah, Jihad, Repentance & forgiveness and death rituals. Students will work together to explore a range of beliefs and values.</p> <p>Students will interrogate and scrutinise sources of authority and appreciate religious debate.</p> <p>Students will reflect on their own ideas.</p>	<p>Students will be able to apply their knowledge and skills to sources of authority and work as a team to discover information.</p>	<p>Students will be assessed using a formal written assessment. Students will also produce a creative piece of work</p>
<p>What does it mean to be religious?</p>	<p>Using the sociological and theological lenses to explore the impact of religion on people's lives.</p> <p>Students will have the opportunity to consider personal accounts of how religious belief has impacted the lives of a selection of individuals.</p> <p>Then will then consider how these individual beliefs have impacted society.</p> <p>Finally, students will research and produce their own reports on a religious person they think has made a difference.</p>	<p>Students will be able to identify and relate the ways in which faith has impacted an individual.</p> <p>Students will be able to evaluate other factors that have contributed to the decisions made by the individual and explain whether faith is the strongest influence.</p>	<p>Students will produce their own independent project which will showcase their evaluative skills.</p>

SCIENCE

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>Biology</p> <p>Plant leaves, menstrual cycle, natural selection, health.</p>	<p>We will learn about how leaves in plants are adapted for efficient photosynthesis, build on the knowledge of reproduction by understanding the events of the menstrual cycle, begin to explore the concept of natural selection and understand how lifestyle choices can impact upon health. We will develop our experimental skills and how we analyse and evaluate.</p>	<p>Excellent work will use the correct terminology in a range of contexts and will make explicit the links between biological structures and their functions.</p>	<p>Assessment will be through multiple choice questions, knowledge retrieval and a summative test.</p>
<p>Physics</p> <p>Density and pressure, resistance, potential difference</p>	<p>We will learn about the concepts of density and pressure and about electrical resistance and potential difference. We will develop our knowledge of scientific attitudes, our experimental skills, how we analyse and evaluate and how we use scientific measurement.</p>	<p>Excellent work will use the correct terminology in a range of contexts and will make explicit the links between forces and their effects and energy transfers in circuits and their effects.</p>	<p>Assessment will be through multiple choice questions, knowledge retrieval and a summative test.</p>

SPANISH

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
<p>Students will be focusing on three key verbs: to go, to do and to play. They will learn the whole formation of these irregular verbs so that they can confidently match their free time activities to different weather types.</p>	<p>Students will be developing fluency and confidence in producing work independently in both speaking and writing. We will be using the key verbs ?ser? and ?tener? in order to describe our pets and introducing a second tense so that we can discuss what we would like to have in the future.</p>	<p>Students will actively participate in lessons and join in speaking activities to further their appreciation of the world. Students will be actively trying to be more independent in class and to not use the scaffolding provided to them. Students will be able to speak and write confidently and independently on known topics with accurate spelling and pronunciation. Students should be looking to go beyond the sentence builder and link their knowledge with previously taught vocabulary.</p>	<p>Students will have two brief translation activities (into and from the target language), a listening comprehension and a mini writing assessment.</p>
<p>We are learning to discuss our future holiday plans in order that we can use two different tenses effectively.</p>	<p>Students will learn how to construct the near future tense and learn how to use two tenses in their work combined with justified opinions.</p>	<p>Students will actively participate in lessons and join in speaking activities to further their appreciation of the world. Students will be actively trying to be more independent in class and to not use the scaffolding provided to them. Students will be able to speak and write confidently and independently on known topics with accurate spelling and pronunciation. Students should be looking to go beyond the sentence builder and link their knowledge with previously taught vocabulary.</p>	<p>Students will have a reading and listening assessment and a spoken exam.</p>

TUTOR

WHAT ARE WE LEARNING?	WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN?	WHAT WILL EXCELLENCE LOOK LIKE?	HOW WILL THESE BE ASSESSED?
Online Safety	<p>Understand the dangers that can present themselves in an online setting.</p> <p>Know how to recognise and manage danger online and in person.</p> <p>Know how to report concerns and where to access help.</p> <p>Recognise the different dangers online and how they can impact physical and mental health.</p>	<p>Students will be able to confidently articulate the potential dangers.</p> <p>They will be able to explain clearly where to report any concerns and how to access support.</p>	<p>Assessment will be via small group and whole class questioning.</p> <p>Students will be assessed on their ability to describe the different dangers that might be presented.</p>
Producing Ideas	<p>Students will develop and think about new ideas that might benefit the school or wider community.</p> <p>They will think creatively about the production of their ideas and change for the better.</p> <p>Students will understand the areas that require development and introduce an action plan to address the area.</p>	<p>Students will show a high level of confidence in researching and presenting their ideas. They will show high levels of creativity in their plans for change.</p>	<p>Students will be assessed via small group presentations. They will present their ideas for change in their tutor sessions.</p>

THE DEANES SCHOOL PROMISE #1




WE WILL REMAIN A SMALL SECONDARY SCHOOL SO THAT EACH AND EVERY ONE OF OUR STUDENTS CAN FEEL HAPPY, RESPECTED AND KNOWN AS AN INDIVIDUAL WITHIN OUR SAFE AND ACCEPTING COMMUNITY

hi!
COOL BYE
hello
thank you!




AS AN INDIVIDUAL AT THE DEANES

THE DEANES SCHOOL PROMISE #2




WE WILL CONTINUE TO CREATE A POSITIVE AND RESPECTFUL ENVIRONMENT FOR ALL MEMBERS OF THE DEANES SCHOOL, WITH CONSISTENTLY HIGH EXPECTATIONS AND STANDARDS




i:matter AS A LEARNER AT THE DEANES

THE DEANES SCHOOL PROMISE #3




OUR CURRICULUM WILL CATER FOR INDIVIDUAL STRENGTHS AND NEEDS, ENABLING EVERY STUDENT TO MAKE OUTSTANDING PROGRESS AND ACHIEVE THEIR GOALS




i:matter AS A STUDENT AT THE DEANES

THE DEANES SCHOOL PROMISE #4




EXTENSIVE OPPORTUNITIES FOR PERSONAL DEVELOPMENT WILL EQUIP OUR STUDENTS WITH THE SKILLS, ATTRIBUTES AND VALUES NEEDED FOR FUTURE LIFE




i:matter AS A FUTURE CITIZEN AT THE DEANES

THE DEANES SCHOOL PROMISE #5




PARENTS AND CARERS WILL REMAIN CENTRAL TO OUR SCHOOL COMMUNITY. WE WANT THE FAMILIES OF OUR STUDENTS TO BE FULLY ENGAGED WITH ALL ASPECTS OF SCHOOL LIFE TO ENSURE THE MOST REWARDING LEARNING EXPERIENCE FOR THEIR CHILD




i:matter AS A PARENT AT THE DEANES

THE DEANES SCHOOL PROMISE #6



ALL STAFF WILL HAVE ACCESS TO HIGH QUALITY TRAINING TO HELP THEM DEVELOP AS PROFESSIONALS, AND ENSURE THE HIGHEST POSSIBLE OUTCOMES FOR STUDENTS, AS WELL AS OPPORTUNITIES TO PURSUE THEIR OWN PASSIONS



i:matter AS AN EMPLOYEE AT THE DEANES