



WHAT IS MY CHILD LEARNING?

CURRICULUM OVERVIEWS

YEAR 9

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? |
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| <p>Life events Students will be learning about the famous anti-war masterpiece 'Guernica'. Students will be learning how current events such as war inspire and influence artists in their work. Students will learn about the famous street artist Banksy and learn how to produce their stencils based on current events.</p> | <p>Students will learn about the artist Picasso and his introduction to cubism and this technique has been used in his anti-war piece 'Guernica' they will also learn about the bombing at Guernica during WW2.</p> <p>Students will then learn about the current day street artist Banksy and his own anti-war artwork. Students will also learn how to produce their stencils inspired by the artist Banksy and techniques required to produce a stencilled art piece based on current events.</p> | <p>Excellence will look like a thoughtful stencil design depicting anti-war based on current events.</p> <p>Skills used to produce the stencil will show a high degree of precision with cutting as well as a strong statement coming through either through wording or imagery.</p> | <p>Students will be assessed on the stencil design and their connection with current events, also the end result and the quality of the techniques used to cut and print their own stencils.</p> |
| <p>Comic Art Students will Learn how to use mix media they will about comic book art and structure of story boards to tell a story. Use their own ideas to inform a final piece Learn about marvel Illustrators, Bill Watterson's Calvin and Hobbes comic strips and Lichtenstein's comic art.</p> | <p>Students will gain a knowledge of how to structure a comic book to tell a story. Students will learn how to design their own super hero. Students will learn how to produce graphic illustrations of their own super heroes using a variety of mix media.</p> | <p>Excellence will be evident from the students own imaginative super hero designs with an exciting back story on how they became a super hero.</p> | <p>Students will get verbal feedback throughout the unit and will be assessed on their final comic strip.</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? |
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| Python Programming | This unit introduces learners to how data can be represented and processed in sequences, such as lists and strings. The lessons cover a spectrum of operations on sequences of data, that range from accessing an individual element to manipulating the entire sequence. Learners will process solar system planets, book texts, capital cities, leaked passwords, word dictionaries, ECG data, and more. It is assumed that learners are already able to write Python programs that display messages, receive keyboard input, use simple arithmetic expressions, and control the flow of program execution through selection and iteration structures. | Pupils will be able to write programs that display messages, receive keyboard input, and use simple arithmetic expressions in assignment statements and use selection (if-elif-else statements) to control the flow of program execution. Pupils will be able to Locate and correct common syntax errors; Create lists and access individual list items; Perform common operations on lists or individual items; Use iteration (while statements) to control the flow of program execution and be able to apply all of the skills covered in this unit. | This will be assessed through a series of multiple choice questions completed online in the classroom |
| Representations - going audio visual | In this unit, pupils will focus on digital media such as images and sounds, and discover the binary digits that lie beneath these types of media. Just like in the previous unit, where learners examined characters and numbers, the ideas that learners need to understand are not really new to them. Pupils will draw on familiar examples of composing images out of individual elements, mixing elementary colours to produce new ones, and taking samples of analogue signals, to illustrate these ideas and bring them together in a coherent narrative. This unit builds on the material from the Year 8 unit, Representations: from clay to silicon. | Pupils will be able to describe how digital images are composed of individual elements and recall that the colour of each picture element is represented using a sequence of binary digits. Pupils will be able to define key terms such as pixels, resolution, and colour depth and describe how an image can be represented as a sequence of bits Pupils will be able to describe how colour can be represented as a mixture of red, green, and blue, with a sequence of bits representing each colours intensity; compute the representation size of a digital image, by multiplying resolution (number of pixels) with colour depth (number of bits used to represent the colour of individual pixels);Describe the trade-off between representation size and perceived quality for digital images and perform basic image editing tasks using appropriate software and combine them in order to solve more complex problems requiring image manipulation. | This will be assessed through a series of multiple choice questions completed online in the classroom. |

DANCE

| WHAT ARE WE LEARNING? | WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN? | WHAT WILL EXCELLENCE LOOK LIKE? | HOW WILL THESE BE ASSESSED? |
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| Icons/BLM | Students will study the dances of Michael Jackson and examine how he has influenced the history of dance. Students will also study, in depth, the Black Lives Matter performance by Diversity from 2020. | Students will work precisely, collaboratively and independently to develop and apply a range of dance theory and performance skills. Students' performances will reflect the key observations from the different performances they have studied. | Students practical skills are assessed each lesson and in a final performance. Theoretical appreciation of style is evidenced through students notes evaluating each lesson. |
| Choose Your Stimulus | Students will be consolidating all their dance knowledge from Key Stage Three in this final unit. Students need to consider how they can showcase their understanding of the interpretative and physical skills in a performance based on their choice of stimulus. | Students will work precisely, collaboratively and independently to develop and apply a range of dance theory and performance skills. Students' final performance will reflect their experience of Dance during Key Stage Three. | Students practical skills are assessed each lesson and in a final performance. Theoretical appreciation of style is evidenced through students notes evaluating each lesson. |

DESIGN TECHNOLOGY

| WHAT ARE WE LEARNING? | WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN? | WHAT WILL EXCELLENCE LOOK LIKE? | HOW WILL THESE BE ASSESSED? |
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| Students will continue to refine the core skills they have learnt in designing, making and evaluating; along with their technical knowledge and apply them working independently through the iterative design process. The context in which they will be studying is mechanisms and movement in children's toys. | 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. | 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 setbacks 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. | 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. |

DRAMA

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| Let Him Have It - Devising | This unit looks at Verbatim theatre and how we can use primary and secondary sources as stimuli. Students will explore the role of the audience and create characters who are representative of different views, a feature of Verbatim theatre. Students will develop credible roles and shape and structure work in a meaningful way. Performance skills in this unit are devising, rehearsal, focus, role-play and a range of vocal and physical skills. | Fully engaged performers who are well rehearsed and understand characters resulting in well delivered and coherent pieces that explore the issue of capital punishment. | Students' creative intentions and performance skills will be assessed through a final performance. |
| Study of a Play Script | Students will develop their performance skills by exploring and performing sections from a complete and substantial play text that requires them to question playwright intentions and how to communicate meaning through someone else's words. | Students produce assured and secure performances with confident and committed characterisation. They show a comprehensive and coherent understanding of the chosen text. | Students will be assessed by the teacher against the GCSE Component Two Criteria of Vocal and Physical Skills, Character and Communication and artistic intentions. Students perform their pieces to the class teacher for assessment. |

ENGLISH

| WHAT ARE WE LEARNING? | WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN? | WHAT WILL EXCELLENCE LOOK LIKE? | HOW WILL THESE BE ASSESSED? |
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| Poetry of violence and vengeance: Armitage and Duffy. | Students will study a range of poetry by Carol Ann Duffy and Poet Laureate, Simon Armitage. They will recognise how the poets have used language, imagery and structure to create their eccentric main characters. They will study the context behind the poems and understand how this context influences the poets and their writing. | Students will show they understand the implicit connection between the content and the context of the poems and be able to comment on how this impacts the poet's character creations. They will be able to expertly discuss the sonnet form and be able to emulate this form in their own poetry. | Summative Assessment Creation of a sonnet on the theme of love or hate, manipulating the conventions of the sonnet form. 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. |
| Shakespeare's Heroes and Villains. | Students will know the makeup of a Shakespearean hero and villain. Through their study of the character of Macbeth they will understand the concept of the tragic hero and how Macbeth fits this title. They will compare the presentation of Antonio and Shylock from The Merchant of Venice and understand key themes of anti semitism in the presentation of both. The theme of gender will be studied and students will understand how both Beatrice from Much Ado About Nothing and the Nurse from Romeo and Juliet meet the criteria of a hero through understanding themes of patriarchy in Elizabethan society. | Students will be able to use judicious evidence from what they read to support their implicit understanding of the Shakespearean characters that they have studied. They will make detailed links between the contextual issues behind each play from each play and the characters studied. In addition students will be able to expertly discuss how Shakespeare interlinks the key theme of patriotism into his characterisations. | Summative Assessment An analysis of how Shakespeare uses language, structure and theme in the presentation of one or more of the characters studied. 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? |
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| <p>Food and Nutrition Life Skills:</p> <p>Cooking for different life stages.</p> | <p>Students will increase their knowledge and understanding of different dietary requirements at different life stages. Considering nutrients, variation, healthy eating guidelines, the Eatwell guide and create dishes suited to these diets. Reflective tasks will be undertaken to reinforce knowledge and enhance progress, assisting the development of quality dishes, knowledge and promote healthy choices. Students will also consider potential flaws in products, causes and how to resolve them.</p> <p>The working properties of different ingredients will also be explored investigating how they work and the food science behind them.</p> <p>Expense of dishes will also be explored and budget friendly nutritious dishes for life at home and outside of school.</p> <p>Recipes may vary due to class tastes and areas for development:</p> <p>Seasonal trendy traybake</p> <p>Swiss Roll</p> <p>Decorative fruit tarts</p> | <p>Students' written work is detailed, organised and well presented with students actively participating in the lesson, articulating opinions and asking questions to enhance their knowledge and understanding. They will revise their class work to prepare properly for assessments.</p> <p>Students will organise and plan the making of suitable products to match their written brief and create products that will develop their skills and refine their finishing technical skills e.g. plate ware, decorating, garnishing, piping etc. They will show creativity and flair when responding to briefs to produce suitable tasty and attractive dishes they will review in a range of ways. Confidence will increase as well as independence.</p> | <p>Students will be assessed on their practical preparation and cooking knowledge and skills by producing a creative quality dish in response to a brief.</p> |

GEOGRAPHY

| WHAT ARE WE LEARNING? | WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN? | WHAT WILL EXCELLENCE LOOK LIKE? | HOW WILL THESE BE ASSESSED? |
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| Can we deal with the consequences of climate change? | <p>Students will gain an understanding of the natural causes of climate change and how this is different to global warming.</p> <p>Students will learn about the short- and long-term evidence of climate change and draw conclusions over which piece is the most convincing that climate change is real.</p> <p>Students will develop their skills interpreting maps and looking at the case study of how Tuvalu is being impacted by climate change.</p> <p>Students will investigate what we could do to manage climate change.</p> | <p>Students have a secure understanding of the natural causes of climate change and global warming.</p> <p>Students can evaluate the short- and long-term evidence for climate to conclude whether it is real or not.</p> <p>Students have secure knowledge of the methods that are being developed to manage climate change.</p> | <p>Formative assessment: Teacher uses different strategies during discussion and tasks to assess students' understanding of the subject.</p> <p>Students will be completing a combination of knowledge tests and extended writing tasks.</p> |
| Fieldwork enquiry: What should be done to reduce the risk of flooding on Canvey Island? | <p>In this unit students will have an opportunity to study their local area. Students will use a range of fieldwork techniques to investigate their enquiry question. Students will design their fieldwork techniques and use them to collect data. They will then present and analyse their data. Students will learn how to evaluate and reflect their experience during their fieldwork.</p> | <p>Students can design fieldwork techniques to use them to collect data. Students can present their data in different ways and be able to interpret their findings. They can look at trends in graphs or spot unusual results.</p> | <p>Students will be completing a combination of knowledge tests and extended writing tasks. They are designed to revisit skills and assess their knowledge and understanding. Successful completion of coursework of the investigation to be assessed.</p> |

HISTORY

| WHAT ARE WE LEARNING? | WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN? | WHAT WILL EXCELLENCE LOOK LIKE? | HOW WILL THESE BE ASSESSED? |
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| <p>The Holocaust – How could the Holocaust have happened?</p> | <p>In this unit students will have an understanding of pre-war Jewish life, what Anti-Semitism is and how the Jews and other minorities were persecuted by the Nazis. Students will investigate sources to find out about life in the different camps. Students will focus on the case study of Auschwitz-Birkenau. Students will also assess how successful the efforts to eliminate genocide have been since the Holocaust. Students will also further develop their knowledge and understanding of different conflicts and prejudice. They will further develop their analytical skills and also skills such as causation and significance.</p> | <p>Students can analyse a range of sources and historical evidence. Students can explain what Anti-Semitism is, what happened during the Holocaust and will be able to explain the events that led up to the Holocaust.</p> | <p>Formative assessment: Teachers use different strategies during discussion and tasks to assess students' understanding of the subject. Students will be assessed on their knowledge and understanding of the key characteristics of the period. Students will need to complete an essay-type question, analysing sources/interpretations and explaining reasons why the Holocaust happened.</p> |
| <p>How far did African-Americans achieve their freedom during the Civil Rights Movement and how successful was the movement for LGBTQ+ in the 20th century?</p> | <p>Students will study the history of slavery in the United States. Students will investigate the impact of the Civil War on the life of Black Americans. Students will focus on the history of segregation and the role of key figures such as Martin Luther King and Malcolm X. Students will also gain knowledge of the experiences of the LGBTQ+ community in the 1980s and will explore how far their civil rights have improved since the 1900s. Students will further develop their knowledge and understanding of world history as well as historical skills such as change and continuity.</p> | <p>Students can explain the change and continuity through looking at the changing situation of African-Americans and the black community. Students can explain the implementation of segregation including the creation of the Ku Klux Klan as well as the Jim Crow Laws. Students also have a secure knowledge of the challenges to segregation including the Montgomery Bus Boycotts. Students can explain the history of LGBTQ+ and identify significant events such as the Stonewall riots and explain its consequence on the LGBTQ+ community.</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 of the specific historical skills (significance/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? |
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| Probability Statistics Algebra Review | <p>Record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale.</p> <p>Understand that the probabilities of all possible outcomes sum to 1.</p> <p>Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams.</p> <p>Generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities.</p> <p>Describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers).</p> <p>Describe simple mathematical relationships between two variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs.</p> <p>Use and interpret algebraic notation, including.</p> | <p>Apply fundamentals of fractions, decimals and percentages in wider context of probability.</p> <p>Mathematically reason, conjecture and justify the likelihood of different outcomes.</p> <p>Plan and execute probability experiments.</p> <p>Mathematical understanding of the theoretical vs experimental probabilities.</p> <p>Analyse and interpret data in its wider context.</p> <p>Conjecture and justify relationships between two variables.</p> <p>Apply fundamentals of fractions, decimals and percentages in wider context of probability.</p> <p>Apply fundamentals of algebra to solve problems.</p> <p>Use reasoning skills to solve contextual problems.</p> | <p>These units will be assessed using formative assessment whilst being delivered. The end of unit assessment will be marked by the teacher and recorded centrally for monitoring progress.</p> |

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| | <p>Substitute numerical values into formulae and expressions, including scientific formulae.</p> <p>Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors.</p> <p>Simplify and manipulate algebraic expressions to maintain equivalence by: collecting like terms; multiplying a single term over a bracket; taking out common factors; expanding products of two or more binomials.</p> <p>Understand and use standard mathematical formulae; rearrange formulae to change the subject.</p> <p>Model situations or procedures by translating them into algebraic expressions or formulae and by using graphs.</p> <p>Use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement).</p> | | |
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MUSIC

| WHAT ARE WE LEARNING? | WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN? | WHAT WILL EXCELLENCE LOOK LIKE? | HOW WILL THESE BE ASSESSED? |
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| Pop Music | <p>Students will gain a broad understanding of a range of popular music styles ranging from 1950s rock n roll to current chart songs.</p> <p>Students will develop their analysis skills as well as compositional skills as they apply their learning.</p> | <p>Students will analyse music and articulate how the elements of music are used in different ways in the various sub-genres. Students' use of musical vocabulary is excellent, and they compose idiomatically by drawing on the features studied. Students are brave with their creativity, and draw on their own listening to inform decisions they make in their compositions.</p> | <p>Listening and appraising work is assessed formatively through booklet work. Practical work is assessed in an end of term assessment.</p> |

PHYSICAL EDUCATION

| WHAT ARE WE LEARNING? | WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN? | WHAT WILL EXCELLENCE LOOK LIKE? | HOW WILL THESE BE ASSESSED? |
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| <p>Athletics: to learn skills to allow students to performance across all disciplines pushing their basics skills of running, jumping and throwing.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>Volleyball: to learn how to play a game of Volleyball through the use of basic skills and rules.</p> | <p>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.</p> | <p>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.</p> | <p>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</p> |
| <p>Striking and Fielding: to learn how to play a game of Rounders or Cricket through the use of basic skills and rules.</p> | <p>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</p> | <p>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.</p> | <p>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.</p> |

RSHE

| WHAT ARE WE LEARNING? | WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN? | WHAT WILL EXCELLENCE LOOK LIKE? | HOW WILL THESE BE ASSESSED? |
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| Citizenship Finance | The aim of this citizenship finance unit is to provide students with the knowledge and skills they need to make informed financial decisions. Students will explain how we can stay in control of our money and how can we save money. Students will learn about basic financial concepts, such as budgeting, saving, investing, and credit management. They will also learn about consumer rights and responsibilities, as well as the role of financial institutions and regulations in the economy. | By the end of the unit, students will be equipped with the tools they need to manage their own finances and contribute to a healthy and prosperous economy. Students will be able to make informed decisions and can fully explain how they can stay in control of their money now and later on in their life. Students will gain knowledge of how to keep their money safe from online crimes. Students can confidently define financial concepts and also be aware of their rights and responsibilities in regards to their financial situation. | Formative assessment: Teacher uses different strategies during discussion and alongside class activities that will assess students' understanding of the subject. Students will also complete an end of unit test that will assess their knowledge and understanding of key concepts and ideas from this unit. |
| Independence | Students will look at their personal safety in the context of drug and alcohol emergencies, online scams and gambling, making health choices to prevent disease and managing peer pressure. | Students discussions will demonstrate a clear attitude towards the issues studied and students will be able to offer reasoned arguments justifying their opinions. | 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. |

RELIGIOUS STUDIES

| WHAT ARE WE LEARNING? | WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN? | WHAT WILL EXCELLENCE LOOK LIKE? | HOW WILL THESE BE ASSESSED? |
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| Is it ever right to go to war? | <p>Exploring the concept of Just war with a focus on Jihad of the Sword and the Christian theory of Just War.</p> <p>Evaluating the concept of Pacifism in Buddhism.</p> <p>Students will consider arguments for and against war from all the major religious worldviews by investigating sacred scriptures.</p> | <p>Students will be able to give more than one viewpoint in answer to the question – Is it ever right to go to war?</p> <p>Students will be able to identify where religious worldviews about conflict are rooted in sacred scriptures.</p> <p>Students will be able to verbalise their own world view on conflict.</p> | Students will produce a formal written assessment. |
| Finding God in... | <p>Students will learn about different areas of the world where people have found faith in God in the most unusual circumstances.</p> <p>Students will be challenged to use their own research and evaluative skills to find God in a particular area...</p> <p>Examples are: Finding God in Covid; Finding God in the Ukrainian Conflict; Finding God in Climate Change</p> | <p>Students that will be able to use their own interpretative, evaluative and investigative skills to research their own individual project.</p> <p>Students will be able to present their findings in a creative and informative way.</p> | Students will produce creative projects that will incorporate the skills they have acquired though using the lenses approach to RE. |

SCIENCE

| WHAT ARE WE LEARNING? | WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN? | WHAT WILL EXCELLENCE LOOK LIKE? | HOW WILL THESE BE ASSESSED? |
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| Biology: Fundamental biology: Cell structure, Fundamental biology 2 [cell transport and division]. | In biology we will build upon our knowledge to further understand the structure and function of cells, then we will build upon our knowledge of cells to understand the processes involved in the transport of substances and how cells divide to make copies of themselves. We will develop our experimental skills, how we analyse and how we use scientific measurement. | Excellent work will use the correct terminology in a range of contexts and will make explicit the links between biological structures and their functions. | Assessment will be through multiple choice questions, knowledge retrieval and a summative test. |
| ChemistryFundamental chemistry: The Periodic Table | Students will explore how the periodic table helps to organise chemical knowledge. We will develop our knowledge of scientific attitudes. | Excellent work will make links between the structure of the periodic table and how it is used, make links between chemical tests and their results and use the correct terminology in a range of contexts. | Assessment will be through multiple choice questions, knowledge retrieval and a summative test. |
| PhysicsFundamental physics: Particle model, Fundamental physics: internal energy | Students will explore how the particle model is applied to understand the internal energy within a system. We will develop our knowledge of scientific attitudes, our experimental skills and how we use scientific measurement. | Excellent work will use the correct terminology in a range of contexts and will make explicit the links between the particle model and effects such as changes of state | Assessment will be through multiple choice questions, knowledge retrieval and a summative test. |

SPANISH

| WHAT ARE WE LEARNING? | WHAT KNOWLEDGE, UNDERSTANDING AND SKILLS WILL WE GAIN? | WHAT WILL EXCELLENCE LOOK LIKE? | HOW WILL THESE BE ASSESSED? |
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| <p>We are learning to compare this weekend and last weekend.</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 and speaking assessment.</p> |
| <p>We are learning about the civil war in El Salvador via the film Voces Inocentes.</p> | <p>Students will be able to discover the culture of a different Hispanic country and relate this to what is happening in Ukraine at the moment. They will be able to emphasise and understand some of the problems that led to the civil war in El Salvador and how the situation is similar in other South American countries.</p> | <p>Students will be able to apply the knowledge which they have learnt about the film and El Salvador in general in order to discuss how the film made them feel and whether they liked it or not. Students will be able to link the horrors of war to the current situation in Ukraine and will be able to emphasise with the characters.</p> | <p>Students will complete a film review about Voces Inocentes</p> |

TUTOR

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| First Aid Awareness | <p>Students will learn the basics of first aid.</p> <p>They will know how to evaluate risks and take sensible steps to lower the need for first aid assistance.</p> <p>Students will learn the appropriate steps to take in a first aid emergency situation.</p> <p>They will recognise the type of response needed in a variety of scenarios.</p> | <p>Students will be able to articulate clearly the various steps to take in emergency situations. They will show confidence in their explanations about the basics of first aid.</p> | <p>Students will be assessed on their knowledge and understanding in response to the scenarios.</p> |
| Change for the Better | <p>Students will learn to think creatively about new ideas and change for the better.</p> <p>They will demonstrate an understanding of their chosen theme/topic and present their ideas clearly.</p> <p>They 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