



Eden Boys

Name :.....

Tutor Group :.....

Eden Boys' School, Preston

# *Year 7 Curriculum and Assessment Guidance for Pupils and Parents*

Nurturing today's young people,  
inspiring tomorrow's leaders.



# Summary

Our aim at Eden Boys' School is simple – we want to provide the best possible education for you in the most secure Islamic environment.

We will help you to achieve your goals, dreams and ambitions. In return we want you to turn up every day, on time and with the right attitude to **aim** for the best possible standards in your studies; both **at home and in school**, as well as work to your **full potential in all your subjects**.

This summer was the third year of the reformed 9 - 1 GCSEs in English Language, English Literature and mathematics and the second year of the reformed 9 - 1 GCSEs in geography, history, French, science and computer science. Over the next few years, the Government will continue to introduce new GCSE courses that all pupils will complete. The reformed 9 - 1 GCSE courses have much more content and longer, tougher exams.

In addition, the Government is making it harder to achieve a 'strong pass' – so you will need to get more marks to achieve the new Grade '5' – which replaced the old Grade 'C'.

As a result of these changes to GCSEs, we continue to refine our **new grading system** for all pupils – from Year 7 to Year 11. The new grades continue to be used to:

- **Set aspirational targets in every subject.**
- **Assess and grade your work in classwork, homework and in regular tests.**
- **Report on your progress in the report cards we send home every half-term.**

This booklet explains what the new grades mean and how you will progress through the learning journey in each of your subjects.

## New GCSEs and New Grading

The table below shows how the new 9 - 1 grades compare with the 'old' A\* - G grades:

New GCSE grade	Old GCSE grade	Notes
9	A*	A grade 9 is a high A*.
8	A*/A	A grade 8 is a low A* or high A.
7	A	A grade 7 is a low or mid A.
6	B	A grade 6 is a high B.
5	B/C	A grade 5 is a low B or high C. This is the minimum grade for a 'strong pass'.
4	C	A grade 4 is a low or mid C.
3	D/E	A grade 3 is a D grade or high grade E.
2	E/F	A grade 2 is a low grade E or high grade F.
1	F/G	A grade 1 is a low F or G grade.

### What grade do I need in the new GCSEs?

To match our country's GCSEs with the best education systems in the world, the Government has raised expectations of what counts as a 'strong pass'. In the new GCSEs:

- A grade '5' is needed to achieve a 'strong pass'. Pupils who previously achieved a low grade 'C' would only receive a Grade '4' in the new system, so this means that it will be harder for pupils to achieve a 'pass' in the new GCSEs.
- At least a grade '6' is needed if you wish to study A Level courses after their GCSEs. For some A Level courses, a grade '7' is needed.
- Only the very, very brightest pupils will get a Grade '9' in each subject.

### How will the new grading system affect each year group?

In September 2016, we introduced a new single grading system for all pupils. The information alongside explains how the new single grading system applies in Year 7.

### How the Grading System Works in Year 7

- 9 - 1 grades are used - the highest possible grade is a Grade '4'.
- Sub-grades a, b, c are used, so the highest possible grade in Year 7 is '4a' and the lowest is '1c'.
- In each subject, a target is set for the end of the year.
- For each subject, the half-termly report card will predict what the pupil will achieve at the end of the year.
- At the end of Year 7, a pupil of average ability should achieve Grade '2a'. A pupil achieving a Grade '2a' is on course for a Grade '5' at the end of their GCSE.
- At the end of Year 7, a pupil of high ability would achieve Grade '4c' or above.

## What grade is expected at the end of each year?

Based on your primary school results, progress in the previous year and overall ability level, you will be set a challenging target for each subject at the start of the year.

**In Year 7, you will be set a target for the end of the year.**

The chart below shows how you should progress from KS2 (SATS in Year 6) to KS4 (GCSE).

End of KS2 Level			Y7 Starting Grade	Y7 Target Grade	Y8 Target Grade	'New' GCSE Target (Y9 onwards)
Reading	Maths	RandM Ave				
119	113	116	4c	4a	5b	9
115	111	113	3a	4b	5c	8
109	109	109	3b	4c	4a	7
103	106	104.5	3c	3a	4b	7
100	103	101.5	2a	3b	4c	6
97	100	98.5	2b	3c	3a	6
93	95	94	2c	2a	3b	5
87	92	89.5	1a	2b	3c	5
86	88	87	1b	2c	2a	4
85	85	85	1c	1a	2b	4
80	80	80	-	1b	2c	3

### How will my progress be reported during the year?

During the year, you will complete regular tests in each of your subjects. These tests will help the teacher to predict the grade you will achieve at the end of the year.

At the start of each half-term, we will send a report card home. For each subject, the report card will show:

- The target grade** - this is the grade you should aim to achieve in the subject by the end of the year.
- The predicted grade** - this is the grade your teacher thinks you will achieve in the subject at the end of the year (based on your current progress).
- These grades will use the new 9 - 1 grading system.

# Year 7

## Learning Journey in:

English	6
Mathematics	8
Science	9
French	10
German	12
History	14
Geography	15
Computer Science	16
Religious Education	18
PSHE	20
Art	21
PE	22

\* Please note the long term plans are subject to change.

# English Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Skills</b>	<p><b>Reading:</b> AO1, AO2, AO3 AO1 - Selecting and retrieving information AO2 - Writer's use of language &amp; structure AO3 - Comparison of texts</p> <p><b>Spoken Language:</b> AO7, AO8 AO7 - Use of Standard English. AO8 - Respond in Standard English.</p>	<p><b>Writing:</b> AO5, AO6 AO5 - Content AO6 - Technical accuracy + SPaG</p> <p><b>Spoken Language:</b> AO7, AO8 AO7 - Use of Standard English. AO8 - Respond in Standard English.</p>	<p><b>Writing:</b> AO5, AO6 AO5 - Content AO6 - Technical accuracy + SPaG</p> <p><b>Spoken Language:</b> AO7, AO8, AO9 AO7 - Use of Standard English. AO8 - Respond in Standard English. AO9 - Use Standard English effectively to respond in a variety of spoken contexts.</p>	<p><b>Reading:</b> AO1, AO2, AO4 AO1 - Selecting and retrieving information AO2 - Writer's use of language and structure AO4 - Critical analysis and informed personal response.</p> <p><b>Spoken Language:</b> AO7, AO8, AO9 AO7 - Use of Standard English. AO8 - Respond in Standard English. AO9 - Use Standard English effectively to respond in a variety of spoken contexts.</p>	<p><b>Reading:</b> AO1, AO2, AO4 AO1 - Selecting and retrieving information AO2 - Writer's use of language and structure AO3 - Comparison of texts AO4 - Critical analysis and informed personal response.</p> <p><b>Writing:</b> AO5, AO6 AO5 - Content AO6 - Technical accuracy + SPaG</p> <p><b>Spoken Language:</b> AO7, AO8, AO9 AO7 - Use of Standard English. AO8 - Respond in Standard English. AO9 - Use Standard English effectively to respond in a variety of spoken contexts.</p>	<p><b>Reading:</b> AO1, AO2, AO4 AO1 - Selecting and retrieving information AO2 - Writer's use of language and structure AO3 - Comparison of texts AO4 - Critical analysis and informed personal response.</p> <p><b>Writing:</b> AO5, AO6 AO5 - Content AO6 - Technical accuracy + SPaG</p> <p><b>Spoken Language:</b> AO7, AO8, AO9 AO7 - Use of Standard English. AO8 - Respond in Standard English. AO9 - Use Standard English effectively to respond in a variety of spoken contexts.</p>
<b>Key Content</b>	Running Wild (R)	Running Wild (R)	Greek Myths (W)	Greek Myths (W)	Beowulf (R, W and SL)	Shakespeare - Romeo and Juliet (R, W and SL)
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Democracy Freedom of Religion The Rule of Law Freedom of Choice Freedom of Thought Fairness and Liberty		Democracy Freedom of Religion The Rule of Law Freedom of Choice Freedom of Thought Fairness and Liberty Freedom of Association		Democracy Freedom of Religion The Rule of Law Freedom of Choice Freedom of Thought Fairness and Liberty Freedom of Association	

# English Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Assessment Objectives and Suggested Assessments</b>	<p>Homework MP1: Writing Task - Descriptive (not graded)</p> <p>MP2: Reading Task - Language analysis (not graded)</p> <p>MP3: Writing Task - Descriptive (not graded)</p> <p><b>End Assessment:</b> Reading assessment on AO1 and AO2 (graded)</p>	<p>Homework MP1: Reading Task - Language analysis (not graded)</p> <p>MP2: Writing Task - Non-fiction (not graded)</p> <p>MP3: Reading Task - Writer's viewpoint (not graded)</p> <p><b>End Assessment:</b> Writing assessment on AO5 and AO6 (graded)</p>	<p>Homework MP1: Writing Task - Non-fiction (not graded)</p> <p>MP2: Spoken Language Task - Presentation task: AO7, AO8, AO9 (graded)</p> <p>MP3: Reading Task - Language analysis (not graded)</p> <p><b>End Assessment:</b> Reading assessment on AO1, AO2 and AO4 (graded)</p>	<p>Homework MP1: Reading - Language practice question (not graded)</p> <p>MP2: Reading - Language practice question (not graded)</p> <p>MP3: Writing - Non-fiction writing question (not graded)</p> <p><b>End Assessment:</b> Writing Paper: AO5 and AO6 (graded)</p>	<p>Homework MP1: Writing - Non-fiction (not graded)</p> <p>MP2: Reading - Language practice question (not graded)</p> <p>MP3: Reading - Personal response question (not graded)</p> <p><b>End Assessment:</b> Reading Paper: AO1, AO2, AO4 Writing paper AO5 and AO6 (graded)</p>	<p>Homework MP1: Spoken Language - Presentation task (not graded)</p> <p>MP2: Reading practice question - Language analysis (not graded)</p> <p>MP3: Writing non-fiction (not graded)</p>
<b>Suggested Assessment</b>	Reading assessment - Fiction unseen modern text.	Writing assessment - Non-fiction.	Writing assessment - Fiction pre-1900.	Reading assessment - Non-fiction pre-1900.	Response to unseen poetry and a viewpoint writing task.	Delivery of Spoken Language presentations during the half term.
<b>Feedback Suggested Assessment</b>	Feedback: Aut2 Wk2	Feedback: Spring 1 Wk2	Feedback: Spring 2 Wk2	Feedback: Summer 1 Wk2	Feedback: Summer 2 Wk2	Feedback: Summer 2 Wk5
<b>Websites to help my learning:</b> <a href="http://www.bbc.co.uk/schools/ks3bitesize/English/">http://www.bbc.co.uk/schools/ks3bitesize/English/</a> <a href="http://www.englishbiz.co.uk/">http://www.englishbiz.co.uk/</a> <a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a> <a href="http://www.channel4learning.com/support/websites/english.html">http://www.channel4learning.com/support/websites/english.html</a> <a href="http://www.channel4learning.com/sites/waywithwords/index.html">http://www.channel4learning.com/sites/waywithwords/index.html</a>				<b>Visits to places that can help my learning:</b> Plays - theatre, sporting events, libraries		

# Mathematics Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Skills</b>	Confidence, Develop Fluency, Reason Mathematically and Problem Solving					
	S1 Handling Data N1 Number	A1 Algebra N2 Number	N3 Number P1 Probability	R1 Ratio & Proportion	G1 Geometry A2 Algebra	G2 Geometry
<b>Key Content</b>	S1 Analysing & Displaying Data  N1 Number Skills	A1 Expressions, Functions & Formulae  N2 Decimals & Measures	N3 Fractions  P1 Calculating with Probability	R1 Ratio, Proportion & Scale	G1 Lines and Angles  A2 Sequences & Graphs	G2 Transformations
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	The Qur'aan and Mathematics Scholars e.g. Al-Khwarizmi, Diophantus Use of statistics in the media, census data Use of different units of measurement in other cultures.		Currencies of different countries & conversions Egyptian fractions Application of probability in risk and gambling		Islamic Art and Culture Rangoli Designs & Mandalas Special sequences; Fibonacci & Pascal's triangle	
<b>Key Assessment Objectives and Suggested Assessments</b>	Half-term test - S1	End-of-term test (Cumulative) - S1, N1 and A1	Half-term test (Cumulative) - S1, N1, A1, N2 & N3	End-of-term test (Cumulative) - S1, N1, A1, N2, N3 & P1	<b>EOY exam</b>	Half-term test (Cumulative) - S1, N1, A1, N2, N3, P1, R1, G1, A2 & G2
<b>Websites that can help my learning:</b> <a href="https://hegartymaths.com">https://hegartymaths.com</a> <a href="http://www.nrich.maths.org.uk">www.nrich.maths.org.uk</a> <a href="http://www.mathsisfun.com">www.mathsisfun.com</a> <a href="http://www.vle.mathswatch.com/vle/">www.vle.mathswatch.com/vle/</a> <a href="http://www.youtube.co.uk">www.youtube.co.uk</a> (Khan Academy)				<b>Visits to places that can help my learning:</b> Mosques Museum of Mathematics Bletchley Park National Space Centre Mathematics in cities		

# Science Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Skills</b>	Mathematical skills, practical skills, developing scientific enquiry and exam technique and application skills.	Mathematical skills, practical skills, developing scientific enquiry and exam technique and application skills.	Mathematical skills, practical skills, developing scientific enquiry and exam technique and application skills.	Mathematical skills, practical skills, developing scientific enquiry and exam technique and application skills.	Mathematical skills, practical skills, developing scientific enquiry and exam technique and application skills.	Mathematical skills, practical skills, developing scientific enquiry and exam technique and application skills.
<b>Key Content</b>	<p><b>Introduction to Science</b> Safety in the laboratory and investigative skills.</p> <p><b>Matter</b> Particle model, states of matter, melting, boiling, gas pressure, diffusion.</p>	<p><b>Organisms</b> Cells, diffusion, respiration, balanced diets and enzymes.</p>	<p><b>Energy</b> Forms of energy, energy resources, SHC, energy stores, thermal insulation.</p>	<p><b>Waves</b> The ear, ultrasound, infrasound, EM spectrum, light, reflection, refraction, images and the eye.</p>	<p><b>Earth</b> Rocks and weathering, carbon cycle, climate change, ores, solar system, phases of the moon, space exploration.</p>	<p><b>Reactions</b> Chemical &amp; physical changes, balancing equations, neutralisation, the reactivity series.</p>
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	SMSC - Moral and Social Development FBV - Equality and Social Responsibility		SMSC - Spiritual, Cultural and Social Development FBV - Freedom of thought and mutual respect relating to theories surrounding the creation, as well as the Big Bang.		SMSC - Moral And Social Development FBV - Tolerance and Acceptance along with the Rule of Law	
<b>Key Assessment Objectives and Suggested Assessments</b>	End of unit cumulative test on Lab Safety and Matter.	End of unit cumulative test on Matter and Organisms.	End of unit cumulative test on Matter, Organisms and Energy.	End of unit cumulative test on Matter, Organisms, Energy and Waves.	<b>EOY exam</b> A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions on all the topics covered.	End of unit cumulative test on Reactions and all other topics covered previously.
<b>Websites that can help my learning:</b> <a href="http://www.bbc.co.uk/education">http://www.bbc.co.uk/education</a>				<b>Visits to places that can help my learning:</b> Blackpool Zoo MOSI (Museum of Science and Industry) MAGNA Science Adventure Centre Jodrell Bank Discovery Centre GoApe Rivington iFly Manchester		

# French Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Skills</b>	<p>Baseline Assessment.</p> <p>French phonics.</p> <p>Matching sound to print.</p> <p>Language learning skills.</p> <p>Answering simple questions, both verbally and written, giving simple opinions.</p> <p>Understanding of short written and spoken content in familiar contexts.</p>	<p>French phonics.</p> <p>Ask and answer simple questions.</p> <p>Produce several short sentences, using present tense of frequently used verbs and opinions.</p> <p>Translation of familiar words into English.</p> <p>Understand main points from short passages in the present tense.</p>	<p>French phonics.</p> <p>Ask and answer a range of simple questions.</p> <p>Produce several short, linked sentences using the present tense.</p> <p>Give simple justifications for opinions.</p> <p>Translation of familiar words and phrases into English and French.</p> <p>Understand main points and some details from short passages in the present tense.</p>	<p>French phonics.</p> <p>Produce several short, linked sentences using the present tense using a range of time phrases.</p> <p>Translate familiar short sentences into the target language.</p> <p>Understand main points and most details from short passages in the present tense.</p> <p>Recognise set phrases in the near future tense.</p>	<p>French phonics.</p> <p>Produce short texts using a range of connectives, time phrases and justified opinions.</p> <p>Use the near future tense.</p> <p>Understand longer passages, including references to the near future.</p> <p>Translate linked sentences into the target language.</p>	<p>French phonics.</p> <p>Produce short texts using a range of connectives, time phrases and justified opinions.</p> <p>Use the near future tense.</p> <p>Use the perfect tense.</p> <p>Understand longer passages, including references to the near future and perfect tenses.</p> <p>Translate linked sentences into the target language.</p> <p>Using two tenses together.</p>
<b>Key Content</b>	<p><b>C'est perso!</b></p> <ul style="list-style-type: none"> <li>Numbers</li> <li>Alphabet</li> <li>Likes and dislikes</li> <li>Descriptions</li> </ul> <p>Using avoir</p> <p>Indefinite and definite articles</p> <p>Adjectival agreement</p> <p>Regular -er verbs</p>	<p><b>En classe!</b></p> <ul style="list-style-type: none"> <li>Time</li> <li>Subjects</li> <li>Uniform</li> <li>French school system</li> </ul> <p>Regular -er verbs</p> <p>Adjectives after nouns</p> <p>Using il y a / il n'y a pas de</p>	<p><b>Mon temps libre!</b></p> <ul style="list-style-type: none"> <li>Sports</li> <li>Activities</li> <li>Opinions</li> </ul> <p>Using jouer à</p> <p>Using faire</p> <p>Aimer + infinitive</p> <p>Forming questions</p>	<p><b>Ma vie de famille!</b></p> <ul style="list-style-type: none"> <li>Family</li> <li>Home</li> <li>Celebrations</li> </ul> <p>Possessive adjectives</p> <p>Nous form of -er verbs</p> <p>Partitive article</p> <p>Near future tense phrases</p>	<p><b>En ville!</b></p> <ul style="list-style-type: none"> <li>Places in town</li> <li>Food and drink</li> <li>Holiday plans</li> </ul> <p>Using aller</p> <p>Using vouloir</p> <p>Tu and Vous forms of verbs</p> <p>Aller + infinitive</p>	<p><b>Vive les vacances!</b></p> <ul style="list-style-type: none"> <li>Holiday activities</li> <li>Destinations</li> <li>Holiday plans</li> </ul> <p>Using regular perfect tense verbs</p> <p>Using irregular perfect tense verbs</p> <p>Verbs that take etre</p>
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Exploring Cultural Diversity. Values of Solidarity.		Appreciation of Different Cultures. Promoting Healthy Lifestyle and Sports Ethic. Respect and Tolerance.		Community Cohesion, Living Together. Understand and appreciate viewpoints of others. Social Responsibility.	

# French Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Assessment Objectives and Suggested Assessments</b>	<b>Speaking</b> Presentation  General conversation	<b>Reading and Listening</b> Mixture of English and TL rubrics.  Non-verbal and extended answer tasks.  Translation into English.	<b>Writing</b> Photo card stimulus  Short passage in response to bullet point stimulus.  Short sentence translation into French.	<b>Speaking and Reading</b> <b>Speaking:</b> Role play  Photo card  <b>Reading:</b> Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.	<b>EOY exam</b>  <b>Reading, Listening and Writing</b> <b>Writing:</b> Photo card stimulus  Short passage in response to bullet point stimulus.  <b>Listening:</b> Mixture of English and TL rubrics.  Non-verbal and extended answer tasks.  <b>Reading:</b> Mixture of English and TL rubrics.  Non-verbal and extended answer tasks.  Translation into English.	<b>Speaking and Translation</b> Role-play  Photo card  General conversation  Translation into French.
<b>Websites that can help my learning:</b> <a href="http://www.bbc.co.uk/schools/gcsebitesize/french/">http://www.bbc.co.uk/schools/gcsebitesize/french/</a> <a href="http://www.linguascope.com">http://www.linguascope.com</a> <a href="https://www.memrise.com/">https://www.memrise.com/</a>				<b>Visits to places that can help my learning:</b> Alliance Française at the French Embassy Trip to France		

# German Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Skills</b>	<p>Baseline Assessment.</p> <p>German phonics.</p> <p>Matching sound to print.</p> <p>Language learning skills.</p> <p>Answering simple questions, both verbally and written, giving simple opinions.</p> <p>Understanding of short written and spoken content in familiar contexts.</p>	<p>German phonics.</p> <p>Ask and answer simple questions.</p> <p>Produce several short sentences, using present tense of frequently used verbs and opinions.</p> <p>Translation of familiar words into English.</p> <p>Understand main points from short passages in the present tense.</p>	<p>German phonics.</p> <p>Ask and answer a range of simple questions.</p> <p>Produce several short, linked sentences using the present tense.</p> <p>Give simple justifications for opinions.</p> <p>Translation of familiar words and phrases into English and German.</p> <p>Understand main points and some details from short passages in the present tense.</p>	<p>German phonics.</p> <p>Produce several short, linked sentences using the present tense using a range of time phrases.</p> <p>Translate familiar short sentences into the target language.</p> <p>Understand main points and most details from short passages in the present tense.</p> <p>Recognise set phrases in the near future tense.</p>	<p>German phonics..</p> <p>Produce short texts using a range of connectives, time phrases and justified opinions.</p> <p>Use the near future tense.</p> <p>Understand longer passages, including references to the near future.</p> <p>Translate linked sentences into the target language.</p>	<p>German phonics.</p> <p>Produce short texts using a range of connectives, time phrases and justified opinions.</p> <p>Use the near future tense and a range of modal verbs.</p> <p>Understand longer passages, including references to the near future and perfect tenses.</p> <p>Translate linked sentences into the target language.</p> <p>Using two tenses together.</p>
<b>Key Content</b>	<p><b>Meine Welt</b></p> <ul style="list-style-type: none"> <li>Numbers</li> <li>Alphabet</li> <li>Likes and dislikes</li> <li>Descriptions</li> </ul> <p>Using haben Indefinite and definite articles Adjectival agreement Regular verbs</p>	<p><b>Familie und Tiere</b></p> <ul style="list-style-type: none"> <li>Family</li> <li>Home</li> <li>Celebrations</li> </ul> <p>Possessive adjectives Wir form of regular verbs ,weil word order</p>	<p><b>Meine Schule</b></p> <ul style="list-style-type: none"> <li>Time</li> <li>Subjects</li> <li>Uniform</li> <li>German school system</li> </ul> <p>Regular verbs Adjective endings Using es gibt / es gibt kein/e/en Future tense phrases</p>	<p><b>Freizeit</b></p> <ul style="list-style-type: none"> <li>Sports</li> <li>Activities</li> <li>Opinions</li> </ul> <p>Using spielen Using machen Mögen + infinitive Forming questions</p>	<p><b>Technologie</b></p> <ul style="list-style-type: none"> <li>TV</li> <li>Cinema</li> <li>Reading</li> <li>Internet / social media</li> </ul> <p>Present tense verbs, Haben and sein Gehen and machen</p>	<p><b>Meine Stadt</b></p> <ul style="list-style-type: none"> <li>Places in town</li> <li>Food and drink</li> <li>Holiday plans</li> </ul> <p>Imperfect tense Man kann + infinitive</p>
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Exploring Cultural Diversity. Values of Solidarity.		Appreciation of Different Cultures. Promoting Healthy Lifestyle and Sports Ethic. Respect and Tolerance.		Community Cohesion, Living Together. Understand and appreciate viewpoints of others. Social Responsibility.	

# German Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Assessment Objectives and Suggested Assessments</b>	<p><b>Reading</b> Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p>	<p><b>Speaking and Listening</b> General conversation in German.</p> <p><b>Listening</b> Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p><b>Reading and Translation</b></p> <p><b>Speaking</b> Mixture of English and TL rubrics.</p> <p><b>Listening</b> Mixture of English and TL rubrics. Responses mainly non-verbal with one extended answer task.</p>	<p><b>Writing</b> Photo card stimulus.</p> <p>Short passage in response to bullet point stimulus.</p> <p>Short sentence translation into German.</p> <p>Presentation.</p>	<p><b>EOY exam Reading, Listening and Writing</b></p> <p><b>Writing</b> Photo card stimulus</p> <p>Short passage in response to bullet point stimulus.</p> <p><b>Listening</b> Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p><b>Reading</b> Mixture of English and TL rubrics.</p> <p>Non-verbal and extended answer tasks.</p> <p>Translation into English.</p>	<p><b>Speaking and Translation</b> Role-play</p> <p>Photo card</p> <p>General conversation</p> <p>Translation into German.</p>
<p><b>Websites that can help my learning:</b>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/german/">http://www.bbc.co.uk/schools/gcsebitesize/german/</a>  <a href="http://www.linguascope.com">http://www.linguascope.com</a>  <a href="https://www.memrise.com/">https://www.memrise.com/</a></p>				<p><b>Visits to places that can help my learning:</b>                      Goethe-Institut at the German Embassy                      Trip to Germany</p>		

# History Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Skills</b>	Use of Sources Causation	Second Order skills - Cause and consequence and change and continuity Sources.	Key features of an event Significance	Cause and consequence Change and continuity Measuring significance	Key features of an event Using evidence	Source analysis Key Features of an event Interpretations of an historical figure.
<b>Key Content</b>	Introduction to History	Norman Invasion	The Black Death	The Reformation	The Catholic Threat (The Spanish Armada and the Gun Powder Plot)	English Civil War
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Understanding of the Rule of Law and how it changed under Norman rule. Understanding of early democracy and electoral process through the Witan - (Anglo Saxon Council).		Changes of freedom of religion will play a major role this term. How changes to religion changed the law of England at this time.		Tolerance and Respect will be explored here through the acceptance of Catholics post reformation. Freedom of Choice, speech and religion explored through the attempted Spanish invasion. The Rule of Law through the consequences of the English Civil War.	
<b>Key Assessment Objectives and Suggested Assessments</b>	<b>Tollund Man -</b> Sources AO3: To analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	<b>Why did Normans win?</b> AO2: Explain and analyse historical events and periods studied using second-order historical concepts (Cause and Consequence).	<b>What were consequences for those who survived?</b> AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts (Significance-consequence).	<b>Why did Henry break from Rome?</b> AO2: Explain and analyse historical events and periods studied using second-order historical concepts (Cause and Consequence).	<b>EOY exam</b> AO1: Demonstrate knowledge and understanding of the key features and characteristics of the period studied. AO2: Explain and analyse historical events and periods studied using second-order historical concepts. Change, continuity, causation, consequence, similarity, difference and significance. AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	<b>Was Cromwell a Soldier or Murderer?</b> AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. (Second order historical concepts include continuity, change, cause, consequence, significance, similarity and difference).
<b>Websites that can help my learning:</b> BBC Bitesize History KS3 - <a href="http://www.bbc.co.uk/education/subjects/zk26n39">http://www.bbc.co.uk/education/subjects/zk26n39</a> School History - <a href="https://schoolhistory.co.uk/">https://schoolhistory.co.uk/</a> History Learning Site - <a href="http://www.historylearningsite.co.uk">http://www.historylearningsite.co.uk</a>				<b>Visits to places that can help my learning:</b> Hastings - East Sussex The Harris Museum Preston Stoneyhust College - Lancashire Houghton Tower - Lancashire		

# Geography Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Skills</b>	Map skills. Social, economic, political and environmental perspectives. Knowledge of global interrelationships.		Place and space understanding. Map skills Social, economic, political and environmental perspectives. Knowledge of global interrelationships.		Economic understanding Evaluation of key perspectives. Political understanding.	
<b>Key Content</b>	Ecosystems: Cold Environments	Ecosystems: Tropical Rainforests	Urban Environments		Development and Africa	
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Interdependence, environmental ethics, international collaboration.		National Pride, migration, cultural understanding, deprivation and sustainability.		Study of different cultures, role of charities, development aid, poverty and social understanding.	
<b>Key Assessment Focuses and Suggested Assessments and Feedback Week</b>	End of unit test APP feedback 2x classwork 1x homework	End of unit test APP feedback 2x classwork 1x homework	End of unit test APP feedback 2x classwork 1x homework	End of unit test APP feedback 2x classwork 1x homework	<b>EOY exam</b> 2x classwork 1x homework	2x classwork 1x homework
<b>Websites that can help my learning:</b> <a href="http://www.geographyalltheway.com">http://www.geographyalltheway.com</a>				<b>Visits to places that can help my learning:</b> Ecosystems: Brockholes, Fairhaven Lake Urban Environments: Liverpool One Development and Africa: International Slavery Museum		

# Computer Science Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Skills</b>	<p>Demonstrate an understanding of e-safety through classroom activities including producing publicity materials about staying safe online.</p> <p>Demonstrate an understanding of a range of skills related to the use of computers, eg. file management and keyboards skills, as well as how to use MS Office software</p>	Design, use and evaluate programs using the programming language Scratch.	Research, plan, produce and evaluate a creative digital graphic project using MS Office software apps.	Design, use and evaluate programs using the programming language Scratch.	Complete class activities in preparation for the formal OCR Entry Level Certificate first theory unit.	Complete class activities in preparation for the formal OCR Entry Level Certificate second theory unit.
<b>Key Content</b>	<p><b>e-safety</b> Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.</p> <p><b>Digital Literacy</b> (use technology purposefully to create, organise, store, manipulate and retrieve digital content).</p>	<p><b>Computational Thinking 1</b> Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems, use a visual programming language to solve a variety of computational problems; make appropriate use of data structures; design and develop modular programs that use procedures or functions.</p>	<p><b>Creative project 1</b> Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users, create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.</p>	<p><b>Computational Thinking 2</b> Understand several key algorithms that reflect computational thinking; use logical reasoning to compare the utility of alternative algorithms for the same problem, use a visual programming language to solve a variety of computational problems; make appropriate use of data structures; design and develop modular programs that use procedures or functions.</p>	<p><b>Computer Hardware</b> Components of a computer, internal components of a computer and their function, peripherals and their function.</p> <p><b>Computer Software</b> Operating systems, system software, types of utility software in different contexts, types of application software in different contexts.</p>	<p><b>Programming Techniques</b> Variables, input, output and storage of data, sequence, selection, iteration, operators, comments, units of computer memory, data structure and data compression.</p>

# Computer Science Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	By challenging the students to use their intelligence and knowledge of Computing, students are given a variety of lessons that focus on breaking down problems and finding solutions that focus on programming algorithms.		Students are encouraged to recognise their own creativity when finding innovative solutions to technical and design problems; they gain respect for insight as well as knowledge and reason.		These units provide opportunities for reflection of awe and wonder about the achievements in Computing today and the possibilities for the future. They give students the opportunity to reflect on how computers can sometimes perform better than people in certain activities.	
<b>Key Assessment Objectives and Suggested Assessments</b>	Summative assessment on functional ICT skills.	The assessment will mirror the structure of the Entry Level Certificate and GCSE controlled assessment units to include an understanding of: Success Criteria, Planning and Design, Development, Testing and Remedial Action, and Evaluation.	The assessment will mirror the structure of the Cambridge National Certificate in Creative iMedia and include an understanding of: LO1 (research), LO2 (planning), LO3 (production) and LO4 (evaluation).	The assessment will mirror the structure of the Entry Level Certificate and GCSE controlled assessment units to include an understanding of: Success Criteria, Planning and Design, Development, Testing and Remedial Action, and Evaluation.	OCR Entry Level Certificate - Computer Systems Test 1	OCR Entry Level Certificate - Computational Thinking Test 2
<b>Websites that can help my learning:</b> <a href="http://microbit.org">http://microbit.org</a> <a href="https://www.khanacademy.org">https://www.khanacademy.org</a> <a href="https://www.codecademy.com">https://www.codecademy.com</a> <a href="https://codecombat.com">https://codecombat.com</a>				<b>Visits to places that can help my learning:</b> Bletchley Park (Milton Keynes) The National Museum of Computing (Milton Keynes) Centre for Computing History (Cambridge) Museum of Science and Industry (Manchester)		

# Religious Studies Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Skills</b>	Describe and explain features of religious belief and practice.	Describe and explain the significance and impact of different ways of life and ways of expressing meaning. Identify, investigate and respond to questions posed and responses offered by sources of wisdom. Compare and contrast features of religious belief and practice. Make links between different beliefs, teachings and sources.	Appreciate the nature, significance and impact of different ways of life and expressing meaning. Explain personal reflections to questions and teachings about identity, meaning and value. Analyse how beliefs, practices and forms of expression influence individuals and communities. Appreciate varied dimensions of religion or a worldview.	Appreciate the nature, significance and impact of different ways of life and expressing meaning. Explain personal reflections to questions and teachings about identity, meaning and value. Analyse how beliefs, practices and forms of expression influence individuals and communities. Appreciate varied dimensions of religion or a worldview.	Analyse how different beliefs, teachings and sources are connected to believers' lives. Analyse how scripture and other important texts affect a religious believer.	Analyse different views on how faith may play a vital part in people's identity. Ask questions and suggest answers which refer to people who have inspired and influenced myself and others. Investigate concepts and questions of belonging, meaning, purpose and truth.
<b>Key Content</b>	Islam: What do Muslims believe?	Christianity: How has Christianity developed?	Sikhism: A new religion?	Buddhism: A search for the truth.	Holy Books: Where does authority come from?  Revision & Gap Fill	Inspirational People: What makes someone inspiring?
<b>Field of Enquiry</b>	Beliefs and Values Living Religious Traditions	Beliefs and Values Living Religious Traditions	Beliefs and Values Living Religious Traditions Search for Personal Meaning	Beliefs and Values Living Religious Traditions Search for Personal Meaning Shared Human Experience	Beliefs and Values Living Religious Traditions	Beliefs and Values Living Religious Traditions Search for Personal Meaning Shared Human Experience
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Exploring beliefs and experience. Respecting faiths, beliefs and values. Appreciate cultural influences. Engage with British Values including tolerance and respect.		Exploring beliefs and experience. Respecting faiths, beliefs and values. Appreciate cultural influences. Engage with British Values including tolerance and respect.		Exploring beliefs and experience. Respecting faiths, beliefs and values. Appreciate cultural influences. Engage with British Values including tolerance and respect.	

# Religious Studies Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Assessment Objectives and Suggested Assessments</b>	<p>AO1: Learning about religion AO2: Learning from religion.</p> <p>Interpreting teachings, sources, authorities and way of Muslim life in order to understand key Muslim beliefs and practices. Exploring the impact of belief on how Muslims live their lives.</p> <p>Question and Answer Assessment. Modelled according to AQA GCSE RE.</p>	<p>AO1: Learning about religion AO2: Learning from religion.</p> <p>Interpreting teachings, sources, authorities and way of Christian life in order to understand key Christian beliefs and practices. Exploring the impact of belief on how Christians live their lives.</p> <p>Question and Answer Assessment . Modelled according to AQA GCSE RE.</p>	<p>AO1: Learning about religion AO2: Learning from religion.</p> <p>Interpreting teachings, sources, authorities and way of Sikh life in order to understand key Sikh beliefs and practices. Exploring the impact of belief on how Sikhs live their lives.</p> <p>Question and Answer Assessment. Modelled according to AQA GCSE RE.</p>	<p>AO1: Learning about religion AO2: Learning from religion.</p> <p>Interpreting teachings, sources, authorities and way of Bhuddist life in order to understand key Bhuddist beliefs and practices. Exploring the impact of belief on how Bhuddist live their lives.</p> <p>Question and Answer Assessment. Modelled according to AQA GCSE RE.</p>	<p>AO1: Learning about religion AO2: Learning from religion.</p> <p>Interpreting teachings, sources, authorities and way of life in order to understand key religious beliefs and practices. Exploring the impact of belief.</p> <p><b>EOY Exam</b></p>	<p>AO1: Learning about religion AO2: Learning from religion.</p> <p>Interpreting teachings, sources, authorities and way of life in order to understand key religious beliefs and practices. Exploring the impact of belief.</p> <p>Project Work Presentation.</p>
<p><b>Websites that can help my learning:</b>  <a href="http://www.bbc.co.uk/education/subjects/zh3rkqt">http://www.bbc.co.uk/education/subjects/zh3rkqt</a>  <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a>  <a href="http://request.org.uk/">http://request.org.uk/</a>  <a href="https://www.reonline.org.uk/">https://www.reonline.org.uk/</a>  <a href="http://www.cleo.net.uk/">www.cleo.net.uk/</a></p>				<p><b>Visits to places that can help my learning:</b>                      Places of Worship                      Religious Art Galleries                      Museums                      Faith Communities</p>		

# PSHE Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Topic</b>	Health and wellbeing: Transition	Relationships: Bullying	Risk: Internet Safety	Health and wellbeing: Healthy Eating	Risk: Drug awareness	Economic wellbeing: Money Management
<b>Key Content</b>	Transition Getting on with others and making new friends Personal safety First Aid	Anti-bullying Esafety Peer Pressure Self-esteem Self- harm Disability	Social Media Online Grooming Mass Media and News Internet Safety	Health Problems Diet Exercise	Tobacco, drugs and alcohol The law Smoking	Budgeting Savings and debt Credit and debit
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Tolerance and Respect; Liberty; Fairness, Freedom of Association; Social Responsibility; Rule of Law.		Tolerance and Respect; Freedom of Speech; Liberty; Fairness; Social Responsibility; Fairness.		Social Responsibility; Rule of Law.	
<b>Key Assessment Objectives and Suggested Assessments</b>	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues.  AO2: Apply knowledge and understanding to contexts and actions. Active citizenship questions: questions on the citizenship action of others and themselves.  AQA Citizenship model questions.	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues.  AO2: Apply knowledge and understanding to contexts and actions. Active citizenship questions: questions on the citizenship action of others and themselves.  AQA Citizenship model questions.	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues.  AO2: Apply knowledge and understanding to contexts and actions. Active citizenship questions: questions on the citizenship action of others and themselves.  AQA Citizenship model questions.	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues.  AO2: Apply knowledge and understanding to contexts and actions. Active citizenship questions: questions on the citizenship action of others and themselves.  AQA Citizenship model questions.	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues.  AO2: Apply knowledge and understanding to contexts and actions. Active citizenship questions: questions on the citizenship action of others and themselves.  AQA Citizenship model questions.	AO1: Demonstrate knowledge and understanding of concepts, terms, and issues.  AO2: Apply knowledge and understanding to contexts and actions. Active citizenship questions: questions on the citizenship action of others and themselves.  AQA Citizenship model questions.
<b>Websites that can help my learning:</b> www.bbc.co.uk/news www.nhs.uk/ www.childline.org.uk www.parliament.uk/education				<b>Visits to places that can help my learning:</b> Outreach visit from Education Parliament Local Community Link Centre		

# Art Long Term Plan | Year 7 | 2019-20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Skills</b>	Use of line in art <ul style="list-style-type: none"> <li>• Lines of emotion</li> <li>• Op art</li> <li>• Using line to create pattern</li> <li>• Using line to draw</li> </ul>	Use of colour in art <ul style="list-style-type: none"> <li>• Colour theory</li> <li>• How to use                             <ul style="list-style-type: none"> <li>• Oil pastels</li> <li>• Watercolours</li> <li>• Coloured pencils</li> </ul> </li> </ul>	Use of shape in art <ul style="list-style-type: none"> <li>• Symbolism of shapes</li> <li>• How artists use shapes</li> <li>• Developing painting skills</li> </ul>	What is "form"? <ul style="list-style-type: none"> <li>• 1 point perspective</li> <li>• Isometric drawing</li> <li>• Technical drawing</li> </ul>	Use of value in art <ul style="list-style-type: none"> <li>• How to add value to art using pencil shading</li> <li>• Coloured pencil</li> <li>• Observational drawing skills</li> </ul>	Use of texture in art <ul style="list-style-type: none"> <li>• Mark Making</li> <li>• How to add suitable mark making to a drawing</li> <li>• Printing techniques                             <ul style="list-style-type: none"> <li>• Polystyrene</li> <li>• Mono print</li> <li>• Lino</li> </ul> </li> </ul>
<b>Key Content</b>	<b>Line</b>	<b>Colour</b>	<b>Shape</b>	<b>Form</b>	<b>Value</b>	<b>Texture Pattern</b>
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Participation in the arts. Use of imagination and creativity in students learning. Willingness to reflect on their experiences- draft, redraft and refine/ self/ peer assessment/ critique. Due to the subjective nature of Art: respect for different people's feelings and values. Researching artists from different religious, ethnic and socioeconomic backgrounds. How Art impacts on society. Understanding and appreciation of the wide range of cultural influences that have shaped Art.					
<b>Key Assessment Objectives and Suggested Assessments</b>	Rosalind Monks personal response.	Abstract oil pastels.	Sonia Delaunay personal response - drawn and painted.	1 point perspective city scape.	Insect drawing - pencil/ coloured pencil.	Printing techniques.
<b>Websites that can help my learning:</b> <a href="http://www.tate.org.uk">http://www.tate.org.uk</a>				<b>Visits to places that can help my learning:</b> Manchester Art Gallery The Whitworth Art Gallery - Manchester Tate Liverpool		

# PE Long Term Plan | Year 7 | 2019- 20

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<b>Key Skills</b>	Students will learn/ understand a range of skills/techniques within the game.  Students will be able to select and apply tactics to outwit opponents.	Students will learn/ understand a range of skills/techniques within the game.  Students will be able to select and apply tactics to outwit opponents.	Students will learn/ understand a range of skills/techniques within the game.  Students will be able to select and apply tactics to outwit opponents.	Students will learn/ understand a range of skills/techniques within the game.  Students will be able to select and apply tactics to outwit opponents.	Students will learn/ understand how to lead a healthy, active lifestyle.  Students will be able to apply aspects of fitness to sports performance.	Students will learn/ understand a range of batting and fielding skills/ techniques within the game.  Students will be able to select and apply tactics to outwit opponents.
<b>Key Content</b>	Football - Team game/ invasion activity. Technical and tactical development.	Basketball - Competitive team games. Technical and tactical development.  Volleyball - Competitive team games. Technical and tactical development.	Handball - Competitive team games.  Introduction to the sport of handball.  Technical and tactical development.	Net/Wall activities: Table Tennis/Badminton - Technical and tactical development in singles and doubles games.	Fitness - Developing an understanding of the components of a healthy, active lifestyle in line with the GCSE PE requirements.	Cricket - An introduction to striking and fielding activities.  Technical development of the key batting, bowling and fielding skills.
<b>Spiritual, Moral, Social and Cultural Theme (SMSC) Fundamental British Values (FBV)</b>	Students will learn how to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In addition, students will understand the importance of teamwork and team unity and how to compete with respect and fairness towards others. Students will also develop an understanding of the rules and laws of sports from differing cultures.	Students will learn how to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In addition, students will understand the importance of teamwork and team unity and how to compete with respect and fairness towards others. Students will also develop an understanding of the rules and laws of sports from differing cultures.	Students will learn how to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In addition, students will understand the importance of teamwork and team unity and how to compete with respect and fairness towards others. Students will also develop an understanding of the rules and laws of sports from differing cultures.	Students will learn how to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In addition, students will understand the importance of teamwork and team unity and how to compete with respect and fairness towards others. Students will also develop an understanding of the rules and laws of sports from differing cultures.	Promoting a healthy, active lifestyle through sport and physical activity. Students will learn to perform with an enthusiasm and enjoyment for sport by competing to their full potential. In addition, they will understand the importance of competing with respect and fairness towards others. Students will also develop an understanding of the rules and laws of sports from around the world.	

	Autumn One (7 wks)	Autumn Two (8 wks)	Spring One (6 wks)	Spring Two (6 wks)	Summer One (5 wks)	Summer Two (7 wks)
<p><b>Key Assessment Objectives and Suggested Assessments</b></p>	<p><b>Based on the ability of students to outwit opponents in the game of Football.</b></p> <p>Attacking skills - Passing techniques, keeping possession of the ball, dribbling, shooting techniques.</p> <p>Defensive skills - Tackling, jockeying, defensive heading and defensive shape.</p> <p>Understanding of the rules of the game and the scoring systems.</p>	<p><b>Based on the ability of students to outwit opponents in the games of Basketball and Volleyball.</b></p> <p><b>Basketball</b> - Attacking skills - Passing and receiving techniques, keeping possession of the ball, dribbling, shooting techniques (set shot/lay-up).</p> <p>Defensive skills - Stance, zonal/man to man marking.</p> <p><b>Volleyball</b> - Development and use of the serve, dig and set shots.</p> <p>Understanding of the rules of the game and the scoring systems.</p>	<p><b>Based on the ability of students to outwit opponents in the game of Handball.</b></p> <p>The development and application of a range of attacking and defensive skills.</p> <p>Understanding of the rules of the game and basic tactical concepts.</p>	<p><b>Based on the ability of students to outwit opponents in net/wall activities.</b></p> <p><b>Table Tennis</b> - Ability to perform a range of techniques (forehand and backhand) with control and accuracy.</p> <p>Understanding of the rules of singles and doubles Table Tennis.</p> <p><b>Badminton</b> - Ability to perform a range of techniques (serve, overhead clear, smash, drop shot) with control and accuracy.</p> <p>Understanding of the rules of singles and doubles Badminton.</p>	<p><b>Based on the students ability to exercise safely and effectively.</b></p> <p><b>Fitness</b> - To demonstrate a competent level of fitness and a clear understanding of what constitutes to a healthy, active lifestyle.</p>	<p><b>Based on the ability of students to outwit opponents in striking and fielding games.</b></p> <p><b>Batting skills</b> - Basic batting technique.</p> <p><b>Fielding skills</b> - Bowling, throwing and catching techniques.</p> <p>Understanding of the rules of the game, scoring systems and basic tactics.</p>
<p><b>Websites that can help my learning:</b></p> <p><a href="http://www.brianmac.co.uk">www.brianmac.co.uk</a></p> <p><a href="http://www.teachpe.co.uk">www.teachpe.co.uk</a></p> <p><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2009.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2009.html</a></p> <p>BBC Bitesize - GCSE Physical Education (Edexcel)</p> <p><a href="http://www.getrevising.co.uk">www.getrevising.co.uk</a></p> <p>YouTube - GCSE PE related videos (as instructed by class teachers)</p>				<p><b>Visits to places that can help my learning:</b></p> <p>Sports Stadiums / Facilities</p> <p>Professional sporting events</p> <p>Outdoor Education Centres</p> <p>Sports Museums</p> <p>Sports Centres</p>		

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