Y7 Course Handbook

2023-2024

Information for families and students

Valuing Everyone
Caring for Each Other
Achieving Excellence

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Key Contacts

At Tapton we believe in fostering strong lines of communication with parents and carers to support our community and ensure positive relationships. Please use the contacts below if you have a question regarding your child's pastoral care or academic progress:

Year 7: Ms K Lake klake@taptonschool.co.uk

Year 8: Mr Johnson sjohnson@taptonschool.co.uk

Year 9: Mr P Heath pheath@taptonschool.co.uk

Year 10: Ms A Fairhurst afairhurst@taptonschool.co.uk

Year 11: Mr S Reed sreed@taptonschool.co.uk

Mrs H Morris, Assistant Headteacher - Curriculum hmorris@taptonschool.co.uk

Ms H Sharman, Assistant Headteacher - Behaviour hsharman@taptonschool.co.uk

KS3 - Curriculum Overview

- Key Stage 3 students have 25 hours of lesson time a week.
- Year groups are split into three bands (X, Y & Z).
- Students are taught as a form group in Year 7 for Geography, History, Drama, Music, IT, RE and Personal Development. These classes will be slightly altered moving into Year 8 and Year 9.
- In Languages, students commence studying a language in Year 7 and continue with that language through to Key Stage 4.
- Year 8 Subject Choices - students opt in January of Year 8 for two subjects from the Arts and Technologies to study in Year 9.
- Year 9 GCSE Options - students select a set of subjects in January of Year 9 to study at GCSE.

Subject Area	Number of weekly hours – Y7	Number of weekly hours – Y8	Number of weekly hours – Y9
English	3	3	3
Maths	3	3	3
Science	3	3	3
Languages	3	3	3
Geography	2	1	2
History	1	2	2
RE	1	1	2
PE	2	2	2
Art	1	1	2*
Music	1	1	2*
Drama	1	1	2*
Computer Science	1	1	2*
Technology	2	2	2*
Personal Development	1	1	1

*Dependent on choice of Art and Technology in Subject Choice process

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KS3 - Curriculum Processes

Year 8 Subject Choices:

In January of Year 8 the Year 8 Subject Choices process begins. During this process students choose two subjects from the Arts and Technologies to study in Year 9. The subjects include Art, Drama, Music, Engineering, Product Design, Textiles, Food and Computer Science. We strongly recommend that students opt for an Art and a Technology to maintain a broad and balanced curriculum. In Year 9, students then follow programmes of study in the two chosen subjects for two hours per week. In Year 9, students will have an extra hour of learning in RE to build on their knowledge and understanding ready for GCSE study. Student will find out further information about the Subject Choice process through assemblies, form discussions and Personal Development lessons. There is also a Year 8 Subject Choice Information Evening for students and their families which we will share more information about closer to the time.

Year 9 GCSE Options:

The Key Stage 4 curriculum is a mixture of 5 Core Subjects and 3 Option Subjects chosen from the lists below. All Key Stage 4 students are strongly advised to follow a full EBACC programme of study, which means they will take at least one humanity (History/Geography), continue to learn their Modern Foreign Language (MFL) to GCSE and have 1 further open option.

All students will have lessons in the core subject areas, these include English Literature, English Language, Mathematics, Science (Triple or Combined), Core PE and RE.

Students can opt for 3 of the following subject areas: Languages (French, German, Spanish or Mandarin – this is a continuation of the language studied in Key Stage 3), History, Geography, Music, Product Design, GCSE PE, Textiles, Art, Catering (Level 1/2), Computer Science, Business Studies, Engineering, Drama, Food and Vocational Engineering (Level 1/2).

In January of Y9 students will take part in the GCSE Options process. They will find out about their GCSE options through assemblies, form discussions and Personal Development lessons. Students and their families are also invited to attend the GCSE Options Evening with more information being shared closer to the time.

Curriculum Intent

Our ambitious and bespoke curriculum is designed to allow all students to realise their life chances and dreams. Inclusion and destinations drive all our decision making. We aim to ensure that every child is fully engaged in learning and gains and retains a deep body of knowledge. This ensures they are ready for a successful transition to the next stage of learning and onwards to employment.

We value everyone, care for each other and achieve excellence.

Every child has the right to a broad and balanced curriculum with a quality experience in the Arts, Technology, Science, Religious Education, Physical Education, a Modern Foreign Language and the Humanities, alongside a strong core subject experience in English and Maths.

The school is committed to a three year KS3 experience. At every key stage we build the composite knowledge and skills for progress and future success. Our broad, knowledge rich curriculum ensures engagement and allows students to discover their own passions and make appropriate learning and life choices. Our vision is to embed cultural capital across all groups.

We believe the heart of our curriculum must be academic because this is the best guarantee for student destinations and removes obstacles for social mobility. Our curriculum offer is personalised to the individual needs of young people, particularly those at risk of disengagement and exclusion. As a Vision Support school, we deliver independent living skills for VI students and where appropriate other students with high needs.

We are a values driven school that celebrates the diversity of our community. RE is an integral part of the curriculum for every student from year 7 to 11. Universal values of tolerance and understanding are deeply embedded within our RE, Personal Development and Form Time programme as are LGBTQ+, anti-sexism, anti-racism and anti-bullying.

Assessment

Assessments are calendared at points throughout the school year. When an assessment is approaching, we will share details of revision topics with all students and families on Satchel One and with letters home. This information will support revision and preparation for assessments; the results of these assessments will be shared with families through our tracking processes and will inform our interventions going forward.

In addition to calendared assessment weeks, all subjects will use a range of assessment methods to track student progress. These could range from written assessment papers completed in lessons, presentations, quizzes, in class questioning, self and peer assessment and evaluations.

Tracking Reports:

We report student progress through our tracking reports. There are two tracks per year for Key Stage 3, which are shared via MCAS and a paper copy is handed to students. On each tracking document you will find the following information:

- **Assessment Percentage (%)** – This is the percentage mark achieved in the most recent assessment. If your child did not sit this assessment this column will remain blank.
- **School Average Assessment Percentage (%)** – This is the average percentage achieved by the students who sat this assessment.
- **Behaviour for Learning** – This is a teacher judgement of your child's behaviour in lessons and will range from the following: either outstanding, good, satisfactory, requires improvement or inadequate.
- **Currently Meeting Expectations** – In order to reach a decision on whether your child is **currently** meeting expectations teachers will use their professional judgement alongside a range of information. The following criteria will be considered; behaviour, work rate, learning behaviours, effort and assessment scores. If your child is currently meeting or exceeding their teacher's expectations the assessed grade cell will be coloured green and include the letter 'Y'. However, if your child is not yet meeting expectations the cell will be coloured amber and include the letter 'N'.
- **Additional Comment** – Where a child is not yet meeting expectations ('N') teachers will provide a brief piece of information to support the judgement. This information will identify the reasons why your child is not yet meeting expectations and what they need to do to improve.

Key Stage Three - Homework

Homework set at Tapton is set in line with our touchstone;

'*meaningful, manageable, and predictable*'.

Meaningful: Homework tasks are embedded into the curriculum and relevant to the learning in the classroom. All homework set supports students and facilitates their in-class performance or revision for assessments.

Manageable: Homework tasks are designed to be short and regular to encourage good study habits in preparation for later study and working life. To support the completion of homework there are Homework drop-ins available for each year group once a week in the Library. The club is monitored by a member of SLT, Teaching Assistants and teaching staff.

Predictable: At Key Stage Three we expect students to receive a piece of homework in each subject for every six hours taught. Homework should take approximately thirty minutes to complete per subject and students should complete around three hours of homework a week. Homework tasks do not have to be written and could take the form of reading, learning or revision and in mastery subjects (Maths and MFL) students will receive weekly homework to help with their proficiency in these areas.

Homework is set using the online platform Satchel:One. Homework is shared by class teachers on this system on the day it is set before 5pm. Students should be given a minimum of three nights to complete any homework set. Parents and carers can also access Satchel:One to monitor their child's homework and deadlines.

Homework Monitoring - systems and procedures

All students receive feedback and praise for completed homework. Feedback may be verbal, provided as whole-class feedback or individual written feedback.

Classroom teachers will deal directly with any non-completion of homework by having a conversation with anyone who has not completed a task and logging it as a non-completion on Bromcom which will create a text notification to parents and carers. If the piece of homework is still not completed a sanction is put in place by the class teacher (i.e a break or lunch detention) and students complete the work at the agreed time and a second non-completion log is put on to Bromcom, generating a negative behaviour point and a further text is sent home. Any further non-completion of homework will be addressed by the Subject Leader, Year Leader or Academic Mentor as necessary and a referral to the Homework Drop-In may be made.

Homework Drop-Ins

The library is open every day after school where students have access to resources to support them with their studies. Furthermore, the Academic Mentor and Teaching Assistant Team will be available in the Library for further assistance at Homework Drop-In on a Wednesday after school. A minibus also runs on this day providing transport assistance for those students living in Netherthorpe. Please contact the school if you wish to book a place on the minibus for your child.

Careers and our extracurricular offer

Each year group from Year 7 through to Year 13 has access to a vast array of careers information and can experience many different extracurricular offers. A few examples for students include:

Careers:

- **LMI Assembly**
  - Each year group will have an assembly that is age appropriate focusing on local labour market updates and opportunities. The aim is to ensure all students know about the local industry and skills required for the in-demand roles.
- **Unifrog**
  - Is an online tool for students to research career opportunities and identify action points to work towards these goals. The site covers apprenticeships, University and College. All students will be given the opportunity to learn how to navigate the platform and how to record meaningful encounters and experiences that they have had throughout their time at school
- **Careers Café**
  - Careers Cafés will provide students with the opportunities to meet with a range of employers. Students will undertake a range of tasks to identify skills and competencies required for the sector
- **Careers in Personal Development lessons**
  - In KS3 and 5 all students receive weekly lessons on Personal Health, Social and Economic Education. As part of this provision students receive age-appropriate information on career opportunities, employment rights, further education and progression guidance.
- **1:1 Careers interviews by referral.**
  - Throughout the year all students will have the opportunity to attend a one-to-one careers interview with a qualified, independent careers advisor. A report will be produced for each student highlighting their current ideas, aspirations and possible pathways to achieve their goals. These are shared with students and parents and carers.

Each year group will have specific experiences to guide them through decisions and future careers, always supported by Personal Development lessons:

- Year 7 Raising Aspirations Event
- Year 8 Subject Choices
- Year 9 GCSE Options

Extracurricular activities

At Tapton we want to provide all students the opportunity to enhance their physical and emotional well-being, enabling them to become active citizens by developing and discovering their interests and talents. To assist with this there is a vast array of extracurricular activities for students to take part in during their time at school. Students will be provided a timetable which outlines all the different clubs available to them. This will also be displayed in their form room and in student reception.

English

Subject Leader: Ms C Law claw@taptonschool.co.uk

Key Stage 3 Leader: Miss S Thornton – sthornton@taptonschool.co.uk

Curriculum Intent: We teach English to enable students to become better communicators: better at reading, better at writing and better at speaking and listening. In English, we follow a spiral curriculum. This means that all core skills are revisited each year with an increased level of challenge as the years progress.

	Core Knowledge	Procedural Knowledge
	Topics: Novel: analysis Monsters and Magic: descriptive and story writing Representation in books: reading and writing Growing up poetry: poetry analysis Zoo debate: speaking and listening A Midsummer Night's Dream: understanding and developing a love of Shakespeare	**Students will:** become a successful communicator become a confident reader with strategies to unpick challenging texts describe and story tell successfully – making a variety of language and structural choices to have an intended effect write persuasively successfully – making a variety of language and structural choices to have an intended effect engage with discussion and be courteous towards my peers analyse a literature text, considering a range of language and structural effects of the choices made analyse a non-fiction text, considering a range of language and structural effects of the choices made compare and contrast two texts confidently apply rules of grammar to writing – embedding them to create an intended effect understand a writer's message and reasoning for writing a text understand how the context and background of a text impacts the writing form a detailed essay with an argument continuing throughout engage with a range of formats, genres and purposes summarise information

Homework:
A reading homework will be set weekly for all students in KS3.

Assessment:
Progress tasks in all lessons
Self and peer assessment to check progress
Descriptive/story teacher marked assessment
Writing to persuade teacher marked assessment
One teacher marked literature assessment
Speaking and listening assessment

Links to Personal Development:

Promoting inclusivity and diversity of all protected characteristics
Social development: Practise using a range of social skills in different situations
Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships
Character: Reflect Wisely, learn eagerly, behave with integrity, cooperate
Moral development: Recognising the difference between right and wrong.
Cultural development: Understanding the wide range of cultural influences that shape an individual

How is my knowledge further developed in Year 8?

In Y8 students study Gothic literature, start to analyse and compare poems and study the work of Shakespeare specifically Much ado about nothing with a view to becoming a more confident reader and a better communicator.

Maths

Subject Leader: Mrs P Leon pleon@taptonschool.co.uk

Key Stage 3 Leader: Miss R Gilbertson rgilbertson@taptonschool.co.uk

Curriculum Intent: We build confidence with mathematical reasoning which is essential for everybody's future. We ensure that all students have the mathematical fluency, reasoning, and problem-solving skills to not only excel in assessments, but to fulfil their hopes and dreams in the world beyond. We motivate, challenge, and inspire a very able cohort, whilst supporting and nurturing students who lack confidence and those that struggle with mathematics. We deliver a curriculum which allows students to achieve the best they can.

	Core Knowledge	Procedural Knowledge
	Topics: Number Algebra Ratio, Proportion & rates of change Geometry & measures Probability Statistics	**Students will:** Become fluent in the basics of mathematics Be able to reason how and why the mathematics works (or doesn't sometimes) Be able to apply their mathematics to solve problems which are both abstract and from the real world Apply mathematical knowledge in Science, Geography, Computer Science and other subjects.

Homework:
Weekly homework is set using predominantly Mathswatch & sometimes Hegarty to practise the skills learnt that week
Revision tasks are also set as homework to prepare for the 2 main assessments

Assessment:
There are two main formative assessments during the year assessing the skills taught and the student's ability to apply the skills to problem solving
Assessment for learning during lessons is key to assessing students informally every maths lesson so teaching is tailored to the students

Links to Personal Development:
Mathematical knowledge, skills and their application to problem solving is key and requires resilience and the willingness to make mistakes and learn from them
The curriculum is linked to the real world wherever possible
We make cross curricular links with Science, Technology, Geography, Food wherever possible
We support students to get the best grades that they can, so they have as much career choice as possible

How is my knowledge further developed in Year 8?
Key Stage 3 is the first 3 years of a 5-year curriculum of which the last 2 years are GCSE Maths. GCSE Maths content builds on all the skills learnt in Key Stage 3.

Science

Subject Leader: Ms V Bates vbates@taptonschool.co.uk

Key Stage 3 Leader: Dr A Naylor anaylor@taptonschool.co.uk

Curriculum Intent: To ensure students maintain and develop their curiosity and excitement about the natural world. To develop all to be `scientists` by embedding a culture of confidence and mastery underpinned by scientific enquiry. To develop their ability to see connections between science subject areas and become aware of some of the big ideas for understanding the world and to provide a high challenge, high quality science education for all our learners

	Core Knowledge	Procedural Knowledge
Autumn	**Topics:** Work like a Scientist - practical skills Biology: Cells Chemistry: Particle theory Physics: Forces	**Students will:** Select, plan, and carry out the most appropriate scientific enquiries to test predictions. Identify independent, dependent and control variables. Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility Explain data in relation to predictions and hypotheses Understand that scientific theories are modified to take account of new evidence Understand importance of publishing results and peer review
Spring	**Topics:** Biology: Structure and function of body systems. Chemistry: Elements, compounds and mixtures and reactions. Physics: Sound.	**Students will:** Select, plan, and carry out the most appropriate scientific enquiries to test predictions. Identify independent, dependent and control variables. Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility Explain data in relation to predictions and hypotheses Understand that scientific theories are modified to take account of new evidence Understand importance of publishing results and peer review

Summer	**Topics:** Biology: Reproduction. Chemistry: Acids and alkalis. Physics: Light and space.	**Students will:** Select, plan, and carry out the most appropriate scientific enquiries to test predictions. Identify independent, dependent and control variables. Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility Explain data in relation to predictions and hypotheses Understand that scientific theories are modified to take account of new evidence Understand importance of publishing results and peer review

Homework:
Students will receive homework for every six hours that they are taught.
Their homework tasks will be set on Satchel:One
Homework will comprise Glossary Tasks and Knowledge Organisers relating to the topics of study

Assessment:
Students will have a Baseline assessment on KS2 knowledge
To assess learning students will also have in class End of unit assessments throughout the year
There will be two more formal assessments
Spring Term: TSAT exam on cells, particles and forces.
Summer Term: TSAT exam on all content covered in Y7

Links to Personal Development:
Enabling students to recognise risks to their own wellbeing
Social development: Practise using a range of social skills in different situations
Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships

How is my knowledge further developed in Year 8?
Students will build upon the scientific principles learnt in Year 7 and at KS2, as well as covering brand new content in all three sciences. Practical skills will be refined as more experiments are carried out and written up in a scientific format. There will be a focus on exam technique and students will regularly receive feedback after assessments.

Geography

Subject Leader: Mr A Kennedy akennedy@taptonschool.co.uk

Curriculum Intent: Geographers are the heroes of tomorrow; they are engaged by the study of planet Earth and learn how to creatively solve problems for a sustainable future. **Geographers are critical thinkers;** they apply their knowledge and understanding to the human and natural world appreciating the interconnectedness between different systems. **Geographers are global citizens;** they understand their own place in the world but can also think with empathy to consider the attitudes and values of other stakeholders too. **Geographers enjoy learning beyond the classroom;** they undertake fieldwork to test the theories of our subject and gain first-hand experience of Geography in action.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topic: Our changing planet.** Students will travel around the world to explore the causes, consequences, and responses to a variety of challenges facing our plant in the 21st century that include: • Melting ice sheets in Antarctica. • Sustainability in Oceania • Desertification in Africa • Extreme weather in Europe • Overpopulation in Asia • Wildfires in North America • Deforestation in South America	**Students will:** • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns. • Work with geographical data to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.
Autumn Term 2	**Topic: Ordnance Survey Map Skills** Students will learn about the importance and application of maps used for a variety of purposes.	**Students will:** • Demonstrate they can use four and six figure grid references, measure distance, scale, direction, read contour lines and use a key to identify map symbols.
	Topic: The Geography of the UK Students will investigate the changing physical and human geography of the UK. This will include: • Locational knowledge of the UK's major physical features and cities. • A **case study** investigation into how Sheffield has reinvented itself after deindustrialisation.	**Students will:** • Use Atlases to locate and map physical and human features of the UK. • Use OS maps to investigate the changes that have occurred across Sheffield sine deindustrialisation.

Spring Term 1	**Topic: Rivers** Students will progress from the Geography of the UK by taking a closer look at the rivers which cross our land. They will learn about: • A **case study** of the changing profile of The River Thames from its source to mouth. • How waterfalls are created by natural processes of erosion. • How humans use rivers. • River floods and ways to sustainably manage them.	**Students will:** • Annotate sketches to explain how geomorphic processes create river landforms. • Work with geographical data to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their understanding of the interaction between humans and natural processes. • Write extended prose to describe, explain and evaluate their learning.
Spring Term 2	**Topic: Plastic Pollution** Students will learn about the scale of our plastic pollution problem by investigating: • The sources of plastic pollution. • Where plastic pollution ends up and its impacts. • The methods used to clean up our seas and rivers. • More sustainable alternatives to plastic.	**Students will:** • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns. • Work with geographical data to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.
Summer Term 1	**Topic: Ecosystems** From rivers to ecosystems, students will explore the key biomes of planet Earth including: • The locations of key biomes such as tropical rainforest, polar ice caps, hot deserts. • The climatic reasons for the existence of biomes in particular regions of the world. • How the interdependence of biotic and abiotic factors give each biome its unique characteristics. • A **case study** of how coral reefs are made, their importance to life on Earth and humans, the threats they face and how we can sustainably manage them.	**Students will:** • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns of climate and biomes. • Work with geographical data, such as climate data, to perform basic calculations. • Read a variety of geographical texts to extract and categorise ideas. • Study images of unfamiliar places and events to grow their global understanding of the world. • Write extended prose to describe, explain and evaluate their learning.
Summer term 2	**Topic: Fieldwork** • Building on students learning of ecosystems they will investigate the microclimates around the school grounds to plan and site a new lunch shelter.	**Students will:** • Plan a range of methods to record data in the field. • Use fieldwork equipment such as maps, compasses, thermometers, and anemometers, ranging poles and clinometers. • Graph, map and analyse collected data. • Reach conclusions and evaluate their fieldwork.

Homework: Homework will be set every three weeks. The homework will take the form of knowledge organiser tasks which will consolidate their learning up to that point and also provide a resource that can be used towards revision for their interim and formal assessments. There will also be a challenge task for students to extend their learning beyond the taught curriculum.

Assessment: In lessons there will be regular review questions of prior learning at the start of each lesson, question and answer sessions led by the teacher and short mid-topic tests to check knowledge and address misconceptions. There may also be end of topic tests, providing they don't clash with the formal assessments, which students will be told about when they begin a new topic.

Formal assessments will include:

- **January:** Our Changing planet, Geographical Skills (including graphs, data, and maps)
- **May:** UK Geography, Rivers, Sustainability issues Geographical Skills (including graphs, data, and maps)

Links to Personal Development: The topics studied in Year 7 may inspire students to investigate a range of careers spanning the physical, social and environmental sciences. Examples could include hydrologists and oceanographers through to environmental consultants and ecologists. Class notice boards will also have displays showcasing various careers in which students may use their geographic knowledge, understanding and skills in the future. In particular, the study of geography will help with students' cultural development. Understanding the wide range of cultural influences that shape individuals and places and environments.

How is my knowledge further developed in Year 8? As students move on into Year 8 they will build on their knowledge of natural hazards encountered in 'Our Changing Planet' and 'Rivers' as they study plate tectonics and the hazards of volcanoes and earthquakes. Their understanding of overpopulation in India will be further built upon as they explore the population and urban challenges of Asia. The theme of making ethical and sustainable choices, as studied in 'Plastic Pollution', will also be further developed through the study of fast fashion.

History

Subject Leader: Mr A McAuley amcauley@taptonschool.co.uk

Key Stage 3 Leader: Ms J McCullough jmccullough@taptonschool.co.uk

Curriculum Intent: To provide students with critical skills of analysis and evaluation, not simply to study the past, but also to deal with the world around them. To provide students with a sense of how the past has shaped the world they are growing up in, locally, nationally, and globally.

	Core Knowledge	Procedural Knowledge
Autumn	**Topic:** Empires over time: An ancient empire: The Roman Empire	**Students will:** Make inferences from contemporary sources. Explain why events happened and the impact of an event (causation and consequence). Using historical evidence to support an argument. Make comparisons and connections (similarity and difference). Recognise historical interpretation and the methods used by historians to give a certain impression about the past.
Spring	**Topic:** A medieval empire: The Islamic Empire	**Students will:** Make inferences from contemporary sources. Explain why events happened and the impact of an event (causation and consequence). Using historical evidence to support an argument. Make comparisons and connections (similarity and difference). Recognise historical interpretation and the methods used by historians to give a certain impression about the past.
Summer	**Topic:** A modern empire: The British Empire	**Students will:** Make inferences from contemporary sources. Explain why events happened and the impact of an event (causation and consequence). Using historical evidence to support an argument. Make comparisons and connections (similarity and difference). Recognise historical interpretation and the methods used by historians to give a certain impression about the past.

Homework:
Homework is set on Satchel:One for every six taught hours.
In the first term students can expect a Roman Empire Menu homework and an Online Quiz
In the Spring term students will be asked to complete Assessment preparation and revise glossary terms for an in-class test
In the Summer term students will be set further Assessment preparation and British Empire advertisements

Assessment:
On-going in class assessment will take place throughout the year to ensure good progress.
There are two formal assessments:
Spring Term - Assessment 1: On the Roman Empire. This will assess chronological understanding; knowledge retention; making inferences from sources; and explanation/ causation.
Summer Term - Assessment 2: On the Islamic and British Empires. This will assess chronological understanding; explanation/ consequence; use of historical evidence; comparison (difference); making inferences from sources; and identifying methods used by historians.

Links to Personal Development:
British Values: Democracy, individual liberty, rule of law, mutual respect and tolerance
Promoting inclusivity and diversity of all protected characteristics
Prepare learners for future success in education, employment and training
Moral development: Recognise the difference between right and wrong
Cultural development: Understanding the wide range of cultural influences that shape individuals

How is my knowledge further developed in Year 8?
Students will be able to make links not only across their Y7 units but also with future KS3 units such as transatlantic slavery and the industrial revolution.
The same focus on scholarship and disciplinary knowledge as in Y7 underpins the Y8 curriculum, with many lessons featuring readings from historians and many lessons making use of original documents and archive sources. As before, there are numerous opportunities for students to develop their skills in extended writing, based on evidence.

Modern Foreign Languages (MFL)

Subject leader: Ms J Askew jaskew@taptonschool.co.uk

Curriculum Intent: We are passionate that all students enjoy the right to learn a language at Tapton, regardless of their background and we believe our strength lies in our diversity. We have a challenging curriculum which encourages students to become global citizens with a clear pathway into both higher education and the world of work. Cultural and social horizons are broadened and self – esteem is built, not only in lessons but also through wider opportunities such as trips and visits. We guarantee depth and breadth, developing students' written and verbal communication skills and literacy.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	**Topic: Transition and Basic language** Phonics, Alphabet, Greetings, Numbers, ages, months and birthdays, Colours, Animals, Dictionary skills, Gender, singular/plural	**Students will:** Arrive at secondary school with a varied experience of primary MFL learning. Our aim is to build on and consolidate prior knowledge to ensure that all learners make the required progress throughout Year 7 and beyond.
Autumn Term 2	**Topic: Talking about myself and my family** Countries, nationalities and languages, Physical and character descriptions, Family, Relationships, Jobs, Negative structures, Adjectival agreement, Present tense of to have/to be, Reflexive verb 'to get on with'.	**Students will:** Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages. Start to learn the conjugation of the present tense as well as gaining an understanding of basic grammatical concepts, such as adjectival agreement
Spring Term 1	**Topic: School** Classroom language, School subjects, Opinions, Telling the time/timetable, Transport, Giving justified opinions, Using the present tense.	**Students will:** Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages. Revisit the conjugation of the present tense as well as learn to provide justified opinions
Spring Term 2	**Topic: School** School routine, Describing teachers, School facilities, Food at school, Ideal school, Present tense, Conditional tense	**Students will:** Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages. Revisit the conjugation of the present tense and be introduced to future time frames

Summer Term 1	**Topic: Leisure** Free time, Hobbies, Sports, Near future tense.	**Students will:** Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages. Revisit the conjugation of the present tense and be introduced to future time frames
Summer term 2	**Topic: House and Home** House location, House description, Bedroom description, Ideal house, Daily routine, Conditional tense.	**Students will:** Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages. Revisit the conjugation of the present tense and be introduced to future time frames

Homework: The purpose of homework set in MFL is to consolidate the learning that happens in the classroom and develop the key skills of reading, listening, writing, speaking and translation. Students are issued with a homework booklet and homework is set once a week through Satchel:One, normally taking the form of some of the following:

- Reading comprehension exercises
- Listening comprehension exercises
- Vocabulary learning
- Grammar consolidation
- Written pieces
- Research

Assessment:
Low stakes grammar and vocabulary tests, assessment for learning activities, targeted questioning and a range of pair, group and whole class work
There are two formal assessment points:
Assessment Point 1 – January – listening, reading and writing
All topics covered in Y7 so far
Assessment Point 2 – May - listening, reading and writing
All topics covered in Y7 so far

Links to Personal Development:
Mutual respect and tolerance – students build their cultural capital and learn to respect other cultures and tolerate different ways of life.
Character – Resilience is needed to prosper in MFL.
Moral and social development – Students work in pairs and groups and learn to respect each other's ideas and opinions.
Cultural development – Cultural capital is the currency of MFL.

How is my knowledge further developed in Year 8?
Phonics and Pronunciation practice, vocabulary acquisition and the obtaining of grammatical knowledge will continue to be built upon and enhanced in Year 8, so that the students are able to develop further understanding of the key principles of learning a language, whilst tackling new topics and further developing their comprehension and communication skills.

Religious Education (RE)

Subject Leader: Mrs H Bower hbower@taptonschool.co.uk

Curriculum Intent: Through RE in Tapton we strive to develop in all students a knowledge and understanding of religious and non-religious worldviews to foster a greater appreciation of the rich, culturally, and religiously diverse world in which we live. We aim to support students in developing their own spiritual, moral, and social awareness by increasing their understanding of the complex issues and challenges faced by people from all walks of life within their own city and beyond. It is or ambition that students leave Tapton with a greater understanding of their own place within society, both local and global. Our students will learn key beliefs from major world religions, with particular focus on the main religious tradition of the country to reflect on the historical context of Great Britain. Our ultimate goal is to create and nurture an intellectual curiosity in Students to develop a love of learning and an understanding of the role of the subject within the curriculum.

	Core Knowledge	Procedural Knowledge
Autumn	**Topics:** What is a Worldview? Recognising our personal lens Intro to disciplinary lenses How has religion in Sheffield Changed over time? Sociological Lens	**Students will:** Analyse data Analyse the impact of beliefs on behaviour - Social Sciences, Sociological lens
Spring	**Topics:** Where can young people find wisdom by which to live? (Abraham, Jesus, Peter Paul) Theological Lenses	**Students will:** Understand and interpret religious texts - Theological lens Analyse the impact of beliefs on behaviour - Social Sciences, Philosophical and Theological lenses
Summer	**Topics:** Why are there so many views about where we come from? Scientific and Theological Lenses	**Students will:** Understanding the difference between scientific, theological and philosophical enquiry. Analysing the impact of beliefs on behaviour -Social Sciences, Philosophical and Theological lenses

Homework:
Homework will be set on Satchel:One for every six hours taught
Homework will comprise revision for key word tests, Key text tests, Retrieval Quizzes, Deliberate practice of exam style questions and Wider reading

Assessment:
Throughout the year students will be assessed in lesson and via their homework through verbal questioning, Key word tests and retrieval Quizzes
There are also two formal assessments in class during the assessment weeks

Assessment One
Time: 40 mins
Format:

- 10 key word definitions.
- 5 short knowledge and understanding questions.
- 1 extended answer requiring students to evaluate a point of view.

Assessment Two
Time: 40 mins
Format:

- 10 key word definitions.
- 5 short knowledge and understanding questions.
- 1 extended answer requiring students to evaluate a point of view.

Links to Personal Development:
Develop character, reflect wisely, learn eagerly, behave with integrity and cooperate.
Promote inclusivity and diversity
Prepare for future success in education employment and training
Reflect on own beliefs and spiritual development.
Recognising the difference between right and wrong
Practise a range of social skills
Understand a wide range of cultural influences.

How is my knowledge further developed in Year 8?
Unit 1 in Y7, with its focus on personal and disciplinary lenses, provides the groundwork for all other units in KS3, 4 and 5.
Y8 Unit one broadens and deepens students' understanding of Y7 unit two by adding Muhammad and Mala to the potential sources of wisdom. This unit also reinforces understanding of the links between Abrahamic religions revisiting stories and lessons learned from the life of Abraham, at the same time as both deepening and broadening students' understanding of the concept of wisdom.
Y8 unit three utilises and builds on students' knowledge and understanding of scientific, theological, and philosophical lenses by engaging in a philosophical enquiry into the existence of God.

Art and Design: Art

Subject Leader: Mrs K Pilarek kpilarek@taptonschool.co.uk

Key Stage 3 Leader: Mr J Fogg jfogg@taptonschool.co.uk

Curriculum Intent: Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation, and self-critique along with contextual writing in reference to artists and designers. We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

	Core Knowledge	Procedural Knowledge
Autumn	**Topics:** The formal elements: line, tone, form, shape, colour, texture through the exploration of natural forms, landscape and wider cultural art and artefacts. Organic Objects Project: Context, form and texture informed by artists, William Morris, Matisse and Georgia O'Keeffe. Use of recording and reference work to inform the making of a ceramic leaf.	**Students will:** Draw and record skills from primary and secondary source using a range of media, including pencil, pen and paint. Synthesise research to create design ideas. Produce a ceramic piece inspired by a range of artists and organic forms, such as leaves.
Spring	**Topics:** Yorkshire Landscapes project: Impressionism and the use of marks in work to capture movement and light, comparing the works of Van Gogh and Monet. Landscape through the exploration of David Hockney's Yorkshire landscapes, including perspective, colour and layering. Application of mark making, appropriate colours and the creating of depth and distance.	**Students will:** Learn mark making techniques in the style of Van Gogh and Monet. Use observational recording skills using secondary sources, using mixed media including oil pastel, chalks and paint. Learn and apply colour theory, using marks of colour to demonstrate an understanding of light, dark, warm and cool. Recreate a photograph from the local landscape using mixed media and mark making.

Summer	**Topics:** Analysis of how art from a range of Non-Western cultures can portray tradition and symbolism, specifically focusing on Non-Western masks. How shape, expression and mood is created in Non-Western masks. Combining recording and research to produce creative design ideas for the students own Non-Western style mask.	**Students will:** Employ observational recording skills in a range of media including pencil, pen and paper. Develop 3D modelling skills in card, leading to the production of a Non-Western mask. Use mosaic, collage and pattern applied to the model using research to inform designs

Homework:
Homework in Art will be set three times per project, it will be explained in lesson and set on Satchel:One.
The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons, or support upcoming lessons.
The content will either focus on research, development, recording, personally responding or annotating work.
For some homework tasks student will be given a worksheet to complete which will be stuck into their sketchbook in school. This work enhances their research work for their current project.
Homework should be completed to a high standard, mirroring the standard of work in lessons.
Occasionally students will be asked to collect resources such as spare cardboard, or coloured pages from magazines to support their work in school

Assessment:
AO1: Research
AO2: Development
AO3: Recording
AO4: Final piece
AO5: Annotation

Work is assessed for each assessment objective and students are given an overall percentage, relating to their learning, development, and skill for each individual project.
During the Autumn term students will be assessed on the work that they produce during their Organic Objects project. In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required. During the Spring term students will be assessed on the work that they produce in their Yorkshire Landscape project. In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required. During the Summer term students will be assessed on the work that they complete during their Non-Western Masks project. In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required.

Links to Personal Development:
Character
British Values
Cultural Development
Social Skills, Confidence, Resilience and Knowledge
Future success in education

How is my knowledge further developed in Year 8?
In Year 8 students will continue to develop their learning of the formal elements: line, tone, form, shape, colour, texture through the exploration of repeat and organic pattern, mechanical and organic form and the links between 2D and 3D/sculptural art.

Computer Science

Subject Leader: Mrs S Thomas sthomas1@taptonschool.co.uk

Curriculum Intent: To give all our students the opportunity to learn 'powerful knowledge' through a curriculum with computational thinking at its core. Our curriculum is designed with a balance of the three strands of; Computer Science, Information Technology and Digital Literacy with the aim of enabling all our students to be active participants in an increasingly digital society.

	Core Knowledge	Procedural Knowledge
Autumn	**Topics:** Collaborating online- safely and respectfully. Introduction to Computational Thinking & The Bebras Challenge: Abstraction, decomposition, pattern recognition and algorithms. Block based programming in Scratch; an introduction to key programming constructs: Sequencing, selection (inc Boolean Operators) and an introduction to iteration.	**Students will:** Handle files across a network. Edit, create and modify documents using a range of different applications across school platforms. Develop skills using IT tools and technology. Use technology safely, respectfully, responsibly and securely. Know the steps to protect their online identity and privacy. Recognise inappropriate content & contact. Know how to report concerns. Apply decomposition, abstraction and algorithmic thinking to help solve problems Articulate how computers use instructions. Recognise that computers follow the control flow of input/process/output
Spring	**Topics:** Scratch cont. Computer systems - part 1: Computer System fundamentals Data modelling: Modelling, analysing data with spreadsheets: Computer Systems 2: Networks and the Internet	**Students will:** Use a development environment to write, execute, and debug a Scratch program. Use sequence, selection, repetition and subroutines in programs. Work with variables and various forms of input and output. Use debugging techniques to identify errors. Apply appropriate constructs to solve a problem and identify the key hardware and software components in computer systems & networks. Apply formatting techniques and use basic formulas in spreadsheets. Know how to identify data and information and primary and secondary sources. Be able to collect data, apply filters and visualisation tools to analyse data using spreadsheets. Identify how computer systems communicate with one another & with other systems.

Summer	**Topics:** Scratch 2. More Programming essentials Scratch Project Plan Design Create, Test, Present and Evaluate a digital project.	**Students will:** Plan effective presentations for a given audience. Create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability. Apply Decomposition, Subroutines, Condition-controlled iteration, and lists. Use computational thinking e.g. decomposition to solve problems. Debugging to find problems.

Homework:
Homework will be set on Satchel:One for every six hours taught.
There will be a terminology revision and computer quiz each half term

Assessment:
Student learning will be assessed through the use of progress tasks in lessons.
There will also be summative end of topic multiple choice quizzes.

TSAT Assessment January
Students will be assessed on Topics from the Autumn Term. The assessment will be online and last 40 minutes. The format will be a mixture of multi-choice questions and text-based questions. Students will complete the assessment in their computer Science Class. A revision guide will be available on Satchel:One.

TSAT Assessment May
Students will be assessed on Topics from the Autumn, Spring and early Summer Term. The assessment will be online and last for 30 minutes. The format will be a mixture of multi-choice questions and text-based questions. Students will complete the assessment in their computer Science Class. A revision guide will be available on Satchel:One.

Links to Personal Development:
Enabling Students to recognise online risks to their own wellbeing. Students to recognise the dangers of inappropriate use of mobile technology and social media.
Promote inclusion: The cultural capital and inclusive skills of "Computational Thinking".
Develop students by encouraging them to take part in global competitions organised by leading Universities. Computer Science opportunities are for everyone.
Build students confidence, resilience with technology enhancing and preparing them for future success in education, employment and training, so that they can keep themselves mentally healthy and be economically successful.

How is my knowledge further developed in Year 8?
Computer Science in Year 8 will continue to help you understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. Through practical experience of solving such problems, including designing, writing, and debugging programs. You will use physical computing with micro: bits to apply your ideas in the real world. You will find out about careers in computer science.
You will continue to use technology safely, respectfully, responsibly, and securely. Developing your knowledge of staying safe online through developing your understanding of cybersecurity. You will continue to develop your information technology skills and digital literacy by using a range of platforms, tools and technologies.

Drama

Subject Leader: Ms R Gerrard – rgerrard@taptonschool.co.uk

Curriculum Intent: To deliver a challenging, engaging, broad and accessible curriculum across all three key stages. Valuing the individual and achieving excellence. To provide a skills based spiral curriculum that builds on students' basic ability with a focus on skills, practitioners, a variety of theatrical genres and analytical skills. To create confident performers with a genuine understanding and passion for the subject; providing a strong foundation to study the subject beyond GCSE & A-level. If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue.

	Core Knowledge	Procedural Knowledge
	Topics: The application of skills to be an effective actor. The art of directing and designing for theatre. Being and informed member of an audience through analysis and evaluation. **Unit titles:** Introduction to Drama Commedia Dell'arte Greek Theatre	**Students will:** Interpret character – facial expression, body language, voice etc. Apply skills to create performance work e.g. use of physical theatre, atmosphere, set & props. Appreciate and understand theatre design. Be an effective cast member – communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative. Interpret plays – from the point of view of a director, actor and designer. Explore the structure of plays – plot/theme/form/style/genre/dialogue Explore the history of theatre through the study of Commedia dell'arte. Understand theatre space – actor interaction and audience awareness Experience live theatre – access to Drama Online to support the delivery of the units of work Analyse and evaluate theatre through written homework tasks and verbal responses in lessons.

Homework:
Students will have an evaluation homework task each term where they develop evaluation and analytical skills and identify areas of success in their rehearsal to create effective performance work. This will be graded, and feedback given – DIRT time is structured into our lesson sequencing to develop writing skills.

The purpose of the homework in Drama is to:

1. Develop students' evaluative and analytical written skills in response to practical work completed in lessons.
2. To use drama terminology correctly to explain their opinions and provide alternative ideas.
3. To learn and practise the style of writing required to be successful in Drama.

Assessment:

Formative:

Midway through the unit, students will be assessed on rehearsal & performance work and will receive teacher, self and peer feedback to target specific areas to develop.

Summative:

At the end of the unit of work students will have the opportunity to develop and refine performance skills from their formative assessment with a final term performance.

Links to Personal Development:

Careers in the theatre industry – including acting, directing, playwrighting, stage design, costume design, sound design, lighting design, stage management, set construction.
Personal & social development – including confidence building, communication skills, team working skills, leadership skills.
If not a career in the arts, we intend to foster well rounded individuals with excellent communication skills to support any career they pursue.

How is my knowledge further developed in Year 8?

Students will continue to develop their interpretation and directing skills as well as studying the work of Shakespeare and Brecht.

Engineering

Subject Leader: Mr T Priest tpriest@taptonschool.co.uk

Curriculum Intent: Through a combination of traditional and technological approaches, the Engineering programme will enable students to solve problems by learning from their mistakes when creating electronic and mechanical products and systems.

	Core Knowledge	Procedural Knowledge
	Topics: Electronic Engineering principles Electronic components Electronic symbols Soldering Programming Health and Safety in the workshop Impact of technology	**Students will:** Design and make a doll that lights up and plays tunes, called an 'Ugly Doll'. Research into what would make a marketable doll. Learn theory about electronics principles. Take part in practical lessons on soldering and component selection. Receive guidance on programming their doll. Evaluate the completed product.

Homework:
Homework is set on Satchel:One for every six hours taught.
Homework will comprise a presentation on The Positive Impact of Technology and revision for tests

Assessment:
Formative verbal and other feedback
Exploration grade (research)
Create grade (making)
Evaluation grade
Principles grade through a multiple-choice test
Presentation skills and content grade.

Links to Personal Development:
Iterative design
Dexterity and soldering skills
Coding
Self-evaluation of work
Presentation skills

How is my knowledge further developed in Year 8?
We return to electronics in Year 9. Year 8 still involves research, creating a device stand, evaluation and content to do with materials and their properties, risk assessment and some machining.

Food

Subject Leader: Mrs T Stafford tstafford@taptonschool.co.uk

Curriculum Intent: The preparation and consumption of food offers a sensory experience that is unrivalled. Preparing and sharing cooked dishes is one of the greatest expressions of human creativity, we seek to instil a love of cooking in our students that will open their door to that experience. Learning how to cook is a crucial life skill that enables our Students to feed themselves and others affordably and well, now and in later life. Engaging with a Food curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop Food knowledge, understanding and skills in preparing for being 21st century citizens. The Food curriculums at TSAT are designed to create learning that may lead to career opportunities. Skills and training are a high priority in giving a level of life choices and life chances to the students in the TSAT area. Using creativity and learned skills, Students apply their knowledge to solve real and relevant problems within a variety of contexts. Students learn how to take risks, becoming resourceful, creative, imaginative and capable citizens. High-quality Food education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

We share our knowledge of:

- **Food Nutrition**
  Develop an understanding of the principles of nutrition and healthy eating to make positive food choices.
- **Food Science**
  Develop a scientific understanding of the properties of food and their chemical changes during preparation and cooking.
- **Food Choice & Provenance**
  Learning about the principles of 'farm to fork' and provenance whilst demonstrating an understanding of the dietary requirements in different countries, cultures, and cuisines.
- **Food Safety**
  Understand the risks involved with the storage, preparation, and cooking of foods, having fun whilst staying safe.
- **Cooking with Knowledge and Skill**
  Preparing food products and meals in response to individual demands using traditional and contemporary cooking techniques.

	Core Knowledge	Procedural Knowledge
	Topics: Food Safety Food, Nutrition and Health Eatwell Guide Macronutrients	**Students will:** Learn safe kitchen operations Prepare, cook and store food safely Read and follow a recipe Develop knife skills Learn to operate a hob and oven Wash up

Homework:
Sourcing ingredients for practical lessons
2 practical self- assessments along with knowledge questions.
Knowledge organiser for revision for the assessment.

Assessment: 2 teacher-assessed and self-assessed practical dishes. Digital summative assessments once per rotation (19 weeks)
Links to Personal Development: Careers include - Food scientist, Food product developer, Dietician, Nutritionist and within the Hospitality and Catering sector Principles of healthy eating and nutrition delivered to develop understanding of physical and mental health Understanding risks to personal wellbeing through healthy eating
How is my knowledge further developed in Year 8? In Year 8 students will study micronutrients and food choice, learning how to purchase food and ingredients alongside developing their kitchen craft including washing up, using an oven and knife skills.

Music

Subject Leader: Mrs G Page gpage@taptonschool.co.uk

Curriculum Intent: The music curriculum and provision at Tapton is inclusive, broad ranging, challenging, fun, and does not shy away from teaching mastery of the more complex musical skills. Our spiral curriculum enables equal and continuous development of the three main musical skills: performing, listening, and composing, and we study music from all of the three main areas of study (Western Classical, Popular Music, Traditional Music). This well-established provision provides students with a thorough grounding in all areas of the subject, so that all students are able to progress to the next stage of music study if they wish, regardless of their prior musical experiences or opportunities outside of school. We do not just teach to exam specifications but aim to provide students with all of the tools needed to succeed in music at a high level. This is evident in the destinations of our students after leaving us. Our robust curriculum offer is linked to, and strongly supported by, our outstanding extra-curricular programme and we work closely with our large team of visiting peripatetic instrumental and vocal teachers. All students have access to an established route through from beginner to high quality senior ensembles, and there are many opportunities for students to perform in our extensive concert programme. We teach, and provide opportunities for, students specialising in all areas of music, whether that is classical music, music technology/production, composition, or musicology, and we have strong links with external music organisations in Sheffield and further afield. At Tapton we aim to pass on our own passion for music to our students and nurture the musical development of every child

	Core Knowledge	Procedural Knowledge
	Topics: **Technical vocabulary** linked to each of the musical elements in DR P SMITH – Dynamics, Rhythm, Pitch, Structure/Style, Melody/Metre, Instrumentation, Texture/Tonality, Harmony. **Western Classical Music** Stylistic features of fanfares (autumn 2) and romantic orchestral music that uses chromaticism (summer 1). **Popular Music** Stylistic features of music by the Beatles (autumn 1) and film music (spring 2). **Traditional Music** Stylistic features of folk music (spring 1) and music from Africa (summer 2).	**Students will:** **Listen** to music analytically and describe it using technical vocabulary. Aurally identify: pitches as higher or lower; rhythms; major and minor chords; intervals up to a major 3rd. **Perform** as both a soloist and as part of an ensemble on a range of instruments/voice Read basic elements of music notation including dynamics and articulation **Compose** music following a given brief using both traditional written notation and music technology.

Homework:
Homework is set on Satchel:One for every six hours taught.

Assessment
Each half-termly project includes self, peer, and teacher feedback throughout.
Three of the projects will receive a final teacher assessment. One of these is for performing (*solo performance of a folk song on an instrument of choice – spring 1*), one is for composition (*composing a fanfare – autumn 2*), and one is for listening (*use of general listening skills and*

technical vocabulary – summer 1). By averaging these together for the data at the end of Year 7 (as is the case at GCSE and A Level), we are able to get a full picture of how the student is doing overall.
For the other three projects, students complete a thorough self-assessment that provides them with tangible targets for the next topic.

Links to Personal Development:
Careers in performing are discussed in the classical chromaticism project and the popular music performing project.
Careers in film music composition and sound design/production are discuss in the film music topic.
Students are encouraged to participate in our strong extra-curricular and concert programme. There are options available to all Students, regardless of prior experience.

How is my knowledge further developed in Year 8?
As part of our spiral curriculum, students will continue to equally develop the three musical skills of performing, composing, and listening. As in Y7, students will have one assessment in each of these resulting in an overall end of Y8 average. Students will be able to track their progress from Y7 to Y8. Y8 topics will continue to explore the stylistic features of music from the Western Classical Tradition, Popular Music, and Traditional Music from around the world.

Personal Development

Subject Leader: Mr D Sabbagh dsabbagh@taptonschool.co.uk

Curriculum Intent: Our extensive and well-planned personal development programme provides all students the opportunity to enhance their physical and emotional well-being enabling them to become active citizens by developing and discovering their interests and talents.

	Core Knowledge	Procedural Knowledge
Autumn	**Topics:** Equality and Diversity Mental Health and Wellbeing Friendship and Bullying	**Students will:** Learn about the impact of stereotyping, prejudice and discrimination on individuals and relationships Acquire simple strategies to help build resilience to negative opinions, judgements and comments Learn the characteristics of mental and emotional health and strategies for managing these Clarify and develop personal values in friendships, love and sexual relationships
Spring	**Topics:** Puberty Online Safety Families	**Students will:** Learn the different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them Understand the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) Establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media Learn the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM

Summer	**Topics:** Consent Careers and finance	**Students will:** See the benefits of setting ambitious goals and being open to opportunities in all aspects of life Learn about different work roles and career pathways, including clarifying their own early aspirations Understand that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and learn how to seek help in such circumstances
Homework: A multiple choice quiz on Satchel:One at the end of each topic Student completed Knowledge organiser at the end of each topic		
Assessment: Baseline tasks and progress tasks in all lessons A 20-mark question paper made up of short answer questions and multiple-choice questions		
Links to Personal Development: Enabling Students to recognise risks to their own wellbeing Social development: Practice using a range of social skills in different situations Prepare learners for future success in education, employment and training Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships		
How is my knowledge further developed in Year 8? In Year 8 students will continue to build on their knowledge for Mental Health Wellbeing, Equality and Diversity, Careers and Health. Knowledge gained in friendships will be used when studying gangs and substance use.		

Physical Education (PE)

Subject Leader: Mrs R Becks rbecks@taptonschool.co.uk

Key Stage 3 Leader: Mrs S Wilson swilson7@taptonschool.co.uk

Curriculum Intent: To provide students with the opportunity to try a variety of activities, have enjoyable experiences and gain a lifelong love of PE. At KS3 we follow a spiral curriculum whereby we revisit each sport in years 7, 8 and 9. With each successive encounter learning progresses, building and deepening the knowledge of every sport. At the end of KS3 all students will have developed competence to perform in a broad range of physical activities.

	Core Knowledge	Procedural Knowledge
	Topics: Invasion Games Net/Racket Games Striking and Fielding Games Gymnastics Dance Athletics Fitness	**Students will:** Develop their skills, knowledge and understanding in PE. Develop the ability to apply skills learnt in competitive situations. They are encouraged to work both independently and as part of a team. Use a range of tactics and strategies to overcome opponents in direct competition. Select and apply the appropriate strategy or technique to master an activity. Develop their technique to improve their performance. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.

Homework: No formal homework is set in PE, but we encourage all Students to involve themselves in physical activity in their spare time and lead an active and healthy lifestyle.
A range of extra-curricular activities are available before and after school and everyone is welcome to attend

Assessment: We informally assess throughout PE using observation, peer and teacher assessments. Students receive constant verbal feedback
Formal assessments take place twice a year, and our focus is on a Student's behaviour, and whether or not they are meeting Tapton expectations.

Links to Personal Development:
Leading healthy active lives.
Be physically active for sustained periods of time.
Have the knowledge and understanding of the importance of fitness and health.

How is my knowledge further developed in Year 8? We deliver a spiral curriculum across KS3 so we will revisit topics taught in Y7 in Y8. We will develop the skills across each sport and deepen the understanding of the rules, strategies and tactics of each game. We will continue to provide students with many extra-curricular opportunities and encourage everyone to lead a healthy and active lifestyle.

Product Design

Subject Leader: Mr J Fulson jfulson@taptonschool.co.uk

Curriculum Intent: Students will learn through a variety of projects during KS3/4 and 5, how to use the technological principles of explore, create, and evaluate to solve problems. On this learning journey, these projects will also bestow upon them the technical knowledge required to be a Product Designer.

	Core Knowledge	Procedural Knowledge
	Topics: 4 Ps of sketching Nets Thick and thin lines concept Types of wood Timber properties Thermo-polymers categories Templates and jigs Temporary and permanent fixtures Specifications Introduction to Iterative design Area/Volume (maths)	**Students will:** Develop basic sketching skills and practise isometric drawing Render Learn about One point perspective and Two-point perspective Learn about crating Use thick and thin lines Use Hand tools and power tools such as the band facer, pillar drill Use templates and jigs Learn independently Evaluate Use the correct Mathematical formula to solve problems Design to a specification

Homework: Homework is set on Satchel:One for every six hours taught
Homework will comprise a presentation on The Positive Impact of Technology and revision for tests

Assessment: Formative verbal and other feedback
Exploration grade (research), Create grade (making), Evaluation grade, Principles grade through a multiple-choice test and presentation skills and content grade.

Links to Personal Development:
Dexterity and hand skills
Self-evaluation of work
Presentation skills
Research/analytical skills

How is my knowledge further developed in Year 8?
In Year 8, students will learn the following through a sustainability project – Sustainable design, 6 Rs of sustainability, analysis of products and their environmental impact, materials properties, advancement of previous workshop skills and basic metal skills.

Art and Design: Textiles

Subject Leader: Mrs K Pilarek kpilarek@taptonschool.co.uk

Curriculum Intent: Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation, and self-critique along with contextual writing in reference to artists and designers. We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

	Core Knowledge	Procedural Knowledge
	Topics: Skills and knowledge development in the use of the sewing machine – including basic skills, threading, and safe practice. Problem solving and an understanding of technical aspects of the sewing machine and sewing. Responding to a brief, linked to the local surroundings, including Sheffield's Industrial Heritage and the Steel Industry and Botanical Gardens and links to Derbyshire and the Yorkshire landscape. Full drop print design and application. Cultural printing and surface techniques are taught, informing the development of a block print pattern. Application of colour to natural fabrics. An introduction to natural fibres, sourcing and properties. The process of making, including seam allowance, binding, and the use of surface decoration techniques. Quality control, accuracy and evaluation.	**Students will:** Learn Health and safety in the workshop, safe practice and use of equipment. Set up a sewing machine and sew safely. Sew a range of stitches – straight lines, curved lines, accurate corners, hems and binding. Learn about pattern design and development, including research into patterns, exploration of local themes and the development of a final full drop pattern print using block printing. Develop a pattern block, used for block printing a piece of patterned fabric to be used a textile flag. Learn about quality control and the use of seam allowance, accurate drawing, measuring. Clip seams on curves Evaluate and self and peer critique to inform the process and quality of making.

Homework:
Homework in Textiles will be set four times during the rotation, it will be explained in lesson and set on Satchel:One.
The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons, or support upcoming lessons.
The content will either focus on research, development, recording, personally responding or annotating work.
Homework should be completed to a high standard, mirroring the standard of work in lessons

Assessment:
AO1: Research
AO2: Development
AO3: Designing
AO4: Making
AO5: Evaluation
Work is assessed for each assessment objective and students are given an overall percentage, relating to their learning, development, and skill during research, design, making and evaluation.
In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed.
No revision is required.

Links to Personal Development:
Cultural development
British values
Confidence, Resilience and Knowledge
Future success in education

How is my knowledge further developed in Year 8?
In Year 8 students will continue to develop their sewing machine skills through a design and make project, working to answer a design brief inspired by Pop art. Students will research, develop, design, make and evaluate, learning a variety or new surface decoration and construction skills. With a focus on the use of synthetic fibres and fabrics.