



Y8 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

Key Stage Three - 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

Key Stage Three - 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
	<p>Topics:</p> <p>The Environment: writing to persuade</p> <p>Novel: analysis</p> <p>Much Ado About Nothing: building on Shakespeare knowledge & analysing</p> <p>Gothic Literature: descriptive & story writing</p> <p>Technology: speaking & listening</p> <p>Place poetry: analysing & beginning to compare poems</p>	<p>Students will:</p> <p>become a successful communicator</p> <p>become a confident reader with strategies to unpick challenging texts</p> <p>describe and story tell successfully – making a variety of language and structural choices to have an intended effect</p> <p>write persuasively successfully – making a variety of language and structural choices to have an intended effect</p> <p>engage with discussion and be courteous towards my peers</p> <p>analyse a literature text, considering a range of language and structural effects of the choices made</p> <p>analyse a non-fiction text, considering a range of language and structural effects of the choices made</p> <p>compare and contrast two texts</p> <p>confidently apply rules of grammar to writing –embedding them to create an intended effect</p> <p>understand a writer's message and reasoning for writing a text</p> <p>understand how the context and background of a text impacts the writing form a detailed essay with an argument continuing throughout</p> <p>engage with a range of formats, genres and purposes</p> <p>summarise information</p> <p>build and develop ideas in discussion</p>

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 9?

In Y9 students continue to develop their descriptive and story writing skills, analyse poetry, and continue to develop to become effective communicators.

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

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 9?

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	<p>Topics:</p> <p>Work like a Scientist - practical skills</p> <p>Biology: Health and lifestyle and biological processes</p> <p>Chemistry: The Periodic table,</p> <p>Physics: Electricity and magnetism</p>	<p>Students will:</p> <p>Select, plan, and carry out the most appropriate scientific enquiries to test predictions.</p> <p>Identify independent, dependent and control variables.</p> <p>Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety</p> <p>Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility</p> <p>Explain data in relation to predictions and hypotheses</p> <p>Understand that scientific theories are modified to take account of new evidence</p> <p>Understand importance of publishing results and peer review</p>
Spring	<p>Topics:</p> <p>Biology: Ecosystems and adaptation.</p> <p>Chemistry: Separation techniques.</p> <p>Physics: Energy.</p>	<p>Students will:</p> <p>Select, plan, and carry out the most appropriate scientific enquiries to test predictions.</p> <p>Identify independent, dependent and control variables.</p> <p>Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety</p> <p>Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility</p> <p>Explain data in relation to predictions and hypotheses</p> <p>Understand that scientific theories are modified to take account of new evidence</p> <p>Understand importance of publishing results and peer review</p>

Summer	<p>Topics:</p> <p>Biology: Inheritance.</p> <p>Chemistry: Metals and other materials and the Earth</p> <p>Physics: Motion and Pressure.</p>	<p>Students will:</p> <p>Select, plan, and carry out the most appropriate scientific enquiries to test predictions.</p> <p>Identify independent, dependent and control variables.</p> <p>Use appropriate techniques, apparatus and materials during field work and lab work, paying attention to health and safety</p> <p>Pay attention to objectivity and concern for accuracy, precision, repeatability, reproducibility</p> <p>Explain data in relation to predictions and hypotheses</p> <p>Understand that scientific theories are modified to take account of new evidence</p> <p>Understand importance of publishing results and peer review</p>
	<p>Homework:</p> <p>Students will receive homework for every six hours that they are taught.</p> <p>Their homework tasks will be set on Satchel:One</p> <p>Homework will comprise Glossary Tasks and Knowledge Organisers relating to the topics of study</p>	
	<p>Assessment:</p> <p>Students will have a Baseline assessment on KS2 knowledge</p> <p>To assess learning students will also have in class End of unit assessments throughout the year</p> <p>There will be two more formal assessments</p> <p>Autumn Term: TSAT exam on health and lifestyle and the Periodic table</p> <p>Summer Term: TSAT exam on all content covered in Y8</p>	
	<p>Links to Personal Development:</p> <p>Enabling students to recognise risks to their own wellbeing</p> <p>Social development: Practise using a range of social skills in different situations</p> <p>Confidence, Resilience and Knowledge: Mentally healthy, physically healthy, active lifestyle, healthy relationships</p>	
<p>How is my knowledge further developed in Year 9?</p> <p>Students will build upon the scientific principles learnt in both Year 8 and at KS2, as well as covering brand new content in all three sciences in more detail. 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.</p>		

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	<p>Topic: Plate Tectonics</p> <p>Students will build a knowledge and understanding of Earth science. This will include:</p> <ul style="list-style-type: none"> Knowing the internal structure of the Earth and the theories underpinning plate tectonics. How volcanoes and earthquakes occur and where. Case studies of volcanic eruptions, earthquakes, and tsunamis to understand their causes, consequences and responses. How people live alongside the threat of tectonic hazards. 	<p>Students will:</p> <ul style="list-style-type: none"> Use a variety of maps at a range of scales from regional to global to identify and analyse patterns of tectonic activity. Work with geographical data to perform basic calculations about magnitude of events and consequences. 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. <p>Write extended prose to describe, explain and evaluate their learning.</p>
Spring Term	<p>Topic: The Population of Asia</p> <p>In this place study, students will learn more about this region of the world. This will include:</p> <ul style="list-style-type: none"> The urban and physical geography of Asia. The contrasting climate across the Asian region. The demography of Asia including investigating its rapid population growth... and future decline. A case study of how urbanisation is leading to urban challenges in Asian megacities such as Jakarta. A case study exploring how India has tried to manage its rapid population growth. 	<p>Students will:</p> <ul style="list-style-type: none"> Use a variety of maps at a range of scales from regional to global to identify and analyse patterns with a focus on Asia. Work with geographical data to perform basic calculations such as investigating population growth. 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	<p>Topic: Fast Fashion</p> <p>Students will learn about the global and regional scale of our 'fast fashion' problem by investigating:</p> <ul style="list-style-type: none"> • The reasons why we have fast fashion. • The social and environmental consequences of the trend for fast fashions. • The sustainable alternatives to fast fashion. 	<p>Students will:</p> <ul style="list-style-type: none"> • 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. <p>Write extended prose to describe, explain and evaluate their learning.</p>
Summer term 2	<p>Topic: Africa</p> <p>In this place study, students will learn more about this region of the world. This will include:</p> <ul style="list-style-type: none"> • Busting myths and misconceptions about the African continent. • Exploring the contrasting climatic regions across the African Continent. • Investigating the diverse demography of the African continent. • A case study into one African city to demonstrate how it is developing into a 21st century hub for the continent of Africa. 	<p>Students will:</p> <ul style="list-style-type: none"> • Use a variety of maps at a range of scales from regional to global to identify and analyse patterns with a focus on Africa. • Work with geographical data to perform basic calculations such as working with socio-economic data. • 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.
<p>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.</p>		
<p>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:</p> <ul style="list-style-type: none"> • November: Plate tectonics, Ecosystems (from Y7), Geographical Skills (including graphs, data, and maps) • May: Plate tectonics, Population, Geographical Skills (including graphs, data, and maps) 		
<p>Links to Personal Development: The topics studied in Year 8 may inspire students to investigate a range of careers spanning the physical, social and environmental sciences. Examples could include seismologists, emergency aid workers, demographers and urban planners. 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 different places.</p>		
<p>How is my knowledge further developed in Year 9? As students move on into Year 9 they will extend their geographical knowledge of global places by learning about a new region of the world, The Middle East. The students will also investigate global development issues across a range of places from which they will be able to draw on the knowledge gained in Year 8 about the continents of Asia and Africa. The theme of sustainability continues as they will learn about sustainable transport and how we can keep the world moving for a greener future.</p>		

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	<p>Topic:</p> <p>The Fight for Power in Britain from 1066 to present</p>	<p>Students will:</p> <p>Assess the reliability and purpose of contemporary sources.</p> <p>Use contemporary sources to support/ challenge a historical argument.</p> <p>Evaluate change over time.</p> <p>Explain why events happened (causation).</p> <p>Describe the key features of historical events/ periods.</p> <p>Recognise and compare historical interpretations.</p> <p>Understand why historical interpretations have changed over time.</p>
Spring	<p>Topic:</p> <p>The transatlantic slave trade</p> <p>Local study: Sheffield and the Industrial Revolution</p>	<p>Students will:</p> <p>Assess the reliability and purpose of contemporary sources.</p> <p>Use contemporary sources to support/ challenge a historical argument.</p> <p>Evaluate change over time.</p> <p>Explain why events happened (causation).</p> <p>Describe the key features of historical events/ periods.</p> <p>Recognise and compare historical interpretations.</p> <p>Understand why historical interpretations have changed over time.</p>

Summer	<p>Topic:</p> <p>Edwardian Britain</p> <p>The First World War</p>	<p>Students will:</p> <p>Assess the reliability and purpose of contemporary sources.</p> <p>Use contemporary sources to support/ challenge a historical argument.</p> <p>Evaluate change over time.</p> <p>Explain why events happened (causation).</p> <p>Describe the key features of historical events/ periods.</p> <p>Recognise and compare historical interpretations.</p> <p>Understand why historical interpretations have changed over time.</p>
	<p>Homework:</p> <p>Homework is set on Satchel: One for every six taught hours.</p> <p>In the Autumn term homework will comprise revision of class learning using online quizzes, a Fight for Power (early modern) menu, assessment preparation and revision of glossary terms for an in-class test</p> <p>In the Spring term, students can expect further Revision of class learning using an online quiz, homework relating to Slavery: forgotten campaigners, a Virtual tour of industrial Sheffield and Industrial women – reading and online quiz.</p> <p>In the final term of Y8 homework will comprise assessment preparation, revision of glossary terms for an in-class test, research on First World War memorials in Sheffield and WWI myth-busting.</p>	
<p>Assessment:</p> <p>In the Autumn Term, Assessment 1: On aspects of Year 7 learning, plus the Fight For Power (medieval unit). This will assess: knowledge retention; description skills; ability to evaluate a historical source; comparison of historical interpretations; and use of evidence to support/ challenge a viewpoint.</p> <p>In the summer term, Assessment 2: On aspects of Fight for Power; Edwardian Britain; and the Transatlantic slave trade. This will assess: chronological understanding/ change over time; knowledge retention; explanation/ causation; use of contemporary sources to support/ challenge viewpoints.</p>		
<p>Links to Personal Development:</p> <p>British Values: Democracy, individual liberty, rule of law, mutual respect and tolerance</p> <p>Promoting inclusivity and diversity of all protected characteristics</p> <p>Prepare learners for future success in education, employment and training</p> <p>Moral development: Recognise the difference between right and wrong</p> <p>Cultural development: Understanding the wide range of cultural influences that shape individuals</p>		
<p>How is my knowledge further developed in Year 9?</p> <p>Studies of mass protest groups such as the Chartists, NUWSS and WSPU are referred to in the Y9 civil rights course for comparison</p> <p>The same underpinning of substantive and disciplinary knowledge, historical scholarship and historical evidence are to the forefront, although students will be further challenged in relation to these things.</p>		

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 Tipton, 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	<p>Topic: Town and Shopping</p> <p>Compass points & locations, Types of town and descriptions, Places in town, Directions, My town in the past and my ideal town Pocket money & chores, Shops and shopping Imperfect Tense Conditional Tense</p>	<p>Students will:</p> <p>Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages.</p> <p>Be introduced to the past time frame (preterite/perfect and imperfect)</p> <p>Develop their skills to be able to use, understand and produce increasingly longer sentences and passages</p>
Autumn Term 2	<p>Topic: Music and Film</p> <p>Musical instruments, Genres of music, Favourite artists and bands, A concert Types of film Favourite Film Favourite Actor Perfect/preterite tense</p>	<p>Students will:</p> <p>Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages.</p> <p>Continue to use the past time frame (preterite/perfect and imperfect)</p> <p>Provide justified opinions</p> <p>Develop their skills to be able to use, understand and produce increasingly longer sentences and passages</p>
Spring Term 1	<p>Topic: Holidays</p> <p>Countries & destinations, Transport, Accommodation, Holiday activities Present Tense</p>	<p>Students will:</p> <p>Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages.</p> <p>Revisit the conjugation of the present tense</p>

Spring Term 2	<p>Topic: A past holiday</p> <p>Destinations, Transport, Accommodation, Holiday activities, A special day out, Holiday problems, Research project on TL-country/countries.</p>	<p>Students will:</p> <p>Revisit the conjugation of the perfect/preterite tense</p> <p>Research target language speaking countries</p>
Summer Term 1	<p>Topic: Food and Eating out</p> <p>Types of food, Cuisine, Mealtimes, Restaurants & Menus, Last meal out. Perfect/Preterite tense</p>	<p>Students will:</p> <p>Consolidate the conjugation of the perfect/preterite tense</p> <p>Write and say detailed responses incorporating the past and present time frames and justified opinions</p>
Summer term 2	<p>Topic: Healthy Living</p> <p>Body Parts Illnesses and injuries, Remedies, Doctor/pharmacy visits, Healthy living, Sports and fitness, Future tense</p>	<p>Students will:</p> <p>Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages.</p> <p>Be introduced to the future time frame (simple future / near future)</p>
<p>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:</p> <ul style="list-style-type: none"> • Reading comprehension exercises • Listening comprehension exercises • Vocabulary learning • Grammar consolidation • Written pieces • Research 		
<p>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 – December - Listening, reading and writing All topics covered in Y8 so far and those covered in Y7 too Assessment Point 2 – May - listening, reading and writing All topics covered in Y8 so far and those covered in Y7 too</p>		
<p>Links to Personal Development: Mutual respect and tolerance – students build their cultural capital and learn to respect others Character – Resilience is needed to prosper in MFL. Moral and social development – Students work together respecting each other's ideas. Cultural development – Cultural capital is the currency of MFL.</p>		
<p>How is my knowledge further developed in Year 9? Phonics and pronunciation practice, vocabulary acquisition and the obtaining of grammatical knowledge will continue to be built upon and enhanced in Year 9, 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, ready to embark on the GCSE course in Y10.</p>		

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 our 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	<p>Topics:</p> <p>Where can young people find wisdom by which to live? (Muhammad and Malala)</p> <p>Theological and Philosophical Lenses.</p>	<p>Students will:</p> <p>Understand and interpret religious texts - Theological lens</p> <p>Analyse the impact of beliefs on behaviour - Social Sciences, Philosophical and Theological lenses</p>
Spring	<p>Topics:</p> <p>How do we know what is the good/right thing to do? (Theistic and non-theistic guidance)</p> <p>Philosophical Lens.</p>	<p>Students will:</p> <p>Understand and interpret religious texts - Theological lens</p> <p>Analyse the impact of beliefs on behaviour - Social Sciences, Philosophical and Theological lenses</p>
Summer	<p>Topics:</p> <p>Does it make sense to believe in God? – Theological and Philosophical Lenses.</p> <p>How and why should we support human rights? (Anti racist RE) – Theological, Philosophical and Sociological lenses.</p>	<p>Students will:</p> <p>Understand and interpret religious texts - Theological lens</p> <p>Analyse the impact of beliefs on behaviour - Social Sciences, Philosophical and Theological lenses</p> <p>Understand the difference between scientific, theological, and philosophical enquiry.</p>

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

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 9?

All units in Year 7 and 8 are designed to equip students with the knowledge, understanding and skills to tackle GCSE content in Year 9 with confidence.

The focus on wisdom in both Years 7&8 and moral philosophy in Year 8 prepares students to tackle the ethical elements of the GCSE which builds on their understanding of sources of wisdom and moral authority. This together with their understanding of the personal and disciplinary lenses employed prepares them to appreciate the rich diversity of the lived experience of believers and non-believers, including diversity within individual faiths which is required at GCSE level. Having considered the features of theistic and non-theistic guidance in Unit two and applying these to ethical issues in an age-appropriate way, students can approach the application of religious teachings and moral principles in an increasingly sophisticated fashion as the GCSE course progresses.

Unit three in Y8 gives students insight into the concept of God through an Abrahamic and monotheistic lens and this is built on through both the Christian Beliefs and Muslim Beliefs units in Y9 where students will learn the different interpretations of Monotheism such as The Trinity in Christianity and Tawhid in Islam.

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	<p>Topics:</p> <p>The formal elements; line, tone, form, shape, colour, texture and pattern through the observation of primary source objects associated with Futurism, Portraiture and Abstract Modern Art.</p> <p>Mechanical Objects project:</p> <p>Contextual links between the local Steel Industry and Industrial heritage and Futurism.</p> <p>Colour theory – Complementary pairs and secondary colours. Warm and cool colours.</p> <p>Development of repeat pattern design to create full drop print informed by research into futurism and mechanical object recording.</p>	<p>Students will:</p> <p>Develop pattern and planning and design a full drop repeat print pattern.</p> <p>Apply purposeful use of colour, including complementary pairs and highlights and lowlights.</p> <p>Learn about safe use of lino tools and equipment to produce an accurate, well registered lino print design with up to 4 layers.</p>

Spring	<p>Topics:</p> <p>Portrait project: Contextual exploration into portraiture, including artists Giacometti, Modigliani, Picasso, Matisse, Kahlo, DaVinci, Rembrandt, Hambling and Warhol.</p> <p>Composition, mark making, and use of colour are explored and analysed in relation to the purpose, time and context of the artwork.</p>	<p>Students will:</p> <p>Learn about the proportion of the face, composition and how to portray a character through a portrait.</p> <p>Develop mark making techniques to develop understanding of proportion and dynamic use of light and shadow.</p> <p>Develop proportion and accuracy, using the gridding technique.</p> <p>Practise watercolour painting, colour mixing and layering is taught during the process of portrait painting.</p> <p>Produce a final watercolour self-portrait.</p>
Summer	<p>Topics:</p> <p>Organic Form project: Exploration into the 2D and sculptural work of Yorkshire and British artists, with a focus on sculpture inspired by natural form and displayed within nature of the outdoors.</p> <p>Comparing and analysing the work of artists, designers and architects such as Hepworth, Randall-Page, Cragg, Cassell, Heatherwick.</p> <p>Design processes, how designers and artists work in 2D form producing artwork which informs sculpture, design and architecture.</p>	<p>Students will:</p> <p>Develop observational recording skill in a variety of media, focusing of natural form, organic pattern and surface texture.</p> <p>Thumbnail ideas and development through the synthesis of a range of artists work and observational recording.</p> <p>Complete large scale watercolour recording.</p> <p>Use Chalk and charcoal.</p> <p>Complete large scale ink drawing.</p> <p>Practise model making and sculptural design/ architecture informed by research, development, and recording.</p>
<p>Homework:</p> <p>Homework in Art will be set three times per project, it will be explained in lesson and set on Satchel:One.</p> <p>The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons, or support upcoming lessons.</p> <p>The content will either focus on research, development, recording, personally responding or annotating work.</p> <p>Homework should be completed to a high standard, mirroring the standard of work in lessons.</p> <p>During the Portrait project students will be asked to take a photo of their face to be used in their watercolour self-portrait, this can be printed in the art department at breaktimes, lunchtimes or afterschool</p>		
<p>Assessment:</p> <p>AO1: Research</p> <p>AO2: Development</p> <p>AO3: Recording</p> <p>AO4: Final piece</p>		

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 Mechanical 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 during their Portraiture 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 produce during their Organic form 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 9?

In Year 9 students will continue to expand their learning of the formal elements: line, tone, form, shape, colour, texture and pattern through the observation of primary and secondary source objects in a variety of projects. Students will broaden their technical knowledge and understanding of artistic mediums with the introduction of photography, mixed media projects and through the use of acrylic paint, ceramics and model making.

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	<p>Topics:</p> <p>Physical computing with Microbits</p> <p>Computational Thinking with Bebras</p> <p>Programming with Python Intro – Text based Programming</p>	<p>Students will:</p> <p>List the Microbit's input and output devices. Identify how instructions are stored and executed within a computer system such as the Microbit</p> <p>Use sequence, selection, and repetition in programs. Work with variables and various forms of input and output on the Micro: bit. Use development environments to write, execute, and debug programmes for the Micro: bit.</p> <p>Apply decomposition, abstraction and algorithmic thinking to help solve problems. Write simple Python programs that display messages, assign values to variables, and receive keyboard input</p> <p>Use simple arithmetic expressions in assignment statements to calculate values.</p>
Spring	<p>Topics:</p> <p>Programming with Python Intro – Text based Programming</p> <p>Careers: The future of jobs 1.</p> <p>Data Representation: Binary and Text</p>	<p>Students will:</p> <p>Use relational operators to form logical expressions.</p> <p>Use binary and multi-branch selection</p> <p>Use debugging techniques to identify errors in code.</p> <p>Identify diversity and careers in Computing and Technology. Identify the potential paths into roles in the technology sector. Understand how data of various types (including text) can be represented and manipulated digitally, in the form of binary digits.</p> <p>Explain what binary digits (bits) are and articulate why in computing we use binary to represent data.</p> <p>Measure the size or length of a sequence of bits as the number of binary digits</p> <p>Carry out simple operations on binary numbers Conversion between binary and decimal.</p>

Summer	<p>Topics:</p> <p>Computer Systems 3: Boolean Logic & Circuits</p> <p>Cybersecurity</p>	<p>Students will:</p> <p>Use simple Boolean logic [for example, AND, OR and NOT] to set conditions, create circuits. Be able to write truth tables for common logic gates.</p> <p>Identify the difference between data and information.</p> <p>Identify how different types of malware cause problems for computer systems and identify strategies to reduce malware and brute force attacks.</p> <p>Explain the need for the Computer Misuse Act and GDPR</p> <p>Question how malicious bots can have an impact on societal issues</p> <p>Implement strategies to minimise the risk of data being compromised</p>
	<p>Homework:</p> <p>Homework will be set on Satchel:One for every six hours taught.</p> <p>There will be a terminology revision and computer quiz each half term</p>	
<p>Assessment:</p> <p>Student learning will be assessed through the use of progress tasks in lessons.</p> <p>There will also be summative end of topic multiple choice quizzes.</p> <p>TSAT: Assessment November</p> <p>Students will be assessed on Topics from Year 7 and From Year 8 Autumn Term.</p> <p>The assessment will be online and last for 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.</p> <p>TSAT: Assessment May</p> <p>Students will be assessed on Topics from Year 7 and From Year 8 Autumn Term and Spring Term.</p> <p>The assessment will be online and last for 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.</p>		
<p>Links to Personal Development:</p> <p>Enabling Students to recognise online risks to their own wellbeing. Students to recognise the dangers of inappropriate use of mobile technology and social media.</p> <p>Build students confidence, resilience, understanding of ethics, cultural capital and knowledge.</p> <p>Prepare learners for future success in education, employment and training, so that they can keep themselves mentally healthy and be economically successful.</p> <p>Promote inclusion: Computer Science opportunities are for everyone</p>		
<p>How is my knowledge further developed in Year 9?</p> <p>Computer Science in Year 9 will continue to help you understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. You will develop your programming skills further using micro: bits with Python. You will start to look at computer systems in greater depth, look at the role, impact and ethics of Artificial intelligence, machine learning and Data science in our society.</p> <p>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 creatively and appropriately.</p>		

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
	<p>Topics:</p> <p>The application of skills to be an effective actor.</p> <p>The art of directing and designing for theatre.</p> <p>Being and informed member of an audience through analysis and evaluation.</p> <p>Unit titles:</p> <p><i>The Tempest</i> by William Shakespeare & Frantic Assembly</p> <p>The Price of Friendship</p> <p>Brecht on Theatre</p>	<p>Students will:</p> <p>Interpret character – facial expression, body language, voice etc.</p> <p>Apply skills to create performance work e.g. use of physical theatre, atmosphere, set & props, multi-role playing, use of gestus etc.</p> <p>Appreciate and understand theatre design.</p> <p>Be an effective cast member – communication skills, leadership skills, working collaboratively, compromising, problem solving, being creative.</p> <p>Interpret plays – from the point of view of a director, actor and designer.</p> <p>Explore the social, cultural, historical and political contexts.</p> <p>Explore the structure of plays – plot/theme/form/style/genre/dialogue</p> <p>Explore the history of theatre through the study of Shakespeare, Morality Plays and Brechtian theatre.</p> <p>Explore Contemporary Theatre Companies – Frantic Assembly.</p> <p>Understand theatre practice – devising, script writing, Brechtian theatre.</p> <p>Understand theatre space – the four main staging configurations, stage positioning, proxemics, actor/audience relationship, actor interaction and audience awareness</p> <p>Experience live theatre – access to Drama Online to support the delivery of the units of work</p> <p>Analyse and evaluate theatre through written homework tasks and verbal responses in lessons.</p>

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 9?

Students will continue to develop their interpretation and devise theatre, as well as studying the work of Stanislavski.

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
	<p>Topics:</p> <ul style="list-style-type: none"> Material properties of metals Metalworking processes and tools Lathe and Milling machine operation. Computer Aided Design Quality Control Selection of materials. Extracting information form Engineering Drawings Health and Safety and risk assessment. Sustainable design 	<p>Students will:</p> <ul style="list-style-type: none"> Follow Engineering drawings to plan making a Phone Holder Risk Assess Plan for making. Take part in practical lessons on manufacturing the Phone Holder. Explain why materials have been chosen. Evaluate the completed product including if it meets tolerances.

Homework:

Homework is set on Satchel:One for every six hours taught.
Homework will comprise a presentation on the negative 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 9?

In Year 9, students that opt to take Engineering will explore electronics and structures, create a can crusher and a torch/flashlight, evaluate their work and develop a good understanding of Computer Aided Design

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
<p>Topics:</p> <p>Micronutrients</p> <p>Food Choice</p> <p>Food Provenance</p>	<p>Students will:</p> <p>Learn safe kitchen operations</p> <p>Prepare, cook and store food safely</p> <p>Read a recipe</p> <p>Practise Knife skills</p> <p>Operate a hob and oven</p> <p>Wash up</p> <p>Understand how to purchase ingredients</p>

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
Understanding risks to personal wellbeing through food safe practices
Cultural development achieved through delivering the factors which effect food choice
Social development achieved whilst celebrating the advantages of eating together

How is my knowledge further developed in Year 9?

In Y9 Food students will learn about Food Provenance, how to effectively meal plan and work to a budget as well as continuing to develop skills such as operating a hob and oven effectively and using a knife safely.

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
	<p>Topics:</p> <p>Technical vocabulary linked to each of the musical elements in DR P SMITH – Dynamics, Rhythm, Pitch, Structure/Style, Melody/Metre, Instrumentation, Texture/Tonality, Harmony.</p> <p>Western Classical Music Stylistic features of Baroque music that use a ground bass structure (spring 2) and classical music that we hear in our everyday life (summer 1).</p> <p>Popular Music Stylistic features of electronic music (autumn 2) and current pop music (spring 1).</p> <p>Traditional Music Stylistic features of blues music (autumn 1) and calypso music (summer 2).</p>	<p>Students will:</p> <p>Listen to music analytically and describe it using technical vocabulary.</p> <p>Aurally identify instruments; rhythms; major and minor chords; intervals up to a perfect 5th.</p> <p>Perform as both a soloist and as part of an ensemble on a range of instruments/voice/technology.</p> <p>Read basic elements of music notation including dynamics, articulation, repeats, and accidentals.</p> <p>Compose music following a given brief using both traditional written notation and music technology.</p>

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 classical melody on an instrument of choice – summer 1*), one is for composition (*composing a melody over a given chord sequence – spring 2*), and one is for listening (*blues music, general listening skills and use of technical vocabulary – autumn 1*). By averaging these together for the data at the end of Year 8 (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 discussed 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 9?

Students who opt to take music in Y9 will have more focused time to continue to develop the three musical skills of performing, composing, and listening. Students will have two assessments in each of these resulting in an overall average at the end of term 1 and an overall average at the end of the year. Y9 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	<p>Topics:</p> <p>Equality and Diversity</p> <p>Mental Health and Wellbeing</p>	<p>Students will:</p> <p>Learn about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>Learn the difference between biological sex, gender identity and sexual orientation</p> <p>Understand the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible</p> <p>Understand the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns</p>
Spring	<p>Topics:</p> <p>Gangs</p> <p>Personal Safety and risk</p> <p>Health</p>	<p>Students will:</p> <p>Learn the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination</p> <p>Recognise and manage what influences their choices about physical activity</p> <p>Acquire strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>Make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p>

Summer	Topics:	Students will:
	Substance Use	Be informed about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use
	Careers and Finance	Understand the personal and social risks and consequences of substance use and misuse including occasional use
		Learn about young people's employment rights and responsibilities
		Learn about values and attitudes relating to finance including debt.
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 9?		
In Year 9 students will continue to build on their knowledge for Mental Health Wellbeing, Equality and Diversity, Careers and personal safety and Health. Knowledge gained in substance use will be further build upon in the topic of drugs and alcohol.		

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

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 9? We deliver a spiral curriculum across KS3, so we will revisit all topics taught in Year 8 in Year 9. 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
	<p>Topics:</p> <p>6Rs</p> <p>Sustainability</p> <p>Anthropocene definition</p> <p>Production plans</p> <p>Materials – environmentally friendly</p> <p>H&S and risk assessment.</p> <p>Sustainable design</p> <p>SWOT analysis</p>	<p>Students will:</p> <p>Learn how to analyse a context</p> <p>Write a Specification</p> <p>Use templates and jigs</p> <p>Use Hand tools</p> <p>Solder</p> <p>Sketch models</p> <p>Develop design skills – 2D</p> <p>Render</p> <p>Work with Metal</p>

Homework: Homework is set on Satchel: One for every six hours taught
Homework will comprise a presentation on The Negative 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:

Following drawings
Manufacturing understanding
Dexterity and hand skills
Machining skills
Self-evaluation of work
Presentation skills
Research/analytical skills
CAD/CAM skills
Design skills

How is my knowledge further developed in Year 9?

In Year 9, students will learn the following through a series of different projects – CAD, CAM, Carpentry skills, Casting, Architectural design/modelling, 3D printing, sketch modelling, Furniture Design and Iterative Design.

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
	<p>Topics:</p> <p>The use of the sewing machine – stitch selection and safe, high-quality manufacture.</p> <p>An introduction to synthetic fibres, production, and suitability of use and properties.</p> <p>An awareness of quality control, time managements, production planning, and quality manufacture, taught through practical investigations and development.</p> <p>Surface decoration – Applique and the use of bond-a-web.</p> <p>Pop Art – Use of colour – primary colours, shape, popular culture and words and slogans.</p> <p>How Pop art had influenced design.</p>	<p>Students will:</p> <p>Design, develop and personalise a drawstring bag with a surface design inspired by the Pop Art movement.</p> <p>Use Paper modelling whilst exploring accuracy and the process of making.</p> <p>Develop a logo whilst exploring how a personalised logo will work, using scaling, symmetry, flipping and mirroring.</p> <p>Try the Applique decoration technique, learning how to use bond-a-web to successfully apply a logo design.</p> <p>Follow the process of manufacture, using instructions, teamwork and industrial techniques.</p> <p>Evaluate and self and peer critique to inform the process and quality of making.</p>

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.

Printing facilities are available in the Art department at lunchtime and afterschool to print out any homework.

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

How is my knowledge further developed in Year 9?

Students develop sewing machine and practical making skills alongside surface decoration and embellishment skills. Projects vary between design textiles and textile art, with a focus on fashion and how the world of design has an impact on what we wear.

Students expand their technical knowledge through practical weaving skills, construction techniques and accurate technical drawing and illustration skills.