

	<p>sketchbooks, journals and other media as a basis for exploring their ideas.</p> <ul style="list-style-type: none"> ● To use a range of techniques and media, including painting. ● To increase their proficiency in the handling of different materials. ● To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. ● About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. 		
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Citizenship, Key Stage 3 (Ages 11-14)	Environment and Modern Agriculture	Healthful Eating
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Subject Content	<p>The national curriculum for citizenship aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ● Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government. ● Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced. ● Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood. ● Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a 	✓	✓
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	<p>day-to-day basis, and plan for future financial needs.</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Take their place in society as responsible citizens, manage their money well and make sound financial decisions. • Develop an understanding of democracy, government and the rights and responsibilities of citizens. • Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action. 		
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Citizenship, Key Stage 4 (Ages 14-16)		Environment and Modern Agriculture	Healthful Eating
	<ul style="list-style-type: none"> • Pupils should build on the key stage 3 programme of study to deepen their understanding of democracy, government and the rights and responsibilities of citizens. • Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society. 	✓	✓

Design & Technology, Key Stage 3 (Ages 11-14)	Environment and Modern Agriculture	Healthful Eating	
Subject Content	<p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. • Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. • Critique, evaluate and test their ideas and products and the work of others. • Understand and apply the principles of nutrition and learn how to cook. • Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. • They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion]. <p>When designing and making, pupils should be able to:</p> <ul style="list-style-type: none"> • Design <ul style="list-style-type: none"> ○ Use research and exploration, such as the study of different cultures, to identify and understand user needs. 	✓	✓

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| | <ul style="list-style-type: none"> ○ Identify and solve their own design problems and understand how to reformulate problems given to them. ○ Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. ○ Use a variety of approaches [for example, biomimicry and user-centred design], to generate creative ideas and avoid stereotypical responses. ○ Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools. ● Make <ul style="list-style-type: none"> ○ Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. ○ Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties. ● Evaluate <ul style="list-style-type: none"> ○ Analyse the work of past and present professionals and others to develop and broaden their understanding. ○ Investigate new and emerging technologies ○ Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups. ○ Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists. | | |
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| | <ul style="list-style-type: none"> ● Technical Knowledge <ul style="list-style-type: none"> ○ Understand and use the properties of materials and the performance of structural elements to achieve functioning solutions. ○ Understand how more advanced mechanical systems used in their products enable changes in movement and force ○ Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]. ○ Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers]. ● Cooking & Nutrition <p>Key stage 3</p> <ul style="list-style-type: none"> ● Pupils should be able to: <ul style="list-style-type: none"> ○ Understand and apply the principles of nutrition and health. ○ Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. ○ Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]. ○ Understand the source, seasonality and characteristics of a | | |
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	broad range of ingredients.		
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English, Key Stage 3 (Ages 11-14)	Environment and Modern Agriculture	Healthful Eating
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Reading	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> ● Develop an appreciation and love of reading, and read increasingly challenging material independently through: <ul style="list-style-type: none"> ○ Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: <ul style="list-style-type: none"> ■ English literature, both pre-1914 and contemporary, including prose, poetry and drama ■ Shakespeare (two plays) ■ seminal world literature ○ Choosing and reading books independently for challenge, interest and enjoyment. ○ Re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. ○ Understand increasingly challenging texts through: <ul style="list-style-type: none"> ■ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text knowing the purpose, audience for and context of the writing and drawing on 	✓	✓
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	<p>this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense.</p> <ul style="list-style-type: none"> ○ Read critically through: <ul style="list-style-type: none"> ■ Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning recognising a range of poetic conventions and understanding how these have been used studying setting, plot, and characterisation, and the effects of these. ■ Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play making critical comparisons across texts. ■ Studying a range of authors, including at least two authors in depth each year. 		
Writing	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> ● Write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> ○ Writing for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> ■ Well-structured formal expository and narrative essays ■ Stories, scripts, poetry and other imaginative writing ■ Notes and polished scripts for talks and presentations ■ A range of other narrative and non-narrative texts, including arguments, and personal and formal letters ● Summarising and organising material, and supporting ideas 		

	<p>and arguments with any necessary factual detail</p> <ul style="list-style-type: none"> ● Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ● Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proof-read through: <ul style="list-style-type: none"> ○ Considering how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness paying attention to accurate grammar, punctuation and spelling; ○ Applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English. 		
Grammar & Vocabulary	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> ● Consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> ○ Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts studying the effectiveness and impact of the grammatical features of the texts they read. ○ Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects 		



	<p>knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</p> <ul style="list-style-type: none"> ○ Using Standard English confidently in their own writing and speech discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology. 		
Spoken English	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> ● Speak confidently and effectively, including through: <ul style="list-style-type: none"> ○ Using Standard English confidently in a range of formal and informal contexts, including classroom discussion. ○ Giving short speeches and presentations, expressing their own ideas and keeping to the point participating in formal debates and structured discussions, summarising and/or building on what has been said. ○ Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 		

English, Key Stage 4 (Ages 14-16)		Environment and Modern Agriculture	Healthful Eating
Reading	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> ● Read and appreciate the depth and power of the English literary heritage through: <ul style="list-style-type: none"> ○ Reading a wide range of high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism. This writing should include whole texts. The range will include: <ul style="list-style-type: none"> ■ at least one play by Shakespeare works from the 19th, 20th and 21st centuries. ■ poetry since 1789, including representative Romantic poetry. ● Re-reading literature and other writing as a basis for making comparisons choosing and reading books independently for challenge, interest and enjoyment. ● Understand and critically evaluate texts through: <ul style="list-style-type: none"> ○ Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purpose. ○ Drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their 	✓	✓

	<p>effects.</p> <ul style="list-style-type: none"> ○ Seeking evidence in the text to support a point of view, including justifying inferences with evidence. ○ Distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence ○ Analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading make an informed personal response, recognising that other responses to a text are possible and evaluating these. 		
Writing	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> ● Write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> ○ Adapting their writing for a wide range of purposes and audiences: <ul style="list-style-type: none"> ■ To describe, narrate, explain, instruct, give and respond to information, and argue selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate. 	✓	✓

	<ul style="list-style-type: none"> ■ Make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]. ● Revise, edit and proof-read through: <ul style="list-style-type: none"> ○ Reflecting on whether their draft achieves the intended impact restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness paying attention to the accuracy and effectiveness of grammar, punctuation and spelling. 		
Grammar & Vocabulary	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> ● Consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> ○ Studying their effectiveness and impact in the texts they read. ○ Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects. ○ Analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language. 	✓	✓
Spoken English	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> ● Speak confidently, audibly and effectively, including through: 	✓	✓

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| | <ul style="list-style-type: none">○ Using Standard English when the context and audience require it○ Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines○ Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary.○ Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation○ Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. | | |
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Geography, Key Stage 3 (Ages 11-14)	Environment and Modern Agriculture	Healthful Eating	
Attainment targets Subject content Key stage 3	<p>By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.</p> <ul style="list-style-type: none"> ● Pupils should consolidate and extend their knowledge of the world’s major countries and their physical and human features. ● They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. ● They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding. <p>Pupils should be able to:</p> <ul style="list-style-type: none"> ● Locational knowledge <ul style="list-style-type: none"> ○ Extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. ● Place Knowledge <ul style="list-style-type: none"> ○ Understand geographical similarities, differences and links between places through the study of human and physical 		

geography of a region within Africa, and of a region within Asia.

- Human and physical geography
 - Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:
 - Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.
 - Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.
 - Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.
- Geographical skills and fieldwork
 - Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.
 - Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.
 - Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.

<p>Aims</p>	<ul style="list-style-type: none"> ○ Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. ● The national curriculum for geography aims to ensure that all pupils: <ul style="list-style-type: none"> ○ Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes ○ Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. ○ Are competent in the geographical skills needed to: <ul style="list-style-type: none"> ○ Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. ○ Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). ○ Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 		
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History, Key Stage 3 (Ages 11-14)		Environment and Modern Agriculture	Healthful Eating
<p>Attainment targets</p> <p>By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.</p>	<p>Subject content</p> <p>Key stage 3</p> <ul style="list-style-type: none"> • Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. • Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. • They should use historical terms and concepts in increasingly sophisticated ways. • They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. • They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. • In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. <p>The national curriculum for history aims to ensure that all pupils:</p>	✓	✓

<p>Aims</p>	<ul style="list-style-type: none"> ● Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. ● Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ● Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. ● Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. ● Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. ● Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 		
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