



Subject	Aims and purpose/Intent	Content Summary
<p>English Language & Literature</p>	<p>Reading</p> <ul style="list-style-type: none"> ✓ To experience reading in all its forms, developing independence, inference and deduction. ✓ To develop reading skills, including: analysis of texts using linguistic terminology, understanding links between text and context, simple comparison of texts. ✓ To explore a range of texts – prose, poetry, plays, fiction and non-fiction. <p>Writing</p> <ul style="list-style-type: none"> ✓ To experience a wide range of writing for different audiences and purposes ✓ To develop and build upon skills of Technical accuracy in spelling, punctuation and grammar ✓ To explore the effect of linguistic tools and strategies. <p>Vocabulary</p> <ul style="list-style-type: none"> ✓ To experience the power of a wide and varied vocabulary. ✓ To develop confidence and competence in applying new vocabulary. ✓ To explore the effect that vocabulary choices can have. <p>Spoken Language</p> <ul style="list-style-type: none"> ✓ To experience Individual, paired and group tasks ✓ To develop confidence and competence in both formal and informal settings. ✓ To explore the impact of our spoken language choices. 	<p>Topics will include formal and summative assessment of reading writing and spoken language</p> <p>Topics:</p> <p>Term 1 – Dystopia Looking at the Dystopian genre of Literature, with a focus on classic short stories, and the writer’s craft. Developing skills of inference and deduction.</p> <p>Term 2 - Points of View Focusing on a wide range of thematic issues, from saving the planet to school uniform preferences! Students will examine how to effectively present their point of view, whilst developing their personal viewpoint on a range of topics.</p> <p>Term 3 – Class & Society Based around a study of Priestley’s ‘An Inspector Calls’, students will be invited to consider the theme of social responsibility, and what makes us ‘good’ citizens.</p>

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<p>Mathematics</p>	<p>Develop fluency To develop understanding of the laws of indices, percentage increase/decrease, scale factors, ratio and standard form. To use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement). To derive and use standard ruler and compass constructions. To review area of shapes and find the area of trapezia and circles.</p> <p>Reason mathematically To interpret and compare numbers in standard form where n is a positive or negative integer. To describe, interpret and compare statistical diagrams involving discrete, continuous and grouped data. To describe simple mathematical relationships between two variables.</p> <p>Solve problems To model situations or procedures by translating them into algebraic expressions or formulae and by using graphs. To explore and use the relationship between parallel lines and alternate and corresponding angles. To solve simple direct proportion problems.</p>	<p>Topics: Number Algebra Ratio, proportion and rate of change Geometry and measures Probability Statistics</p> <p>Develop fluency</p> <ul style="list-style-type: none"> • Extend their knowledge of the number system • Select and use appropriate strategies to solve increasingly difficult problems • Substitute values into expressions, rearrange and solve equations • Develop algebraic fluency, including understanding linear and simple quadratic functions <p>Reason mathematically</p> <ul style="list-style-type: none"> • Extend and formalise knowledge of ratio and proportion • Identify relations between variables • Explore what can and cannot be inferred in statistical and probabilistic setting <p>Solve problems</p> <ul style="list-style-type: none"> • Further develop their mathematical knowledge through problem solving and evaluating their outcomes • Develop their use of formal mathematical knowledge to interpret and solve problems • Select appropriate concepts, methods and techniques to apply to non-routine problems

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Science	<p>To experience how different aspects of the universe interact. This will build on our understanding of core concepts from year 7, focussing in on more specific disciplines e.g. 'reactions' is a topic that builds completely on the year 7 understanding of particles. In 'reactions' students investigate how the particles react in different situations.</p> <p>To continue to develop curiosity about the natural world. The curriculum will further students investigative skills with students developing their current skills whilst developing new skills. This will enable students to better ask and answer scientific questions.</p> <p>To explore key examples of science in action by submersing in ideas and case studies of scientific discoveries, mysteries and future technologies. This is an aim to better think about and combat current and imminent issues facing our planet and the living organisms that inhabit it.</p>	<ul style="list-style-type: none"> ● Ecosystem Processes Students will study the fundamental processes that underpin the functioning of a stable ecosystem. Students will explore photosynthesis, respiration, the factors that affect both and then the principles of food webs and food chains including what happens when they are disrupted. ● Interdependence Exploring the broad concept of interdependence. Students will develop an understanding of the features of a stable community and will practice measuring abundance and distribution in the way that a field ecologist would. Students will then build on this to study competition and adaptations in plants and animals and how this variation in characteristics underpins the concept of interdependence. ● Genes and Variation Students will build on their ideas of variation and adaptation to focus in more on how our genetic information is stored. They will then go on to explore how genes code for certain characteristics and how we inherit and pass on these genes. From this understanding students will go on to form ideas regarding evolution and natural selection. ● Reactions Developing their understanding of the fundamentals in chemistry, students will begin to understand how chemical reactions take place more deeply. Students will work on developing word equations and will experience thermal decomposition, burning of fuels and will link this to the key ideas of energy changes and mass conservation. ● Rates of Reaction Once students understand the principles of chemical reactions and examples of chemical reactions within that, they will then begin to develop and understand of how we can manipulate variables like concentration, temperature, surface area and pressure to change the speed of a chemical reaction. ● The Earth and its Resources Students will discover how the Earth is structured in layers. Students will explore the structure of rocks that compose the Earth, the molecules that make up the atmosphere and how certain materials are cycled through nature. ● Energy Exploring the core principles of energy and how it underpins all processes seen in the natural and physical world. Students will learn the names of the different types of energy, how one type of energy is transferred into another and be able to make predictions of scenarios based on calculation. ● Electricity and Magnetism Discover the properties and uses of electricity. Students will learn the fundamental principles of what electricity is and will then explore the characteristics of current, potential difference and resistance. Students will experience building electrical circuits and manipulating them to make them fit for purpose.

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<p>Religious Education</p>	<p>To experience the importance of forgiveness and reconciliation.</p> <p>To develop an understanding of the Covenant history and how these covenants revealed Gods unconditional love to us.</p> <p>To explore the new Covenant and how we live as covenant people by putting faith into action.</p>	<p>Topics will include formal and summative assessment.</p> <p>Term 1: Are there limits to forgiveness? How do we live out reconciliation?</p> <p>Pupils will explore the limits to forgiveness and the example set by Jesus to show forgiveness. Pupils will investigate how sin damaged our relationship with God and how this links to redemption.</p> <p>Pupils will reflect upon the effects reconciliation has for the whole person and how it enables a fresh start.</p> <p>Term 2: Why do promises matter? What does it mean to be a Covenant people? Can one person change the world? How is Jesus the New Covenant?</p> <p>Pupils will investigate the all of the covenant promises. They will reflect upon how these covenants have shaped the world we live in today. Pupils will also reflect on the how the lives of individuals shape the world today.</p> <p>Term 3: Catholic Social teaching and actions to address injustice today. Hinduism Pupils will develop an understanding of the key principles of CST, dignity, Common good, Option for the poor, Participation, solidarity, subsidiarity, stewardship, rights and responsibilities. Pupils will also investigate how Hindu’s worship; what are their key beliefs and practices?</p>

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Geography	<p><u>Locational Knowledge</u> To experience... a range of different climates, cultures, demographics and geomorphology. To develop...an understanding of geographical similarities, differences and links between places through the study of human and physical geography To explore...a wide range of locations on a global scale including regions in Africa and Asia as well as countries and regions in other continents of the world.</p> <p><u>Processes</u> To experience...a variety of physical and human geographical features of the world. For example, Volcanoes in Indonesia. To develop...an appreciation of how physical and human geographical features are interdependent. To explore... how processes bring about spatial variation and change over time.</p> <p><u>Geographical Skills</u> To experience...collection, analysis and communication with a range of data gathered through experiences. To develop...a deeper understanding of how geographical information can be communicated through maps, numerical and quantitative skills. To explore...a range of sources used to interpret geographical information including maps, diagrams and photographs.</p>	<p>Term 1: Population & Volcanoes The population topic looks at demographic issues around the world. A focus on global population trends leads into how population controls have been rolled out in various countries with a focus on India and China. A closer look to the UK's demographics and future implications are also investigated. The volcanoes unit investigates the processes of tectonics and where volcanoes are formed. The study of different types of volcano and the impact that volcanoes have on a local and global scale.</p> <p>Term 2: Prisoners of Geography & Flooding Prisoners of geography is a new topic based around the book by Tim Marshall. It investigates several different regions on the world such as the Middle East, Russia and China and how geography has both hindered and supported their progress as global powers. Flooding focuses on the water cycle and the human and physical causes of flood events. Students will study major flood events in different regions of the world such as Bangladesh and analysis the effectiveness of responses.</p> <p>Term 3: Globalisation Globalisation focuses on the flows which take place globally and the consequences these flows have on different regions of the world, particularly south east Asia and Africa. It studies exploitation and economic structures. Students look at the power and global influence of TNC's such as Nike and Apple.</p>

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History	<p>To know and understand To explore the history of these islands from Stuart ‘Britain’ to 20th century Britain as well as gain an understanding of wider European and global events such as the Holocaust and the American Civil Rights Movement. To develop an understanding of how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. To experience an insight into the nature of 17th century and Victorian British civilisations, characteristic features of past societies and the achievements and follies of mankind.</p> <p>To gain and deploy historically grounded abstract terms and concepts Terms such as ‘the Divine Right of Kings’, ‘emancipation’, ‘slavery’, ‘regicide’, ‘genocide’ and ‘civil rights’ are explored. The historical concepts of change and continuity, cause and consequence, similarity, difference and significance are all explored and used to make connections, draw contrasts, analyse trends, frame historically valid questions and develop structured accounts, narratives and analyses.</p> <p>To experience the methods of historical enquiry, explore how evidence is used to make historical claims and to develop historical perspectives by placing developing knowledge into different contexts. Pupils explore a range of evidence to gain an understanding of how civil war, regicide, plague, fire and murder shaped British civilisations both in the short and more significantly the longer term. Pupils explore sources of evidence to gain an understanding of the various reasons for the English Civil War and apply this understanding to construct their own substantiated perspectives. Pupils gain knowledge, demonstrate understanding and reach judgements on the utility of sources and significance of events taking into account the concepts of social, political, economic, religious, and military history within short and long term timescales.</p>	<p>English Civil War: Why did the English go to war with one another? Why did the King ‘lose his head?’</p> <p>The Interregnum: Was Oliver Cromwell a hero or a ‘monster’? Why do such differing interpretations exist?</p> <p>Who was the Merry Monarch? How did people’s lives in England change after The Restoration?</p> <p>The Great Plague: What was it? How did it spread so quickly? How was it significant? In what ways has it shaped life in Britain for centuries?</p> <p>The Great Fire of London: What was it? How did it spread so quickly? How was it significant? In what ways has it shaped life in Britain for centuries?</p> <p>Jack the Ripper: What was life like in Victorian London? Who was Jack the Ripper? How was he able to get away with murder? How were the murders of Jack the Ripper significant? In what ways have his murders shaped life in Britain for over a century?</p> <p>Why did British men go to fight in WW1? What was life like in the trenches? Were the soldiers really ‘Lions led by Donkeys?’</p> <p>Who were the Suffragettes? Why was the Suffragette movement so significant?</p> <p>What was the Holocaust? Who were the victims? ‘What has it got to do with us?’ Why must we never forget it?</p> <p>How and why were African Americans still denied civil rights in post WW2 USA? Who was Martin Luther King and why was he so significant?</p>

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<p>MFL</p>	<p>Linguistic competence & cultural understanding</p> <p>To experience reading and responding to the written language for different purposes (menus/invitations/songs/text messages) and to be able to express and develop ideas clearly and with increasing accuracy, both orally and in writing.</p> <p>To develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.</p> <p>To explore the cultural difference between England and Spain, as well as other Spanish speaking countries and in particular the different uses of social media, different eating habits and mealtimes as well as how the formal register is used to different extents in different settings.</p>	<p>Topics will include formal and summative assessment of listening, speaking, reading, and writing.</p> <p>Mi ciudad: Naming places in the town; telling the time; using the present tense of the irregular verb <i>IR</i> to say where you and others go; using the stem-changing verb <i>querer</i>; naming and ordering snacks in the café; using the near future tense to talk about plans for the weekend.</p> <p>Todo sobre mi vida: Talking about the use of mobile phones and mobile technology; revising the use of the present tense of regular verbs; talking about different kinds of music and expressing a range of opinions; talking about TV programmes and using the comparative; using the preterite tense (<i>hice</i>) to talk about what you did in the past.</p> <p>¡A comer!: Using verbs like <i>gustar</i> and a range of adjectives to talk about food and drink; talking about different mealtimes; using large numbers to talk about quantities and understanding prices; buying fruit and vegetables at the market; ordering food at the restaurant; using the formal register <i>usted</i>; using the near future to discuss planning a party; using three tenses together to talk about a special event in the past, present and future.</p> <p>Listening & responding to the spoken language</p> <ul style="list-style-type: none"> • listen to a variety of forms of spoken language to obtain information and respond appropriately • transcribe words and short sentences that they hear with increasing accuracy • initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address • express and develop ideas clearly and with increasing accuracy, both orally and in writing • speak coherently and confidently, with increasingly accurate pronunciation and intonation <p>Reading & responding to the written language</p> <ul style="list-style-type: none"> • read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material • read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture • write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

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Computer Science	<p>The aim of the Computing curriculum is to provide pupils with opportunities to develop as computer scientists who are confident in their use of IT and are digitally literate.</p> <p>Our aim is that all pupils:</p> <p>Computer Science</p> <ul style="list-style-type: none"> • will develop their understanding of the fundamental principles and concepts of computer science • represent solutions using a structured notation (algorithms) • will build on their programming skills from year 7, gaining experience this year in Python and Small Basic programming languages (text based programming language). <p>Information Technology</p> <ul style="list-style-type: none"> • can justify the choice of and independently combine and use multiple digital devices, internet services and application software to achieve a given goal <p>Digital Literacy</p> <ul style="list-style-type: none"> • understand how their use of the internet and social media can impact on their digital footprint. 	<p>Topics: Digital Footprint, Control technology, Networks, Understanding Computers, Python (text based programming language), Small Basic (text based programming language), Spreadsheets, Animation (Flash), In my Liverpool Hope (Wed Design),</p> <p>Algorithms and programming</p> <ul style="list-style-type: none"> • Pseudocode • Repeated practical experience of writing computer programs in order to solve problems (Python and Small Basic), including standard libraries <ul style="list-style-type: none"> ○ uses nested selection statements ○ knows the difference between and uses appropriately functions and procedures • Control Technology (sequencing, sensors, subroutines, actuators, variable) <p>Data and Data Representation</p> <ul style="list-style-type: none"> • Sorting (Insertion and Bubble Sort) and searching algorithms (Linear and Binary) • Understands how numbers, images and character sets use the same bit patterns • Data analysis using spreadsheets (functions, formulas, validation, graphs, charts) <p>Hardware and Processing</p> <ul style="list-style-type: none"> • Elements of a computer • CPU • Storage devices • Convergence and new technologies <p>Communication and Networks</p> <ul style="list-style-type: none"> • Networks (The internet, Connectivity, Topologies, Client-server networks, Encryption) • Understanding of how their online behaviour contributes both positively and negatively to their digital footprint <p>Information Technology</p> <ul style="list-style-type: none"> • The ability to create, re-use, revise and re-purpose digital artefacts for a given Audience using software such as Movie Maker, Dreamweaver and Flash Animation Software and Microsoft Office.

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<p style="text-align: center;">Art</p>	<p>To experience</p> <ul style="list-style-type: none"> • Students deepen their understanding of the formal elements-strengthening key skills • will build upon their experiences and understanding of artist from Year 7, consolidating knowledge/ understanding of context and style, widening the range of artists they can draw upon for inspiration <p>To develop</p> <ul style="list-style-type: none"> • Students transfer/ apply key elements of the formal elements (line shape form tone perspective) and deepen understanding of composition balance, colour. Students will widen breadth of materials and techniques/ layering of skills/ understanding of strengths and limitations <p>To explore</p> <ul style="list-style-type: none"> • Students will transfer and apply key elements of the formal elements such as line shape form tone perspective and deepen understanding of composition balance colour. Students will widen the breadth of materials and techniques touched upon in yr. 7 layering of skills and understanding of strengths and limitations • Having focused on the requirements of the NC in depth students are able to make an informed decision as the suitability of art as a pathway 	<p>Exploring Ideas</p> <ul style="list-style-type: none"> • How to suggest 3D images in 2D work? • What are the possibilities and limitations of a range of differing materials/ techniques? • How does the work of graphic designers shape our consumer world? <p>Range of techniques and media</p> <ul style="list-style-type: none"> • Deepening skills/ understanding of formal elements: Tonal, form and shape (Sphere, Cube, Cylinder, cube, Three objects: cone, • Transferring of these skills to real objects: still life (apple, skull, robot hand, various still-life set ups) <p>Using different materials</p> <ul style="list-style-type: none"> • Vassily Kandinsky: initial composition felt pen • Family of colours (oil pastel) • Painting Kandinski • Press print Kandinski • Graphic process and CAD • Fonts/typography <p>Analyse and evaluate</p> <ul style="list-style-type: none"> • Set 3 assessment points- drawn, evaluated and reworked: Bottle, Shoe Pots and tape • What gives an Artist a 'Style'? How can this influence our own work? How does this compare to the work of others? How can this be developed? How can this be applied to my own work? <p>History of art, craft, design and architecture</p> <ul style="list-style-type: none"> • Intro to Kandinsky • Range of Still life artists such as Patrice Caulfield, The Cubists, the old masters. • Introduction to Graphic design, transferring /logos, Designing trainers, sports poster • Pots and brushes

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Drama	<p>Creating</p> <ul style="list-style-type: none"> • To develop ability and confidence with a range of approaches to creating and devising including researching and creating their own stimulus. • To build on characterisation skills and sustaining a role throughout an extended performance • To develop the use of drama techniques using them to support the creative intention of the performance. <p>Performing</p> <ul style="list-style-type: none"> • To develop awareness of stage presence and stage areas. • To convey relationships though the use proxemics • To show an understanding of the performance requirements of different styles of theatre. • To experience live theatre through trips and visits <p>Evaluating</p> <ul style="list-style-type: none"> • Pupils will experience different means of assessing and evaluating theirs and others work. • Pupils will explore how to support and structure more detailed answers while evaluating their own and others work. • Pupils will develop their drama literacy skills and apply key terms correctly during verbal and written feedback and class discussion. 	<p>Pupils will explore</p> <ul style="list-style-type: none"> • Genre Pick and Mix • From Page to Stage • Physical Theatre <p>Creating</p> <ul style="list-style-type: none"> • Exploring and developing multirole. • Creating and sustaining a more complex role • Responding to a range of stimulus such as poems, quotes and texts • Developing communication skills through exploration of texts and subtext • Creative/imaginative thinking to explore and develop material, viewpoints and style. <p>Performing</p> <ul style="list-style-type: none"> • Use of blocking and stage directions to support a final performance • Types of staging and their creative intention • Building tension and creating atmosphere through performance and production techniques <p>Evaluation</p> <ul style="list-style-type: none"> • Exploration of the role and structure of feedback P.E.E answer structure to provide examples and creative intentions.

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Music	<p><u>Performance</u> To experience performing solo and within an ensemble on a variety of instruments including voice. To develop musical skills such as timing, instrumental technique, pitch, voice control, tuning and articulation. To also develop social skills such as leadership within a group, independence and communication To explore a variety of genres and their context. To understand instrumental techniques. The opportunity engage with extra curricula music, instrumental lessons, choir and band. Usually three concerts a year.</p> <p><u>Listening</u> To experience music from a variety of cultures and genres including film music, blues, rock n roll and popular music. To develop an understanding of key terms and theory including rhythmic and treble clef notation. To develop the ability to describe music and its effect using element – describe – impact, increasing the musical language used, including tonality and texture words. Understand the history of popular music from the blues to music today, including musical features such as the blues scale, 12 bar blues, improvisation, call and response and how to create chords and chord sequences. To explore musical traditions and techniques from a variety of cultures. To investigate the role of music within different societies. Explore composer use of the key elements such as tempo, dynamics, timbre and pitch. To learn and experience a variety of instrumental ensembles including music for film, blues, rock n roll, popular music and western classical.</p> <p><u>Composing</u> To experience different types of musical notation and compositional techniques such as rhythm notation, graphic score and staff notation. To experience group composition of graphic scores for film composition, treble clef scores for blues composition and the use of Sibelius. Pupils will also be encouraged to work on their improvisation skills. To develop their ability to express themselves and to be able to use appropriate musical and notational devices. Develop their knowledge of key musical elements, instruments and musical theory. To explore musical notations and theory. To explore how atmospheres are created through manipulating musical elements.</p>	<p>Film music and tonality, Sharps, flats and Fur Elise, Blues Performance, Blues Composition, Rock n Roll, Popular music.</p> <p>Topics will include formative and summative assessment of performance, listening and composition.</p> <p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history.</p>

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Design Technology	<p>To experience Students will build on yr. 7 to widen the range of knowledge, skills, and understanding through a broadening variety of activities. Pupils will apply these to new and more challenging problems within differing contexts and for a wider range of users.</p> <ul style="list-style-type: none"> • New and Emerging technologies. The impact of new and emerging technologies on the design and organisation of the work place, buildings and the place of work. Tools and equipment. • The impact of resource consumption of the planet. • Respecting different people of different faiths and beliefs. <p>To develop</p> <ul style="list-style-type: none"> • Develop further a deeper knowledge of CAD CAM systems and possible applications • Research Contemporary and potential future use of production techniques and systems. <p>To explore</p> <ul style="list-style-type: none"> • How technology push and market pull affects choice. • How products are made and designed to avoid having a negative impact on others. 	<p>Design, Make, Evaluate</p> <ul style="list-style-type: none"> • Design & Make: Automation • Design & make • Computer-aided design • Computer-aided manufacture • Flexible manufacturing systems <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Automation • Enterprise • Technology Push & Market Pull • Sustainability • People • Culture • Society • Environment • Production techniques & systems • Computer-aided design • Computer-aided manufacture • Flexible manufacturing systems

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Food	<p>To experience</p> <ul style="list-style-type: none"> • Good food & personal hygiene • Growing your own seasonal fruit & vegetables <p>To develop</p> <ul style="list-style-type: none"> • Confidence using a range of cooking methods when making both savoury & sweet dishes • Basic knife skills to ensure safe preparation of a food product • Awareness of how diet impacts on health • Understanding of the benefits of seasonal produce • Ability to grow your own seasonal produce <p>To explore</p> <ul style="list-style-type: none"> • Correct methods to conduct cooking methods such as boiling, simmering, sautéing, baking & frying. • What cooking method would be appropriate for particular dishes 	<p>Seasonality</p> <ul style="list-style-type: none"> • Seasonal produce • Food miles • Food wastage – composting <p>Diet & Good Health</p> <ul style="list-style-type: none"> • Diet & good health • Special diets • Diet related illness <p>Cooking methods</p> <ul style="list-style-type: none"> • Boiling • Simmering • Sautéing • Frying • Baking <p>Practical skills</p> <ul style="list-style-type: none"> • Basic knife skills (the bridge & the claw method) • Preparing a sweet & a savoury product • Accurately weighing out ingredients using electronic scales • Using seasonal produce to make a food product • Preparation skills – deseeding, slicing, dicing, peeling, seasoning • Preparing a high risk food

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Sport	<p>To Experience</p> <ul style="list-style-type: none"> • Performing in a broad range of activities • Performing in competitive sports and activities <p>To Develop</p> <ul style="list-style-type: none"> • Resilient performers over a period of sustained activity and duration. • Young people who enjoy an active and Healthy Lifestyle <p>To Explore</p> <ul style="list-style-type: none"> • Outdoor and adventurous activities which present challenges and encourage team work. 	<p>Topics will include formal and summative assessment.</p> <ol style="list-style-type: none"> 1. Tactics and strategies will be taught to overcome opponents in direct competition in both team and individual games. 2. Develop technique and improve performance in sports and games. 3. Take part in Leadership activities which present challenges to encourage working as a part of a team and developing skills to enhance leadership skills. 4. Analyse performances and demonstrate improvement to achieve personal best 5. Take part in competitive sports with links to outside community sports clubs <p>Topics:</p> <ul style="list-style-type: none"> • My Personal Best To include developing key leadership skills. • Social Skills • Thinking skills • Creative skills • Individual sports and Fundamental Movement skills athletics/ x country/ Badminton/ Short Tennis • Games Football/ Rugby/Cricket • Healthy for Life Programme Fitness testing / Nutrition/ training programmes • Inter form competitions x country/ football / cricket/ badminton

Developing Leadership

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<p>Careers</p>	<p>To understand their skills and interest and how these can be used in different careers. Looking into transferable skills and the importance they have on a range of careers. Gatsby (1, 2, 3, 4 & 5)</p> <p>To develop pros and cons of university and apprenticeships to identify which path could be more suited to their individual learning styles. Gatsby (1, 3, 7 & 8)</p> <p>To explore their chosen career paths from year 7 identifying any changes. Look at desirable or essential requirements to get into this career and how to achieve them. Gatsby (1 & 3)</p>	<p>Identifying interests PP Supporting PSHE careers section – linking to prior work in Y7 Assembly/ Workshop</p> <p>Workshop on the debate of University V Apprenticeship</p> <p>Skills and careers profiles Careers booklet in PSHE</p> <p>Unifrog careers library Industry Day Choices, Choices</p>
<p>Charity and Service</p>	<p>To understand servant leadership and the moral imperative to serve and share</p> <p>To develop an attitude of gratitude and a commitment to service and charity</p> <p>To explore/experience serving others in settings in and out of school and promoting a better and more just society through service and charity</p>	<ul style="list-style-type: none"> • Charity events – including raising money for CAFOD, The Royal British Legion, the Christmas food hamper appeal • Supporting MacMillan Cancer Charity (Year group charity) • Collections for the Nugent Food bank markets • Assemblies and workshops from outside speakers • Faith in Action award scheme, involving voluntary hours both in and out of the school setting

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<p>Spiritual Formation</p>	<p>To understand more about their own spiritual tradition and that of others, to understand the spiritual roots of the school and its founder</p> <p>To develop as critical thinkers as they reflect on their place in the world. Philosophical questions of human existence and Christian answers to the questions.</p> <p>To explore/experience the sources and interpretations for our knowledge of the past</p>	<ul style="list-style-type: none"> • Chapel – provision for reflection for pupils, time spent in curriculum and non-curriculum time in the chapel • Collective Worship – daily, based on a theme for the week which challenges • Community Advent service • Lent services • Weekly Mass (Wednesday) and involvement of local clergy • Retreat days with <i>Animate Youth Ministries</i> • Good Shepherd Mass • West Derby Learning Network Mass • Faith in Action award scheme reflection points – looking at scripture, writings of the Church and reflecting upon how faith and action work together in their lives • Confirmation preparation in conjunction with the Archdiocese

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<p>Health and wellbeing</p> <p>H2,3,4,5,6, 20. 27</p>	<p>To understand:</p> <ul style="list-style-type: none"> • The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it. <p>To develop</p> <ul style="list-style-type: none"> • Ways to make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism • Strategies for managing mental health including stress, anxiety and depression; a broader range of strategies for promoting their own emotional wellbeing. <p>To explore:</p> <ul style="list-style-type: none"> • The way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem • Ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations. • Strategies to manage different influences (including peer influence) on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs). 	<p>PSHE booklets, PowerPoint presentations. Think, pair, share activities. CLF adhered to with time for discussion built into the lesson.</p> <p>Discussions with P.E.</p> <p>Healthy schools.</p> <p>Mental health awareness day.</p>

Subject	Aims and purpose/Intent	Content Summary
<p>WRL and leadership</p> <p>L2. L9. L10. L12. L15. Enterprise skills and introduction to careers.</p>	<p>To understand:</p> <ul style="list-style-type: none"> • About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy. • The benefits of being ambitious and enterprising in all aspects of life • How to make informed choices and be enterprising and ambitious. <p>To develop:</p> <ul style="list-style-type: none"> • Employability, team working and leadership skills and develop flexibility and resilience. <p>To explore:</p> <ul style="list-style-type: none"> • The economic and business environment. 	<p>PSHE booklets, PowerPoint presentations. Think, pair, share activities. CLF adhered to with time for discussion built into the lesson.</p> <p>One to one time with form tutor, tracking and discussing career options.</p> <p>Unifrog career profiles.</p>
<p>Internet safety and harms.</p> <p>R28, L7,L8</p>	<p>To understand:</p> <ul style="list-style-type: none"> • How the media portrays young people; to recognise its possible impact on body image and health issues. • How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted <p>To develop:</p> <ul style="list-style-type: none"> • And recognise how social media can also distort situations or issues; can narrow understanding and appear to validate these narrow views. <p>To explore:</p> <ul style="list-style-type: none"> • The legal and personal risks associated with being asked for or sharing intimate images of others and strategies for managing these risks. 	<p>PSHE booklets, PowerPoint presentations. Think, pair, share activities. CLF adhered to with time for discussion built into the lesson.</p>

Subject	Aims and purpose/Intent	Content Summary
Drugs alcohol and tobacco	<p>To understand:</p> <ul style="list-style-type: none"> The risks and consequences of ‘experimental’ and ‘occasional’ substance use and the terms ‘dependence’ and ‘addiction’. How to access local health services and other sources of support such as smoking cessation services or if concerned about own or others’ alcohol or substance use. <p>To develop:</p> <ul style="list-style-type: none"> An understanding of personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke. <p>To explore:</p> <ul style="list-style-type: none"> The law relating to the supply, use and misuse of legal and illegal substances. Information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis 	<p>PSHE booklets, PowerPoint presentations. Think, pair, share activities. CLF adhered to with time for discussion built into the lesson.</p>
Relationships R4. R8. R13 R14. R16. R30.	<p>To understand:</p> <ul style="list-style-type: none"> Different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests). The nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children. <p>To further develop:</p> <ul style="list-style-type: none"> The communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness. The support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them. An understanding about the unacceptability of sexist, homophobic, biphobia, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so. <p>To explore:</p> <ul style="list-style-type: none"> And respect others’ faith and cultural expectations concerning relationships and sexual activity. 	<p>PSHE booklets, PowerPoint presentations. Think, pair, share activities. CLF adhered to with time for discussion built into the lesson.</p>

Subject	Aims and purpose/Intent	Content Summary
<p>SRE</p> <p>R21, R22</p>	<p>To understand:</p> <ul style="list-style-type: none"> • That relationships can cause strong feelings and emotions (including sexual attraction) • That consent is freely given and that being pressurised, manipulated or coerced to agree to something is not consent; that the seeker of consent is responsible for ensuring that consent has been given and if consent is not given or is withdrawn, that decision should always be respected. <p>To develop:</p> <ul style="list-style-type: none"> • Acknowledge and respect the right not to have intimate relationships until ready. • About readiness for sex and the benefits of delaying sexual activity. • To recognise peer pressure and have strategies to manage it; <p>To explore:</p> <ul style="list-style-type: none"> • The Catholic teaching on contraception • Different methods of contraception including the condom and pill and to develop communication and negotiation skills necessary for healthy relationships. 	<p>PSHE booklets, PowerPoint presentations. Think, pair, share activities. CLF adhered to with time for discussion built into the lesson.</p>
<p>Numeracy</p> <p>L20. Saving, spending and budgeting our money</p>	<p>To understand:</p> <ul style="list-style-type: none"> • How to assess and manage risk in relation to financial decisions that young people might make. <p>To develop:</p> <ul style="list-style-type: none"> • The skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, and marketing, productivity, understanding the concept of quality, cash flow and profit. <p>To explore:</p> <ul style="list-style-type: none"> • social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments) 	<p>PSHE booklets, PowerPoint presentations. Think, pair, share activities. CLF adhered to with time for discussion built into the lesson.</p>

Subject	Aims and purpose/Intent	Content Summary
<p>Democracy and parliament</p> <p>L5, I6</p>	<p>To understand:</p> <ul style="list-style-type: none"> • The potential tensions between human rights, British law and cultural and religious expectations and practices <p>To develop:</p> <ul style="list-style-type: none"> • Understanding about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored. <p>To explore:</p> <ul style="list-style-type: none"> • The role of democracy and parliament in the UK. 	<p>PSHE booklets, PowerPoint presentations. Think, pair, share activities. CLF adhered to with time for discussion built into the lesson.</p>