RIVER ACADEMY CURRICULUM

Years 7, 8 and 9

ACADEMIC YEAR 2026-27

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RIVER ACADEMY

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RIVER ACADEMY

CURRICULUM INTENT

The curriculum at River Academy is broad, balanced and carefully constructed to underpin a learning environment that is relevant, aspirational and accessible for all. At River, students are provided with opportunities that develop confidence, broaden individual skills, deepen knowledge, and advocate academic excellence to promote a love of learning by fostering the intellectual, creative, moral and spiritual development of all students and to ensure they are fully prepared for the next stage of education and the working environment.

Preparing students for excellent outcomes that meet their individual potential sits at the heart of all we do at River. However, the curriculum is also about providing a wealth of opportunities for students to be the very best version of themselves; articulate, thoughtful, confident citizens who are ambitious for themselves and keen to contribute to the community.

Our curriculum is underpinned by:

- Rigour, high standards, coherence
- A core of essential knowledge in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- A rigorous programme for personal development and character education (including RSE and preparation for life in modern Britain)
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students
- Opportunities for all students to develop writing, oracy and listening skills

RIVER ACADEMY

CURRICULUM ALLOCATION

In Key Stage 3 (Years 7, 8 and 9), all students follow a common curriculum:

Curriculum	Subject	Time allocation (Hours/week)		
		Year 7	Year 8	Year 9
Core	English	4	3.5	3.5
	Mathematics	4	3.5	3.5
	Science	3	3	3
EBACC	French	1.5	2	2
	Geography	1.5	1.5	1.5
	History	1.5	1.5	1.5
Extension	Art	1	1	1
	Food/Design Technology	1	1	1
	Music	1	1	1
	Physical Education	2	2	2
	Personal Development	1	1	1
	Religion, Philosophy and Ethics (R.P.E.)	1	1	1
	Computing	1	1	1
	Drama	1	1	1
	Supported Study	0.5	1	1
	Electives	1	1	1
TOTAL		26	26	26

LITERACY AND NUMERACY ACROSS THE CURRICULUM

Supporting the development of literacy and numeracy is the responsibility of every teacher and opportunities to support students will be taken throughout the curriculum.

Other strategies for literacy recovery are:

- Peer tuition
- On-line courses
- Small group work (usually with specialist HLTAs)
- Literacy/Numeracy breakfasts which also involve parents
- Parents information (face-to-face meetings and written information) so they can understand how they can support their child

For those who arrive with low-average KS2 scores, they will be monitored in class through normal tracking and interventions will be provided if they are unable to keep up. We will use data to diagnose precisely what students need to work on to improve (and also boost their confidence).

Interventions are usually short term and highly focused. Some students only need one or two periods of interventions. A minority will need more and we would look at the most appropriate curriculum for them.

Reading

Reading is a fundamental part of life at River Academy and is an integral part of Teaching and Learning. The ability to read fluently is an important life skill. It is also essential from strong outcomes at 16, and beyond.

Our key strategies for all teachers supports Maiden Erlegh Trust's key philosophy of 'Learning to Read, Love to Read and Read to Achieve':

- Reading is explicitly taught and practiced in tutor time and in lessons.
- Our Tutor Reading Programme will see students reading as a class two times a week.
- Using NGRT Reading tests, the reading profile of all students will be shared with staff to allow for adaptive teaching and support.
- Our weakest readers will be identified and there will be a programme of Phonics support.
- Enrichment opportunities will include The River Canon, a yearly award to be achieved.
- Using Sparx Reader, all students will engage in age-appropriate reading every week.

How we read:

There will be specific routines when reading in the classroom: students will sit up straight, books will be placed on the desk and students will follow the text with a ruler held by two fingers.

Teachers will model reading to demonstrate the fluency of reading out loud. They will also select students to read out loud. This will be at random, to ensure that all students are engaged in the process of reading. Whilst students read, teachers scan the room and stay mobile to ensure all students are focused.

The expectation is that all students contribute to reading out loud.

PERSONAL DEVELOPMENT

At River Academy, we recognise that the personal development of our students is a fundamental part of our academic and pastoral work. It is our intention to create good local, national and global citizens, who develop good character and resilience. To this end, we aim to develop students spiritually, morally, socially and culturally and ensure that they are treated as individuals whilst doing this. We aim to teach students about British values, mutual respect and tolerance.

We aim to develop students in this way through all aspects of school life; curriculum, extra-curricular activities, the pastoral system, assemblies, as well as themed events.

Our Personal Development Provision incorporates:

- PSHE
- Citizenship
- British Values
- Careers
- RSE

Adding to this, we explicit provide opportunities to teach and model the following personal skills that students need to develop to be prepared for the world outside of the school gates including:

- Oracy
- Debating
- Study Skills

In planning our Personal Development Curriculum, we follow the recommendations laid out by the Department for Education and the PSHE Association. We review and update this each year in line with their guidance.

Personal Development sessions are delivered weekly. They build on knowledge already gained in primary school and are planned to be age-appropriate and relevant, understanding the cultural background and circumstances of the students. For more information about the Curriculum Overview, see the 'Subjects' section.

Withdrawal from RE or Sex and Relationship Education (SRE)

Parents have the right to choose whether or not to withdraw their child from RE or SRE without influence from the school, although a school should ensure parents or carers are informed of this right and are aware of the educational objectives and content of the RE and SRE syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where RE or SRE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If students are withdrawn from RE or SRE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Students will usually remain on the school premises.

ENRICHMENT

River Academy offers a full extra-curricular and educational visits programme.

As part of our school timetable, every teacher offers an Elective Club on a Wednesday afternoon. All students attend one of the Elective Clubs. After an Electives Fayre, students indicate their preferences for their Club. Each Club lasts one full term, i.e. September to Christmas, Christmas to Easter, etc.

Across the year, students must participate in one Elective from each of 3 categories: Active, Curious and Creative.

Currently the Electives Programme includes:

- Reading Rowing Club (Active)
- Badminton (Active)
- Keyboard Club (Creative)
- Crochet (Creative)
- Chess (Curious)
- Yoga (Active)
- Model United Nations (Curious)
- Reading Football Coaching Programme (Active)
- Dungeons and Dragons (Curious)
- Art and Crafts (Creative)
- Young Business Club (Creative)

This is just a snapshot of the 28 Electives currently running.

As well as this, River Academy offers a programme of optional enrichment across the week which includes Music, Sports' Clubs and Maths Programmes.

At River we also run the Silver Programme. Targeted at our more able students, but open to all, this takes the form of a 'Super Curriculum' providing opportunities to extend beyond the curriculum.

Trips and Visits

All trips and visits have clear learning aims and, generally, are linked to two or more curriculum areas. This means that students "make connections" through the trip e.g.: a Geography/Languages trip or a Science/Art visit. There will be a follow-up activity for all students who take part in trips/visits. The majority of trips and visits will be open to all students, but some will be targeted at certain groups (with specific criteria), for example:

- Silver Programme events for the more able
- Career presentations and events – aimed at inspiring students to consider different career choices
- Disabled sports events
- Subject-specific trips/events

ICT TO SUPPORT LEARNING

The use of ICT is thoroughly embedded. The key principles are that:

- All teachers have access to IT in lessons as necessary - access to devices for preparation, interactive screens and visualisers in classrooms etc.
- All students have access to IT in lessons as necessary - curriculum areas are provided with trolleys of laptops or other devices which can be used by students in lessons or in supervised after school sessions.
- Students understand how to use IT in their learning effectively - this is deliberately taught through our Digital Literacy Curriculum.
- Students will be supported to become confident in using IT as part of their learning.
- Students' safety is not compromised by their use of IT.
- Parents will understand about how to help their child use IT efficiently and safely - we will give information as part of transition as well as our Parent Information Events.

Processes and protocols will be rigorous to ensure that its network is safe, data is secure, and IT provision is robust, using appropriate hardware and software solutions.

All students and staff will sign the Acceptable Use Policy and this will form part of the Home School Agreement signed by parents.

SEND PROVISION

The Inclusion team work to support students with Special Educational Needs, and the teaching staff working with them. Individual and group interventions, alongside a range of bespoke strategies, all reinforce the Quality First Teaching experiences of our SEND pupils in lessons. We work closely with parents, outside agencies, and the school's pastoral team to identify issues, and support students' learning needs in and out of the classroom.

MORE AND EXCEPTIONALLY ABLE PROVISION

At River Academy, we are committed to ensuring that all students are stretched and challenged, including those whose prior data and performance indicates that they are more able.

Our principles:

- All students are entitled to an education that is both stimulating and challenging and which allows them to progress at a rate that is commensurate with their ability.
- Some students will be classed as Exceptionally or More able based on their KS2 results in the core subjects.
- Some students will be identified as Gifted in one or more areas of learning at some time during their school career.
- Provision for Exceptionally or More Able and Gifted students is a matter of equality of opportunity.
- Provision for Exceptionally or More Able and Gifted students will help to raise standards for all.

Students who are identified as More and Exceptionally Able will be invited to participate in River's Silver Programme – a programme of enrichment opportunities to extend and challenge, beyond the school curriculum. This Programme is targeted at our more able students, but open to all.

EAL PROVISION

Many of the strategies that we use to support basic literacy also support EAL students. In addition, we have other principles relating specifically to them:

- We celebrate linguistic heritage and ability in all.
- All students are placed in appropriate groups for their cognitive ability.
- EAL students sit next to students with a strong command of language.
- EAL students are encouraged to use dictionaries on IT devices to support their work.
- EAL students are encouraged to research concepts in the target language if that helps while they are building up their language.
- On transition, we will provide visual timetables, key word lists etc. to help EAL students as necessary.
- We teach academic literacy for the most able and EAL students.
- We will work with parents to help them understand the language and culture of the school and signpost to English classes as appropriate.

Subjects

RIVER ACADEMY

ART AND DESIGN

OVERVIEW

River Academy believes that Art and Design is essential to nurturing creativity, critical thinking, independence, problem solving and technical skills. Art gives our students the opportunity to experience the world from a different perspective and think critically about how cultural, social and emotional concepts are presented. Through an ambitious, and coherently planned curriculum, we enable students to explore different media, materials and techniques, giving them confidence in their creative abilities, allowing them to express their own ideas both visually and conceptually, ultimately, demonstrating a strong understanding of visual language.

ASSESSMENT OBJECTIVES

In Art and Design, students are assessed based on the four key assessment objectives used at GCSE, ensuring they gain a clear understanding of the expectations should they choose to pursue the subject further. These objectives include:

- **Developing ideas** by researching and analysing the work of artists, designers, and craftspeople and applying this to their own ideas.
- **Exploring and refining skills** through experimentation with various media and techniques and then refining and developing this work.
- **Recording ideas**, which involves using drawing, photography, and annotations to document their creative process.
- **Presenting final outcomes**, with students being evaluated on how effectively they showcase their work in sketchbooks and through final pieces and what conclusions they have drawn from their investigations.

ASSESSMENT STRUCTURE

Students receive formal assessments once per term, accompanied by written feedback. Throughout the term, ongoing assessment takes place through methods such as questioning, peer assessment, verbal feedback, and recall activities at the start of lessons.

GROUPINGS

Students will be taught in their tutor groups.

EXTENDED STUDY INFORMATION

Using websites to conduct further research on artists to support ideas:

- www.tate.org.uk
- www.vam.ac.uk
- www.saatchi-gallery.co.uk
- www.britishmuseum.org.uk
- www.nationalgallery.org.uk

- Visit a gallery or museum with friends
- Practise your observational drawing skills
- Take photographs of subjects you have been set to draw

ENRICHMENT OPPORTUNITIES

Students have the chance to participate in a creative elective session on Wednesdays, where they will develop various skills each term. They will also have opportunities to enter competitions, such as the Royal Academy's Young Artists, and showcase their work in school exhibitions.

EQUIPMENT REQUIRED

Students are provided with a sketchbook, which is kept in school. They should come to lessons prepared with their usual tools for learning.

CONTACT

Curriculum Leader: Miss P Chilton-Murphy

RIVER ACADEMY

ART AND DESIGN

	COURSE CONTENT: KNOWLEDGE AND SKILLS		
	Year 7	**Year 8**	**Year 9**
TERM 1	Key skills – Students will develop fundamental drawing skills, including mark-making, tone, and proportion.	Landscape – Students will recap on colour theory and mark-making techniques. Students will explore colours and simplified landscape.	Identity - Students will look at work of various artists and consider the deeper meaning of their work and how they can present their identity through their work.
ASSESSMENT OPPORTUNITIES	Students will be assessed on their observational drawing skills, ability to work with a range of media and analyse the work of others.	Students will be assessed on their observational drawing skills and overall presentation of their sketchbook.	Students will be assessed on their drawing skills and their ability to be influenced by an artist's work while ensuring their work is original.
TERM 2	Key skills continued - Students will explore colour theory and develop the ability to analyse and critique the work of others. They will create a contemporary still life arrangement as their outcome.	Landscape continued - Students will explore paint, mark-making techniques and mixed media. Students will develop the ability to analyse and critique the work of others. They will create a contemporary mixed media landscape painting as their outcome.	Identity continued - Students will develop the skill and confidence to explore their own ideas within their artwork and consider how they can express themselves more deeply. Students will look more closely at the work of Grayson Perry and work towards creating their own identity map.
ASSESSMENT OPPORTUNITIES	Students will be assessed on their final painting and overall presentation of their sketchbook.	Students will be assessed on their final paintings and overall presentation of their sketchbook.	Students will be assessed on their final identity map and overall presentation of their sketchbook.

TERM 3	Islamic Art - Students will learn about Islamic art and develop their drawing skills and understanding of different cultures.	3D sculpture - Students will look at the installation art of Yayoi Kusama and create their own work inspired by her.	Culture – Students build on the Islamic art topic from year 7 and the identity project they have just completed to develop ideas around different cultures.
ASSESSMENT OPPORTUNITIES	Students will be assessed on their ability to work with a range of media such as painting and drawing.	Students will be assessed on their observational drawing skills, ability to work with a range of media for sculpture and analyse the work of others.	Students will be assessed on their practical skills and their ability to research a topic independently to influence their artwork.
TERM 4	Islamic art continued – print making. Students will explore mono-prints and poly prints, they will create repeat pattern printmaking based on Islamic geometric patterns.	3D sculpture continued - Students will look at the installation art of Yayoi Kusama and make their own 3D pumpkins inspired by her.	Culture continued – students develop in their culture work and experiment with media such as printing and working on a bigger scale.
ASSESSMENT OPPORTUNITIES	Students will be assessed on their final print and overall presentation of their sketchbook.	Students will be assessed on their final sculpture outcome and overall presentation of their sketchbook.	Students will be assessed on their final outcomes from this topic, taking into consideration their skill and technique as well as the meaning of their artwork.
TERM 5	Insects – Students will have the opportunity to practice the key skills learnt previously and develop their	Food - how we can create work inspired by food we see and eat every day. Students will look at different artists and art movements	Perspective – what is perspective and why is it so important? Students look at artist Ian Murphy and consider how

	technique with media such as watercolour, pen, pencil and oil pastel.	showing how food is represented through art.	he has created his work and how we can create our own versions using pen and drawing ink.
ASSESSMENT OPPORTUNITIES	Students will be assessed on their observational drawing skills, and ability to work in different media.	Students will be assessed on their ability to draw from observation, skills in painting and lino printing, as well as analysing an artist's work.	As with GCSE, students will be assessed on their ability to draw accurately and experiment with different media which they will then refine, as well as their ability to show influence from an artist.
TERM 6	Insects continued – Students will continue to develop their key skills and work towards a final A3 piece of mixed media work.	Food continued – students will compare artists who create lino prints and develop on their skills here, considering over printing and mixed media.	Perspective continued – students learn how to draw more technically using vanishing points and horizon lines.
ASSESSMENT OPPORTUNITIES	Students will be assessed on their ability to draw accurately and competently work in a variety of media.	Students will be assessed on their final lino outcome including technique and skill. As well as their ability to analyse their own work, as they would be expected to at GCSE.	Students will be assessed on the accuracy of their drawings and the level of detail they are able to include, as well as their application of media.

COMPUTING

OVERVIEW

At River Academy, Computer Science is taught as a coherent five-year journey from Year 7 to Year 11. At Key Stage 3, pupils follow a bespoke 'in-house' curriculum that uses the National Curriculum as its framework. It has been designed backwards from the Key Stage 4 GCSE Computer Science course, so that every unit gives students the knowledge and habits they will later need.

Across the five years, students study programming languages, hardware, software, networks, binary digits, data systems, cybersecurity and the impact of technology on society. Year 7 begins with a short foundation unit so that every student can work safely and confidently in our systems before the subject deepens.

The curriculum has three strands that run through every year: computational thinking and programming (algorithms, Scratch, then Python); how computer systems work (hardware, software, networks, data representation and logic); and living in a digital world (e-safety, cybersecurity, data, ethics and careers). Ideas are revisited and extended in a deliberate sequence, so that, for example, the binary work in Year 8 leads to data representation in Year 10, and Scratch in Year 7 leads to Python in Years 8 and 9 and to programming fundamentals in Year 11.

ASSESSMENT OBJECTIVES

Assessment in Key Stage 3 is designed to ensure that students have understood and acquired the key skills, subject knowledge and concepts required for success at Key Stage 4 and beyond. Assessment will happen in a variety of ways: in lessons (low stakes), at the end of units (formative) and at specific checkpoints within the school year (cumulative).

At Key Stage 4, assessment is built around the three GCSE assessment objectives, which are also introduced in simple form in Years 8 and 9: AO1 demonstrate knowledge and understanding of the key concepts and principles of Computer Science; AO2 apply knowledge and understanding in a range of contexts; AO3 analyse problems and design, program, test and evaluate solutions, making reasoned judgements.

ASSESSMENT STRUCTURE

Students will be assessed on their knowledge of theory and programming. Key Stage 3 assessment includes retrieval quizzes every lesson, an end-of-unit assessment (theory questions using command words such as state, describe and explain, plus a practical or programming task) and cumulative questions that revisit earlier units. Results are recorded against agreed end-of-year expectations and used to plan support and extension.

At Key Stage 4, students complete end-of-topic tests, past-paper practice and mock examinations: an end of Year 10 mock covering the Year 10 content, and November and February mocks in Year 11 before the final external written examinations. GCSE Computer Science is assessed through two written papers: Computer systems (Paper 01, Year 10 content) and the algorithms and programming paper (Paper 02, Year 11 content). Programming skills are practised throughout Years 10 and 11 because they are examined in Paper 02.

GROUPINGS

Years 7, 8 and 9 are in mixed ability groups of approximately 30 students. Lessons use scaffolded worked examples, partially completed code and sentence starters for students who need support, and open-ended challenges for those ready to stretch. Years 10 and 11 are GCSE option groups, with additional intervention sessions targeted using assessment data.

EXTENDED STUDY INFORMATION

Students can access extra resources through Oak National Academy: Free, time-saving teacher resources (www.thenational.academy), which offers lessons, quizzes and worksheets for catch-up and extension at Key Stage 3. At Key Stage 4, students are directed to BBC Bitesize GCSE Computer Science, Isaac Computer Science, the exam board specification and past papers, and the department's knowledge organisers and revision resources. Programming practice at home is encouraged using free tools such as Scratch and a Python environment.

ENRICHMENT OPPORTUNITIES

At River Academy, our ambition is that all students will feel empowered and inspired to pursue a career in computer science and/or computing. As part of this, our students will examine a variety of different careers in their Key Stage 3 lessons, and during whole school STEM weeks. Each unit includes a short "Who uses this?" focus on real roles such as software developer, network engineer, cybersecurity analyst, data scientist and AI engineer.

Further opportunities include a coding club, participation in national challenges such as the Bebras Computational Thinking Challenge, Safer Internet Day activities in Year 7, cybersecurity events such as CyberFirst activities, and guidance on pathways through Sixth Form, college and apprenticeships.

EQUIPMENT REQUIRED

Students will need their standard Tools for Learning. No extra equipment is necessary. At Key Stage 4, an optional revision guide is recommended.

CONTACT

Curriculum Leader: Mr Raza

RIVER ACADEMY

COMPUTING

	COURSE CONTENT: KNOWLEDGE AND SKILLS		
	YEAR 7	**YEAR 8**	**YEAR 9**
TERM 1	**Foundations of Computing and Digital Skills; E-Safety** **Topic 1: Foundations of Computing and Digital Skills** **Subtopics:** Lesson 1: Introduction to Computing and Classroom Expectations (computer room rules and school policy); Lesson 2: Getting Started with Microsoft Teams and Outlook; Lesson 3: Getting Started with Word Documents and PowerPoint; Lesson 4: Developing Skills in PowerPoint; Lesson 5: Getting Started with Publisher and Spreadsheets; Lesson 6: Introduction to AI and Safe Usage; Lesson 7: Revision and Knowledge Check; Lesson 8: Assessment **Topic 2: E-Safety** **Subtopics:** Cyberbullying; Online Privacy; Digital Footprint;	**Media, vector graphics; Layers of computing systems** **Topic 1: Media, vector graphics** **Subtopics:** Get into shapes; Working with multiple objects; Paths; What will you make?; Behind the scenes; Showcase **Topic 2: Layers of computing systems** **Subtopics:** Get in gear; Under the hood; Orchestra conductor; It's only logical; Binary logic; Conversion of binary; Thinking machines; Sharing	**Introduction to Python programming** **Topic 4: Introduction to Python programming** **Subtopics:** First steps; Crunching numbers; At a crossroads; More branches; Round and round; Putting it all together **Python programming with sequences of data** **Topic 1: Python programming with sequences of data** **Subtopics:** Warm up; Playlist; In a while, crocodile; The famous for; Make a thing; Wrap up

	Malwares; Phishing; Copyrights; Gender Stereotype		
ASSESSMENT OPPORTUNITIES	Students will be assessed on their understanding of school and classroom expectations, and their ability to use systems safely and independently (Lesson 8 assessment). Students will be assessed on their knowledge of the online risks and protections above, through scenario questions and a short safety resource. Results form the Year 7 baseline.	Students will be assessed on their knowledge of how vector graphics are created and stored, the layers and components of computing systems, basic logic and binary conversion, through a practical showcase and a short theory test.	Students will be assessed on their knowledge of sequences, loops and list processing, and on a programming project assessed for correctness, code quality, testing and evaluation (AO2 and AO3 in simple form).
TERM 2	**Networks from semaphores to the Internet** **Topic 3: Networks from semaphores to the Internet** **Subtopics:** Computer networks and protocols; Networking hardware; Wired and wireless networks; The Internet; Layers of network (TCP/IP); Internet services; The World Wide Web	**Representations, from clay to silicon** **Topic 3: Representations, from clay to silicon** **Subtopics:** Across time and space; Lights and drums; Binary digits; Binary Addition and Subtraction; Numbers in binary; Large quantities; Turing's mug	**Introduction to cybersecurity; Data science** **Topic 2: Introduction to cybersecurity** **Subtopics:** You and your data; Social engineering; Script kiddies; Rise of the bots; There's no place like 127.0.0.1; AI and Cyber Security; Under attack **Topic 3: Data science**

			Subtopics: Delving into data science; Global data; Statistical state of mind; Data for action; Clean it up; Make a change
ASSESSMENT OPPORTUNITIES	Students will be assessed on their knowledge of network hardware, protocols, the TCP/IP layers, Internet services and the Web, through an end-of-unit test with short answer and one extended explanation question, plus retrieval questions from Term 1.	Students will be assessed on their knowledge of binary digits and their use, conversion and application (AO1 and AO2 in simple form): an end-of-unit assessment with calculation, short-answer and explain questions.	Students will be assessed on their knowledge of threats, defences and legal and ethical issues (scenario-based questions), and on a data investigation assessed for method, accuracy and interpretation (AO1, AO2).
TERM 3	**Programming essentials in Scratch, part I** **Topic 4: Programming essentials in Scratch, part I** **Subtopics:** Introduction to programming and sequencing; Sequence and variables; Selection; Operators; Count-controlled iteration; Problem-solving	**Introduction to Python programming** **Topic 4: Introduction to Python programming** **Subtopics:** First steps; Crunching numbers; At a crossroads; More branches; Round and round; Putting it all together	**Media, animations; Developing for the Web** **Topic 4: Media, animations** **Subtopics:** Move, rotate, scale, colour; Animation, names, parenting; Complex models and colours; Organic modelling; Lights, camera, render; Project Part 1; Project Part 2 **Extra Topic: Developing for the Web** **Subtopics:** Lesson 1: Website building blocks; Lesson 2: Words are not enough; Lesson 3:

			Taking shortcuts; Lesson 4: Searching the web; Lesson 5: Tightening the web; Lesson 6: Navigating the web
ASSESSMENT OPPORTUNITIES	Students will be assessed on their knowledge of programming constructs and their ability to design, build, test and debug a Scratch project against success criteria, plus a cumulative end-of-year assessment covering all Year 7 topics.	Students will be assessed on their knowledge of Python constructs and their ability to write, test and evaluate programs (AO3 in simple form), through a programming task and a short theory quiz, followed by a cumulative end-of-year assessment.	Students will be assessed on their knowledge of modelling, animation and web development concepts and on two projects marked against success criteria, plus a cumulative Year 9 assessment (theory and Python task) that informs Key Stage 4 option advice.

Please note that the Year 9 curriculum begins with Year 8 topics as these have not been previously taught.

RIVER ACADEMY

DESIGN TECHNOLOGY

OVERVIEW

River Academy believes that Design Technology is essential to nurturing creativity, critical thinking, independence, problem solving and technical skills. Technologies such as graphics, textiles and photography, give our students the opportunity to develop different skills and think critically about how cultural, social and emotional concepts are presented. Through an ambitious, and coherently planned curriculum, we enable students to explore different media, materials and techniques, giving them confidence in their creative abilities, allowing them to express their own ideas both visually and conceptually, ultimately, demonstrating a strong understanding of visual language.

ASSESSMENT OBJECTIVES

Assessment in Key Stage 3 is designed to ensure that students have understood and acquired the key skills, subject knowledge and concepts required for success at Key Stage 4 and beyond. Assessment will happen in a variety of ways: in lessons (low stakes), at the end of units (formative) and at specific checkpoints within the school year (cumulative).

At Key Stage 4, assessment is built around the three GCSE assessment objectives, which are also introduced in simple form in Years 8 and 9: AO1 demonstrate knowledge and understanding of the key concepts and principles of Computer Science; AO2 apply knowledge and understanding in a range of contexts; AO3 analyse problems and design, program, test and evaluate solutions, making reasoned judgements.

ASSESSMENT STRUCTURE

Students receive formal assessments once per term, accompanied by written feedback. Throughout the term, ongoing assessment takes place through methods such as questioning, peer assessment, verbal feedback, and recall activities at the start of lessons.

GROUPINGS

Students are in mixed ability groups of approximately 24 students.

EXTENDED STUDY INFORMATION

Using websites to conduct further research on designers to support ideas:

- ???www.designmuseum.org?
- www.vam.ac.uk

Students can use YouTube to access skills such as embroidery, drawing techniques and graphics skills. They can also download free software (Google SketchUp) as well as participate in extra-curricular workshops.

ENRICHMENT OPPORTUNITIES Students can join one of the design-based electives on offer.
EQUIPMENT REQUIRED Students should come to lessons prepared with their usual tools for learning.
CONTACT Curriculum Leader: Miss P Chilton-Murphy

RIVER ACADEMY

DESIGN TECHNOLOGY

In Years 7, 8 and 9, students study Design Technology and Food Technology on rotation, with each course operating for approximately 20 weeks.

	COURSE CONTENT: KNOWLEDGE AND SKILLS		
	YEAR 7	**YEAR 8**	**YEAR 9**
TERM 1	Textiles: Batik - students will be creating festival decorations using techniques such as batik and embroidery.	Graphics – Students will be learning what a Graphic designer does and what needs to be considered when creating logos and brand design.	Textiles – students study pollution and consider how we can create artwork using textiles to raise awareness for this. Students plan designs for their piece.
ASSESSMENT OPPORTUNITIES	Design booklet assessment	Design booklet assessment	Design booklet assessment and feedback for their final designs.
TERM 2	Textiles: Batik – students will be creating festival decorations using techniques such as batik and embroidery.	Graphics – students continue with their logo designs and design their own shop brand including the name and logo for a "shop in the oracle."	Textiles – students make their pollution awareness pieces using fabric on cardboard and including techniques such as embroidery, fabric dying and batik.
ASSESSMENT OPPORTUNITIES	Evaluation of final product, considering design and creation.	Evaluation of their final design ideas.	Evaluation of their final piece and their written analysis of this.
TERM 3	Textiles – student will understand the fundamental principles of weaving, they will explore using paper and yarn to weave, learning different weaving patterns such as plain and satin patterns, and	Graphics – Students spend time making stencils for their logo design and shop name, and creating artwork for their shop design.	An introduction to photography – students study some key photographers and learn about photography as an artform. Students learn basic skills in how to use cameras and what makes a successful photograph.

	creating their own pattern.		
ASSESSMENT OPPORTUNITIES	Evaluation of their final product.	Evaluation of their final products.	Design booklet assessment and photography.

DRAMA

OVERVIEW

Drama at River Academy is about developing the students as individuals through unlocking their use of imagination, intellect, empathy and courage. Through it, ideas, responses and feelings can be expressed and communicated. It carries the potential to challenge, to question and to bring about change. Drama makes an important contribution to the development of thinking skills including: information-processing skills, reasoning skills, enquiry skills, creative thinking skills and evaluative skills.
Every topic will include tuition on the following skills:

- Creating and Responding
- Performing a role
- Elements of staging
- Drama strategies and techniques
- Analysis and evaluation

ASSESSMENT OBJECTIVES

AO1: Create and develop ideas to communicate meaning for theatrical performance.
AO2: Apply theatrical skills to realise artistic intentions in live performance.
AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
AO4: Analyse and evaluate their own work and the work of others.

ASSESSMENT STRUCTURE

Covering the 4 Assessment Objectives – that could be 2 or more per half term.
Assessments will follow the GCSE exams criteria.

GROUPINGS

Students will be taught in their tutor groups.

EXTENDED STUDY INFORMATION

Students should ensure that they know lines as appropriate or otherwise prepare for lessons. Students are encouraged to research and read around the content studied in class. Students are encouraged to watch and take part in live theatre performances to enrich their understanding of the subject.

ENRICHMENT OPPORTUNITIES

In Year 7, all students will see a live performance of a Pantomime. In subsequent years, there will be the opportunity to attend a live theatre performance.
As part of the Electives programme, there will be opportunities to take part in the Mock Trial Competition, the Poetry by Heart competition and the School Production, all providing students with the opportunity to develop performance skills.
There is also a drama club, The Actors Studio, which gives students an opportunity to explore drama further and build confidence with other dramatic individuals.

EQUIPMENT REQUIRED Students will need their standard Tools for Learning.
CONTACT Miss Ratcliffe – Teacher of Drama

RIVER ACADEMY

DRAMA

	COURSE CONTENT: KNOWLEDGE AND SKILLS		
	YEAR 7	**YEAR 8**	**YEAR 9**
TERMS 1 AND 2	**Elements of Drama** Students are introduced to the basic of drama such as character creation, vocal and physical skills as well as techniques to develop and tell a story on stage. **Darkwood Manor** An exploration of physical theatre techniques, such as mime, and using the body to communicate a narrative as well as improvisation skills. We explore the spooky 'Darkwood Manor' as a group of ghost hunters as they dare to enter the building.	**Elements of Drama 1** Students are introduced to the basics of Drama using a variety of stimuli and drama skills/techniques through devising tasks. **Elements of Drama 2** Students will explore and develop Key Stage 3 skills adding improvising and other techniques to develop their performances	**Melodrama** Students are introduced to a core theatre style in history and concepts that span multiple styles of theatre. Historic and social context plays an important role in understanding the style, all whilst being their most dramatic selves. **Technical Theatre** Explore theatre beyond the stage and deepen understanding of how theatre as a whole is created, not just what the actors do. Being a designer is also an option for GCSE Drama.
ASSESSMENT OPPORTUNITIES	Test of key concepts. Formative assessment on practical work.	Test on key concepts. Formative assessment on practical work.	Test on key concepts. Formative assessment on practical work.
TERMS 3 AND 4	**The Terrible Fate of Humpty Dumpty** Students explore a core theatre style, Naturalism, as well as in depth character creation and learning lines. Naturalism is a core GCSE theatre style and is the most common style	**Mime** Students will learn to communicate through their bodies and learn the techniques linear mime, manipulation mime and mime concrete. **The Actor's Voice** Students focus on learning a range of	**Blood Brothers** Dive into the world of 1960s Liverpool as two 7 year old boys meet for the first time and pledge to be best friends forever. Students learn how to create a Liverpudlian accent, how to show differences in status on stage and how to

	students will encounter in their life. **Melodrama** Students are introduced to a core theatre style in history and concepts that span multiple styles of theatre. Historic and social context plays an important role in understanding the style, all whilst being their most dramatic selves. Students learn about stylistic features, stock characters, stock gestures and how to clearly show a moral to a story.	vocal skills and developing their voice in practice.	write a GCSE style analysis and evaluation of their work. This play is a core text option for GCSE Drama. **Commedia Dell' Arte** A historic style of theatre that has inspired practitioners the world over. Comedy is a key skill, and the Italian style is credited as being the original clowning. Students explore how to create stock characters, a new theatrical language, the concept of 'Lazzi' and the rules of comedy.
ASSESSMENT OPPORTUNITIES	Test on key concepts. Formative assessment on practical work.	Test on key concepts. Formative assessment on practical work.	Test on key concepts. Formative assessment on practical and written work.
TERMS 5 AND 6	**Shakespeare** Students learn the history and stylistic features of Elizabethan theatre as well as how to apply the iambic pentameter and further their line learning skills. **Puppetry** Students will learn about different forms of puppetry and will have hands on experience creating	**Working with Scripts** Students will explore the theme of bullying and characters through the script 'The Terrible Fate of Humpty Dumpty'. **Puppetry** Students will learn about different forms of puppetry and will have hands on experience creating their own puppets and using them in performance.	**Epic Theatre** A core GCSE theatre style exploring how theatre can be a catalyst for change. We explore the style through the lense of 'Human Rights' and how to challenge audience views and make them think about the change they would like to see in the world. **Theatre Company** Students have the opportunity to bring

	their own puppets and using them in performance.		together their knowledge from their whole drama journey to create their own theatre company and make their own performance in a style of theatre that they wish to explore. Students are given a 'budget' to set up their company and assign roles such as director and theatre manager to further explore possible careers in theatre whilst making their own.
ASSESSMENT OPPORTUNITIES	Test on key concepts. Formative assessment on practical work.	Test on key concepts. Formative assessment on practical and written work.	Test on key concepts. Formative assessment on practical work.

The Maiden Erlegh Trust is currently undergoing subject alignment. With Drama having only been introduced to River Academy in 2025/26 to the Year 8 students this has resulted in our Year 7 and Year 8 units looking very similar.

Moving forwards, through our alignment work, the Year 8 and 9 curriculum will change and show clear progression of skills and styles of theatre.

RIVER ACADEMY

ENGLISH

OVERVIEW

English at River Academy will equip students with the knowledge and skills to think critically, be creative and communicate clearly. Through exposure to a range of challenging texts we will strive to nurture life-long readers who can understand and use the power of written and spoken language.

In Key Stage 3, students will develop key skills for both reading and writing that they will then build upon during their time at River Academy. We will support students to develop the knowledge that they need in order to engage with the texts they study. This will be done through the study of different types of texts (poetry, novels, short stories, non-fiction and drama) from a variety of different genres and eras. In Year 7, all texts and units relate to the themes of identity and morality; in Year 8 the texts deal with themes of power and the units in Year 9 centre around love and relationships.

ASSESSMENT OBJECTIVES

Reading – Use of analytical and interpretative skills, use of quotations, the ability to craft an argument, context, writer's purpose and reader/audience response.

Writing – The ability to craft a piece of writing to suit task and audience, text organisation, vocabulary and spelling, punctuation and grammar (SPAG).

Knowledge – Subject specific knowledge related to genre, literary conventions and techniques.

ASSESSMENT STRUCTURE

- Within lessons, teachers will continuously assess students' levels of understanding through strategies such as questioning and low-stakes retrieval quizzes at the start of each lesson.
- Students' written work will be given feedback in a variety of ways, including whole class feedback, self-assessment and peer-assessment.
- Once each half-term, students will have a piece of work assessed by their teacher.
- Students will have opportunities for Direct Improvement and Reflection Time (DIRT) so that they can respond to the feedback that they are given.
- Twice a year students will complete a cumulative assessment, assessing all the skills and knowledge covered so far that year.

GROUPINGS

Students will be taught in their tutor groups (mixed ability) at Key Stafe 3.

HOME LEARNING

Students will be set a weekly task on Sparx Reader (300 SRP for Year 7 and 400 SRP for Year 8 and 9). Students will be given a Home Learning booklet each half term which includes a knowledge organiser that they can use to revise and a recommended reading list related to the unit of study.

ENRICHMENT OPPORTUNITIES

- Some Electives, including debate and theatre club, will help students develop the skills that they need in English.

- Throughout the year, writing competitions will be shared with students.
- A spelling bee competition will be held.
- Theatre trips will be offered in Year 7 and 8.

HOW CAN PARENTS SUPPORT THEIR CHILDREN?

- Encourage your child to read. If your child is a reluctant reader, any reading is good reading. Consider starting with shorter texts such as graphic novels and short stories and build them up to longer texts.
- Encourage your child to read a range of texts (authors, genres and eras) and talk to them about what they are reading.
- Take your child to the theatre and talk to them about the production.
- Visits to museums, galleries and exhibitions all help develop cultural capital that support students to engage with texts and understand the references within them.
- Help your child stay on top of their Sparx Reader by encouraging them to start on it early and to do some little and often.
- When it comes to cumulative assessments, support your child to revise and encourage them to do the practice papers provided by their teacher.

CONTACT

Curriculum Leader: Ms E Myers

ENGLISH

	COURSE CONTENT: KNOWLEDGE AND SKILLS		
	YEAR 7	**YEAR 8**	**YEAR 9**
TERM 1	**Autobiography (Non-Fiction)** Students will read and explore extracts from a range of autobiographies from inspirational people, including Anne Frank, Roald Dahl, Michelle Obama and Malala Yousafzai. These memoirs will then be used to inspire their own piece of autobiography writing.	**The Art of Rhetoric (Non-Fiction)** Students will learn about the history of rhetoric and its key features. Students will explore a range of famous speeches, including speeches given by Winston Churchill, Greta Thunberg, Queen Elizabeth I and Emma Watson. Students will then use their knowledge of rhetoric to write and perform their own speeches about an issue that they care about.	**Love and Relationships Poetry (Poetry)** Students will explore, analyse and compare poems focused on the theme of love and relationships. They will explore the sonnet; poets' use of imagery; form and structure in poetry and learn how to construct a comparative written response to a question.
ASSESSMENT OPPORTUNITIES	**Writing:** Students will plan and write a section of their own autobiography, using the conventions of the genre. **Knowledge:** Throughout the unit students will be quizzed on key knowledge.	**Writing:** Students will draft, write and perform a speech about a topic they feel passionate about, using elements of rhetoric. **Knowledge:** Throughout the unit students will be quizzed on key knowledge.	**Reading:** Students will complete an extended poetry comparison response. **Knowledge:** Throughout the unit students will be quizzed on key knowledge.
TERM 2	**Safiyyah's War (Novel)** Students will read, discuss and analyse the Carnegie shortlisted novel *Safiyyah's War*. Students will explore	**Animal Farm (Novel)** Using their knowledge of rhetoric to support them, students will read and explore George Orwell's classic novel, *Animal Farm*. Students will	**Romeo and Juliet (Shakespeare)** Students will build on their knowledge from Year 7s and 8 to explore Shakespeare's

	characterisation, the features of a novel and how context can be used to help readers understand a text.	explore the novel's key themes (power, rebellion etc) and learn about Orwell's use of allegory.	tragedy. They will explore the historical context of the era; analyse Shakespeare's use of language and imagery; develop their analysis skills and begin to consider different interpretations of the play.
ASSESSMENT OPPORTUNITIES	**Reading:** Students will produce an analytical paragraph about the presentation of a key character from the novel. **Knowledge:** Throughout the unit students will be quizzed on key knowledge.	**Reading:** Students, using their knowledge of rhetoric, will analyse one of the key speeches from *Animal Farm* and produce an analytical paragraph. **Knowledge:** Throughout the unit students will be quizzed on key knowledge and will complete a short knowledge quiz at the end of the unit.	**Reading:** Students will complete a close-analysis of a scene from *Romeo and Juliet*. **Knowledge:** Throughout the unit students will be quizzed on key knowledge.
TERM 3	**Journeys and Adventures (Genre Study)** Students will explore the genre of adventure. They will begin with classic texts like *The Odyssey* and explore how the conventions of this genre have been used over time. Through these texts, students will begin to develop their analysis skills.	**Dystopian Literature (Genre Study)** Students will explore the dystopian genre and its conventions through extracts from texts such as *1984, The Hunger Games, The Giver* and *Lord of the Flies*. Students will develop their analysis skills by exploring writer's intentions and imagery used within dystopias.	**Noughts and Crosses (Novel)** Students will read Malorie Blackman's novel *Noughts & Crosses*, applying their knowledge of dystopian fiction and *Romeo and Juliet* to the text. They will develop their analysis skills but also develop the skill of tracking a

			character and theme throughout a novel to explore the author's intent.
ASSESSMENT OPPORTUNITIES	**Reading:** Students will analyse an extract from an adventure text and then write an analytical paragraph in response to this. **Knowledge:** Throughout the unit students will be quizzed on key knowledge and will complete a short knowledge quiz at the end of the unit.	**Reading:** Students will analyse an extract from a dystopian text and then write an introduction and analytical paragraph in response to this. **Knowledge:** Throughout the unit students will be quizzed on key knowledge.	**Reading:** Students will complete an analysis tracking a theme across the novel. **Knowledge:** Throughout the unit students will be quizzed on key knowledge.
TERM 4	**Adventure Stories (Creative Writing)** Taking inspiration from the adventure stories they have studied, students will practise creating their own pieces of creative writing. Through a focus on how writer's use metaphorical language. students will learn how to craft a piece of description to create tone and atmosphere.	**Dystopian Worlds (Creative Writing)** In this unit, students will learn about different elements and theories of narrative writing. Using their knowledge of the dystopian genre and taking inspiration from Caroline Hadilaksono's graphic novel *The Last Woman on Earth* and extracts from classic dystopian texts like *The Road,* students will plan and write their own dystopian narrative.	**World Building (Creative Writing)** In this unit, students will use extracts from fantasy, adventure and science-fiction texts to explore how writer's craft worlds in their writing. Using these texts as a springboard, students will build on their work from Year 7 and Year 8 to practice crafting their own writing in a way that is engaging for their readers.
ASSESSMENT OPPORTUNITIES	**Writing:** Taking inspiration from the adventure texts they	**Writing:** Taking inspiration from *The Last Woman on Earth,*	**Writing:** Students will produce their own

	have studied, students will produce their own piece of adventure writing. **Knowledge:** Throughout the unit students will be quizzed on key knowledge.	students will plan, draft, write and edit their own dystopian narrative. **Knowledge:** Throughout the unit students will be quizzed on key knowledge.	piece of creative writing. **Knowledge:** Throughout the unit students will be quizzed on key knowledge.
TERM 5	**Shakespeare's *A Midsummer Night's Dream* (Drama):** Students will explore key themes and extracts from Shakespeare's *A Midsummer Night's Dream*. They will explore key themes; the presentation of key characters; the conventions of a Shakespearean comedy and begin to analyse his use of symbolism and imagery.	**Re-Imagining Antigone (Drama):** Using the English and Media Centres play *The Facility*, students will explore a modern adaptation of Sophocles' *Antigone,* while learning about the features of classical Greek drama and tragedy.	**Small Island (Modern Drama)** Students will watch and read the National Theatre's production of Andrea Levy's *Small Island*, which focuses on the experiences of characters from the Windrush generation. We will explore context, characterisation and themes and use these big ideas as a springboard for some non-fiction writing.
ASSESSMENT OPPORTUNITIES	**Mastery Showcase Assessment:** During this unit, students will complete a cumulative Mastery Showcase Assessment. **Knowledge:** Throughout the unit students will be quizzed on key knowledge.	**Mastery Showcase Assessment:** During this unit, students will complete a cumulative Mastery Showcase Assessment. **Knowledge:** Throughout the unit students will be quizzed on key knowledge and will complete a short knowledge quiz at the end of the unit.	**Writing:** Linked to the themes of the play, students will complete a piece of non-fiction writing. **Knowledge:** Throughout the unit students will be quizzed on key knowledge.

TERM 6	**Identity Poetry (Poetry):** Students will read and analyse poems focusing on the theme of identity and take inspiration from these to produce their own poems.	**Poetry of Protest (Poetry):** Students will explore how poetry has been used as a way for poets to explore issues impacting society throughout history. Students will study poems from a range of eras, including Romantic poetry, the poetry of World War 1 and more contemporary poems.	**Spoken Language (Non-Fiction):** Building on their work from Year 8, students will revise and develop their knowledge of rhetoric and practice applying it effectively in their own writing. The unit will build up to them planning, writing, editing and performing a speech to the class for their GCSE English Language.
ASSESSMENT OPPORTUNITIES	**Reading:** Students will produce a piece of analytical writing in response to a poem. **Knowledge:** Throughout the unit students will be quizzed on key knowledge.	**Reading:** Students will produce a piece of analytical writing in response to a poem. **Knowledge:** Throughout the unit students will be quizzed on key knowledge.	**Spoken Language Endorsement:** In this unit, students will plan, write, edit and present a speech to the class for the spoken language endorsement of GCSE English Language using the rhetoric skills they began developing in Year 8. This is a compulsory part of their GCSE. **Knowledge:** Throughout the unit students will be quizzed on key knowledge.

RIVER ACADEMY

FOOD TECHNOLOGY

OVERVIEW

As part of their education in Food Technology, students are taught how to cook and apply the principles of nutrition and healthy eating. Cooking is a vital life skill that empowers students to prepare nutritious and affordable meals for themselves and others, both now and in the future. Additionally, it opens up various career opportunities, not only in the hospitality industry but also in fields such as food science and product development.

ASSESSMENT OBJECTIVES

- Grasp and apply the fundamentals of nutrition and healthy eating.
- Develop the ability to cook a variety of predominantly savoury dishes, enabling them to provide themselves and others with a nutritious and balanced diet.
- Gain proficiency in a wide range of cooking techniques, such as selecting and preparing ingredients, using utensils and electrical appliances, applying different cooking methods, and utilising taste, texture, and aroma to season dishes and blend ingredients. Additionally, they should learn to modify and create their own recipes.

ASSESSMENT STRUCTURE

Students receive formal assessments once per term, accompanied by written feedback. Throughout the term, ongoing assessment takes place through methods such as questioning, peer assessment, self-assessment and assessed home learning tasks. Students self-assess and grade their practical skills each time they cook.

GROUPINGS

Students are in mixed ability groups of approximately 24 students.

EXTENDED STUDY INFORMATION

Students are encouraged to research recipe variations and watch cookery programmes.

ENRICHMENT OPPORTUNITIES

There is a extra-curricular baking club called The Biscuit Factory (paying homage to Reading's historical ties with biscuit production). Students will also have the opportunity to enter a 'River Bake Off' competition.

EQUIPMENT REQUIRED

Students will need their tools for learning. In addition to this they will also require a transparent plastic wallet, bag for life, sealable storage container.

CONTACT

Miss Y Ismail – Teacher of Food Technology
Miss P Chilton-Murphy – Head of Art and Technology

RIVER ACADEMY

FOOD TECHNOLOGY

In Years 7, 8 and 9, students study Design Technology and Food Technology on rotation, with each course operating for approximately 20 weeks.

	COURSE CONTENT: KNOWLEDGE AND SKILLS		
	YEAR 7	**YEAR 8**	**YEAR 9**
TERM 1	**Main theory focus** • Getting ready to cook: food room rules, hygiene, handwashing, safe movement • Basic food safety & storage • "Food & water are essential for life" – all food comes from plants or animals • Basic equipment and knife skills (bridge & claw) **Key practical dishes** • **Crudités & dips** – peeling, slicing, knife control, simple presentation • **Pasta sauce** – safe hob use, boiling/simmering, seasoning • **Chocolate pudding** – accurate weighing, gelatinisation in a sauce	**Main theory focus** • Cooking safely **for others** – what food poisoning is and how to prevent it • Safe storage and use-by vs best-before dates • Fridge/freezer organisation and high-risk foods • Building confidence and accuracy with knife skills **Key practical dishes** • **Knife skills layered salad** – precise cutting and presentation • **Pasta soup** – vegetable prep, simmering • **Bananas & custard** – thickened dessert, starch gelation • **French toast** – egg handling, frying, protein setting	**Main theory focus** • Preventing food poisoning. • Using temperature probes to check for safety. • Choosing a balanced diet and healthy eating advice. • The importance of energy balance and dietary excess or deficiency. **Key Practical dishes** • **Stir-fry –** general practical skills including weighing and measuring and knife skills. • **Blended soup –** general practical skills and knife skills, use of food processor. • **Chocolate pie –** weighing and measuring ingredients and checking for ingredients texture. Use of cooker to melt butter. • **American pancakes - use** of

			hob and different cooking methods.
ASSESSMENT OPPORTUNITIES	• Teacher observation of hygiene and knife skills in early practical work • Seneca / short quizzes on basic food safety & nutrition • Informal practical check on pasta sauce (safe hob use, flavour)	• Baseline **food safety** test (inc. scenarios about cooking for others) • Seneca quizzes on food safety vocabulary • Teacher assessment of knife skills & safe equipment use	• Teacher observation of hygiene and safety and outcomes of practical lessons. • Short quizzes to check for understanding.
TERM 2	**Main theory focus** • **Balanced diets** and "eat more of some foods than others" • Why too much sugar is a problem for health • Intro food science: gelatinisation, dextrinization, caramelisation, coagulation **Key practical dishes** • **Crustless quiche** – egg coagulation, oven safety • **Jam tarts** – pastry making, rolling, shaping, baking • **Chicken goujons** – safe handling of raw chicken, coating, baking/frying	**Main theory focus** • Revisiting the **Eatwell Guide** and energy/nutrient needs in adolescence • Factors affecting **food choice** (culture, health, cost, preference) • Food science: coagulation, shortening, enzymic browning, raising agents **Key practical dishes** • **Chocolate tarts** – shortcrust pastry, lining tins • **Chicken Kiev** – safe poultry handling, stuffing, coating, frying/baking • **Carrot cake** – creaming method,	**Main theory focus** • Fats, oils and raising agents and how they work. • Principles for underlying Enzymic browning and oxidation when preparing food. • Influences on food choice, including marketing and advertising. **Key practical dishes** • **Flaky pastry jambons –** measuring and preparing baking tray, testing readiness, use of cooker, knife skills, dough and pastry skills. • **Debone chicken thigh and stuff** –

		chemical raising agents	knife skills, using probe, different cooking methods and safety. • **Brownies** – general practical skills, using raising agents and setting mixtures.
ASSESSMENT OPPORTUNITIES	• Seneca tests on healthy eating & food science key words • Practical skill checks in quiche & goujons (handling eggs/meat safely) • Short written task on **dangers of too much sugar**	• Task on **energy balance** and health outcomes • Short written/interactive activities on fats/oils, raising agents, enzymic browning • Practical assessment of quiche or stuffed chicken thigh + ongoing evaluation booklet	• Teacher observation of hygiene and safety and outcomes of practical lessons. • Short quizzes to check for understanding.
TERM 3	**Main theory focus** • **Food choice** – likes/dislikes and appropriate portion sizes • **Food provenance** – how ingredients are grown, reared, caught • **Environment & sustainability** – food miles, waste, farming methods **Key practical dishes** • **Breakfast muffins** – cake batter, raising agents, oven control	**Main theory focus** • **Provenance** – where food comes from; local, seasonal and organic foods • **Sustainability & food waste** • Planning and producing multi-component dishes using a range of skills **Key practical dishes** • **Macaroni cheese** – starch-based sauce, baking	**Main theory focus** • Environmental issues in food production – including the challenges of the worlds growing population. • Seasonal, local food and sustainability. • End of unit test **Key practical dishes** • **Tuna pasta bake** – general skills, boiling and simmering pasta, sauce making

	• **Cheese sauce** – roux method, gelatinisation, thickness control • **Pizza** – bread dough (kneading, proving, shaping) or base assembly • **Mash** – potato prep, boiling, mashing, controlling enzymic browning	• **Calzone** – dough work, proving, shaping, sealing • **Fish cakes** – handling fish, shaping, coating, shallow frying • **Omelette & toast / pasta lasagne** – working with eggs or multi-layer pasta dish	including starch based sauce. • **Pizza pinwheels –** general skills including knife skills, use of cooker, dough handling and using raising agents. • **Gnocchi –** general practical skills, knife skills, preparing fruit and vegetables, mashing potatoes, pasta style dough skills.
ASSESSMENT OPPORTUNITIES	• Seneca homework on provenance, environment & food choice • **End-of-unit written test** on all strands (safety, nutrition, science, provenance) • Final practical assessment (e.g. pizza or muffin/cheese-sauce combo) – independence, safety, quality, health	• Research task on **where food comes from** and sustainability • Summative practical assessment (e.g. calzone or fishcakes) – range of skills, safe handling, quality • End-of-year written test + self-evaluation of progress	• Teacher observation of hygiene and safety and outcome of practical lessons. • End of unit test

RIVER ACADEMY

FRENCH

OVERVIEW

More than 220 million people speak French on all the five continents. French is a major language of international communication. It is the second most widely taught language after English and the sixth most widely spoken language in the world. France is the world's top tourist destination and attracts more than 79.5 million visitors a year. The ability to speak French makes it so much more enjoyable to visit France and other French speaking countries around the world. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset, particularly in the world of tourism, communication and business.

ASSESSMENT OBJECTIVES

In studying French, students will develop skills in all 4 areas of:

- Listening
- Speaking
- Reading
- Writing

ASSESSMENT STRUCTURE

Students will be assessed each half term in 2-4 skills on the topics covered.
A mix of assessments tasks linked to new GCSE specifications such as questions and answers, match up exercises, describing a picture, role plays, translations and structured writing.

GROUPINGS

Students will be taught in their tutor groups.

EXTENDED STUDY INFORMATION

Use vocabulary revision and practice websites:

- https://www.memrise.com/courses/english/french/
- https://quizlet.com/login
- https://www.linguascope.com/
- https://fr.duolingo.com/

Read about French / Francophone culture using English or French websites.
Watch suitable French films or cartoons
Visit France and do all the transactions

ENRICHMENT OPPORTUNITIES

House competitions – Duolingo streaks/cultural diversity
Linguistics Club

EQUIPMENT REQUIRED

Students will need their tools for learning.

RIVER ACADEMY

CONTACT
Curriculum Leader: Mr B Fasham

FRENCH

	COURSE CONTENT: KNOWLEDGE AND SKILLS		
	YEAR 7	**YEAR 8**	**YEAR 9**
TERM 1	Greetings and classroom rules Classroom language Talk about you want to/ are going to do Classroom objects The alphabet	Where I live: A description of my town What's in my house What's in my bedroom	Weekend plans: free-time activities. The primary teaching focus is on the perfect tense.
ASSESSMENT OPPORTUNITIES	Formative assessment is on-going throughout the year; summative assessment in Term 1 is in the form of a baseline assessment test, a mixture of writing and reading	A written assessment introducing some of the rubrics and marking methods of GCSE French	A brief end-of-unit checkpoint will assess student understanding of the perfect tense.
TERM 2	Days of the week Likes and dislikes + hobbies Opinions Numbers Age, months, birthdays Colours	Where I live: What's in my bedroom Prepositions My life in school: School rules Subjects I study	Food, drink and healthy living. Ordering in cafes/restaurants .
ASSESSMENT OPPORTUNITIES	Listening/dictation assessment	Listening/dictation assessment	Y9 Mastery Showcase 1 – Writing, reading, listening
TERM 3	Physical descriptions Personality	My life in school: Subjects I enjoy My favourite teachers Telling the time/describing the timetable	Friends, family, and role models

ASSESSMENT OPPORTUNITIES	Cumulative assessment	Y8 Mastery Showcase – writing, reading, listening	Combined skills assessment
TERM 4	Family and friends Animals Avoir and être	Working life and future plans	Describing the past and past activities
ASSESSMENT OPPORTUNITIES	Y7 Mastery Showcase – Writing, reading, listening	Combined skills assessment	Combined skills assessment
TERM 5	Where I live What I can do there Aller	The environment and where people live	Free time activities: Sports; technology; celebrity culture
ASSESSMENT OPPORTUNITIES	Mastery Showcase Week	Mastery Showcase Week	Mastery Showcase Week
TERM 6	My house, my bedroom Prepositions	The environment and where people live	Holidays – countries, weather, activities
ASSESSMENT OPPORTUNITIES	Speaking and phonics focus	Speaking and phonics focus	Speaking and phonics focus

RIVER ACADEMY

GEOGRAPHY

OVERVIEW

Studying Geography has never been more important; it impacts our world around us and fosters an interest in and a sense of wonder about places. Studying Geography helps our students make sense of a complex and changing world. Students at River Academy will follow the National Curriculum framework, studying the world's physical, human, and environmental features. Students will examine both local and global case studies to extend their understanding of the interaction and impacts of physical and human processes. Students will learn a range of geographical skills to enable them to critically analyse, interpret, and create range of evidence collating materials such as graphs and maps. By studying a range of units, students will continue to expand their locational knowledge, spatial and environmental understanding, and comprehend how these places interact and influence each other.

ASSESSMENT OBJECTIVES

In Geography, students will be assessed termly on their understanding of substantive knowledge and their understanding of key concepts and skills. Students will be assessed on the following:

1. Contextual world knowledge of locations, places and geographical features.
2. Understanding of the conditions, processes and interactions that explain geographical features, distribution patterns, and changes over time and space.
3. Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

ASSESSMENT STRUCTURE

Students are formally assessed once every two terms. In addition, students will complete low-stakes quizzes throughout term to consolidate key knowledge. Cumulative assessments will be used throughout the year to reinforce key knowledge. Informal assessment happens constantly in lessons through the teacher's questioning and observation of students' work.

GROUPINGS

Students are taught in their tutor groups.

EXTENDED STUDY INFORMATION

Any opportunity to read around the subject by looking at recent geographical events in the news and online is welcome. This should help develop students' global understanding and knowledge. Good sources include the BBC Environment and Science pages, relevant documentaries on the BBC and Channel 4 in addition to quality news articles.

The below websites can be used by students to explore Geography further:

- KS3 Geography - BBC Bitesize
- http://mapzone.ordnancesurvey.co.uk/mapzone/
- http://news.bbc.co.uk/cbbcnews/default.stm
- http://www.lizardpoint.com/fun/geoquiz/
- Secondary Geography Teaching Resources (bbc.co.uk)

ENRICHMENT OPPORTUNITIES There will be a variety of opportunities for students during their time at River Academy.
EQUIPMENT REQUIRED Students will need their tools for learning.
CONTACT Curriculum Leader: Mx Bowler

RIVER ACADEMY

GEOGRAPHY

	COURSE CONTENT: KNOWLEDGE AND SKILLS		
	YEAR 7	**YEAR 8**	**YEAR 9**
TERMS 1 AND 2	How do geographers explore and represent the world? What makes the UK such a diverse place?	Should countries have open borders? How do rivers shape the landscapes we live in?	How is Asia reshaping the modern world? How does the coast shape the way we live?
ASSESSMENT OPPORTUNITIES	During Term 1 and 2 students will complete an assessment. The assessment will include: • Multiple choice retrieval quiz • Using data task • Extended writing	During Term 1 and 2 students will complete an assessment which include: • Multiple choice questions • Geographic skills (Data and graphical interpretation) • Extended writing	During Term 1 and 2 students will complete an assessment which includes • Multiple choice questions • Geographic skills (Data and graphical interpretation) • Extended writing
TERMS 3 AND 4	Can we predict the unpredictable? Why does weather and climate vary?	Why are some countries more developed than others? Can we save the rainforests?	Do we have enough resources for everyone? Is globalisation good for everyone?
ASSESSMENT OPPORTUNITIES	During Terms 3 and 4 students will be assessed on their knowledge and understanding of physical processes and landforms alongside geographical skills.	During Terms 3 and 4, students will be assessed on their understanding of all previous topics.	During Terms 3 and 4 students will be assessed on their understanding of all previous topics.

TERMS 5 AND 6	Is climate change the biggest challenge of our time? Is Africa a continent of extremes?	Is rapid urbanisation a blessing or a curse? How do people survive in extreme environments?	Can we ever be prepared for a tectonic hazard? What is the impact of humans on the world?
ASSESSMENT OPPORTUNITIES	During Terms 5 and 6 students will be complete an assessment. This will involve: • Multiple choice retrieval quiz • Using data task • Extended writing	During terms 5 and 6, students will be assessed on their understanding of all previous topics. This assessment will involve: • Multiple choice retrieval quiz • Using data task • Extended writing	During terms 5 and 6, students will be assessed on their understanding of all previous topics. This assessment will involve: • Multiple choice retrieval quiz • Using data task • Extended writing

RIVER ACADEMY

HISTORY

OVERVIEW

History is empowering. We aim that all students should study History that helps them understand how the modern world has developed, as well as gaining key cultural capital. We aim to do this by studying diverse histories that do justice to history; diverse in terms of people, places, period and ideas. We want our curriculum to reflect our student body in the hope that all students encounter History that speaks to them and their own context in some way. We aim that every student therefore feels a sense of belonging in the wider community and feel represented in our community.

At River Academy, students will study History in a chronological narrative, in line with the National Curriculum. Students will learn critical analysis, source evaluation, and critical thinking skills. We will work with students to develop their questioning and quality of argument

ASSESSMENT OBJECTIVES

In History students will be assessed every two terms on their understanding of substantive knowledge and second order concepts such as:

- Change and Continuity
- Cause and Consequence
- Interpretations
- Evidence
- Similarity and Difference
- Significance

ASSESSMENT STRUCTURE

Students are formally assessed once every two terms. In addition, students will complete low-stakes quizzes throughout term to consolidate key knowledge. Cumulative assessments will be used throughout the year to reinforce key knowledge. Informal assessment happens constantly in lessons through teachers questioning and looking at students' work.

GROUPINGS

Students will be taught in their tutor groups.

EXTENDED STUDY INFORMATION

Students should try to watch or access international, national and local news in some form at least once a week to help them develop an understanding of the historical issues that influence the way we live our lives today.

The below websites can be used by students to explore History further:

- Secondary History videos (bbc.co.uk)
- BBC Sounds - Homeschool History - Available Episodes
- http://spartacus-educational.com/
- http://www.bbc.co.uk/history
- http://www.historylearningsite.co.uk/

ENRICHMENT OPPORTUNITIES There will be a variety of opportunities for students during their time at River Academy. Some Electives, including Historical Fiction and Model UN, will help students develop the skills that they need in History. Throughout the year, writing competitions will be shared with students.
EQUIPMENT REQUIRED Students will need their tools for learning.
CONTACT Curriculum Leader: Mrs Graham

RIVER ACADEMY

HISTORY

	COURSE CONTENT: KNOWLEDGE AND SKILLS		
	YEAR 7	**YEAR 8**	**YEAR 9**
TERMS 1 AND 2	EQ1: How did a skeleton end up in a field near Reading? (Iron Age) EQ2. How much can we know about life in Pompeii? EQ3: To what extent did the Roman Empire really fall?	EQ1: What type of encounters took place in the New World? EQ2: Why did people think their world was 'upside down' by 1649? EQ3: Why did some people believe in witches?	EQ1: How did the assassination of one man cause a world war? Students will study the causes of World War One EQ2: Why has World War One remembrance been a "process of forgetting"? Students will study World War One itself, combing study of the impact in Reading and the wider world EQ 3 Causes of World War Two Students will study how the consequences of World War One contributed to the outbreak of World War Two EQ4 Nazi Germany and Stalinist Russia A comparative study of the two dictatorships
ASSESSMENT OPPORTUNITIES	During Terms 1 and 2, students are assessed with a timeline test and a paragraph focusing on their	During Terms 1 and 2, students are assessed with a combination of cumulative questions to help bridge their	During Terms 1 and 2, students are assessed with a combination of cumulative questions to help bridge their

	understanding of evidence.	knowledge from Y7 into Y8. Students will complete a piece of extended writing as well as multiple choice questions as part of their assessment.	knowledge from Y8 into Y9. Students will complete a piece of extended writing as well as multiple choice questions as part of their assessment.
TERMS 3 AND 4	EQ4: How dark were the 'Dark Ages'? EQ5: What can re-examining the Repton graves tell us about the Vikings? EQ6: What light can one saint's story shed on the medieval world? EQ7: How disruptive were the Normans?	EQ4: How much can we know about the lives of enslaved people? EQ5: What can Empress Nur Jahan reveal about Mughal India? EQ6: What was the British Empire? EQ7: How far did new ideas lead to revolutions in America, France, and Haiti?	EQ 5 The Holocaust An evidential study about the Holocaust EQ 6 The Cold War Students will study the origins of the Cold War and its long term impact
ASSESSMENT OPPORTUNITIES	During Terms 3 and 4, students are assessed with an extended piece of writing as well as multiple choice questions.	During Terms 3 and 4, students are assessed with a combination of cumulative questions to help bridge their knowledge from Y7 into Y8. Students will complete a piece of extended writing as well as multiple choice questions as part of their assessment.	During Terms 3 and 4, students are assessed with a combination of cumulative questions to help bridge their knowledge from Y8 into Y9. Students will complete a piece of extended writing as well as multiple choice questions as part of their assessment.

TERMS 5 AND 6	EQ 8: Why does Peter Frankopan argue that the history of the First Crusade has been 'distorted?' EQ9: How did the Black Death change life in Walsham? EQ10: What can Mansa Musa reveal about medieval Africa? EQ11: Why are the first thousand years of Islam significant for historians? EQ12: What can sources reveal about the Samurai?	EQ8: What does the Match Girls' strike reveal about Industrial Britain? EQ9: How did women in Britain get the right to vote? EQ10: How 'free' were Black Americans between 1863 and 1963? EQ11: The Story of Reading	EQ 7 Britain c.1945-c.2000 Students will study social and political change in Britain 1945-2000 EQ 8 Environmental Study Students will study how the landscape of Reading and Britain has changed over the previous millenia
ASSESSMENT OPPORTUNITIES	During Terms 5 and 6, students are assessed with an extended piece of writing as well as multiple choice questions.	During Terms 5 and 6, students are assessed with a combination of cumulative questions to help bridge their knowledge from Y7 into Y8. Students will complete a piece of extended writing as well as	During Terms 5 and 6, students are assessed with a combination of cumulative questions to help bridge their knowledge from Y7 into Y8. Students will complete a piece of extended writing as well as multiple choice

		multiple choice questions as part of their assessment.	questions as part of their assessment.

RIVER ACADEMY

RELIGION, PHILOSOPHY AND ETHICS (R.P.E.)

OVERVIEW

The study of Religion, Philosophy and Ethics (RPE) develops our students' knowledge and understanding of the religions and beliefs which form part of contemporary society. Students at River Academy will be introduced to a range of perspectives about the world they may not have encountered before; these will be a combination of religious, non-religious, and philosophical ideas and thinking which will allow students to formulate their own reasoned perspective on each idea and provide opportunities to develop their critical thinking skills.

At River Academy our RPE curriculum will be based on the local SACRE (Standing Advisory Council [on] Religious Education) agreed syllabus and we will therefore study the following religions/ belief systems: Christianity, Buddhism, Islam and a non-religious worldview e.g. Humanism. Through our curriculum, we aim for our students to develop increasing religious literacy, through studying both key religious and non-religious worldviews, key philosophical debates and contemporary ethical issues. At River Academy, we also believe that RPE makes a critical contribution to students' personal development and well-being, as students develop core values such as mutual respect and tolerance, ultimately supporting wider community cohesion.

ASSESSMENT OBJECTIVES

In RPE students will be assessed termly on their understanding of substantive knowledge and their understanding of key concepts. The below concepts relate to the religions and worldviews studied:

- beliefs, teachings, sources of wisdom and authority
- experiences and ways of living
- ways of expressing meaning
- questions of identity, diversity and belonging
- questions of meaning, purpose and truth
- questions of values and commitments

ASSESSMENT STRUCTURE

Students are formally assessed once every two terms. In addition, students will complete low-stakes quizzes throughout term to consolidate key knowledge. Cumulative assessments will be used throughout the year to reinforce key knowledge and to develop their extended writing skills. Informal assessment happens constantly in lessons through teachers questioning and looking at students' work.

GROUPINGS

Students will be taught in their tutor groups.

EXTENDED STUDY INFORMATION

The best support for RPE work is to engage in discussions about both the topics being covered, and issues that are in the news. Current affairs issues often link to the topics we discuss in lessons or allow an opportunity to discuss views on what is happening. Students can also enhance their understanding through wider reading about different religions, worldviews and philosophical questions, helping them to develop deeper knowledge, critical thinking skills and a broader appreciation of diverse perspectives.

A key area of focus is on the ability to explain complex ideas, and diverse views, in a clear and understandable manner, and discussions can often be used to help students develop their ability to explain their perspectives in these ways.
The below websites can be used by students to explore RPE further:

- KS3 Religious Studies - BBC Bitesize
- Home - RE:ONLINE (reonline.org.uk)
- Secondary Religious Studies - Teach (bbc.co.uk)
- TrueTube – Free award-winning resources for RE, PSHE and Citizenship

ENRICHMENT OPPORTUNITIES

There will be a variety of enrichment opportunities and challenges for students during their time at River Academy, including subject-linked elective programmes designed to extend learning outside the classroom.

EQUIPMENT REQUIRED

Students will need their tools for learning.

CONTACT

Curriculum Leader: Ms. R Looker

RELIGION, PHILOSOPHY AND ETHICS (R.P.E.)

	COURSE CONTENT: KNOWLEDGE AND SKILLS		
	YEAR 7	**YEAR 8**	**YEAR 9**
TERMS 1 AND 2	EQ1: What is Religion, Philosophy, and Ethics? EQ2: Philsophical Questions	EQ1: Denominations: Why did the Christian Church become diverse? EQ2: Dharma: how is this interpreted and put into action?	EQ1: Does Religion Still Matter Today? EQ2: Why is there Suffering?
ASSESSMENT OPPORTUNITIES	During Terms 1 and 2 students will complete an assessment based on their study of Philosophical Questions. The assessment will involve a mix of knowledge testing and extended writing such as: • Recall information • Multiple choice questions • Explaining quotations	During Terms 1 and 2, students are assessed with a combination of cumulative questions to help bridge their knowledge from Y7 into Y8. Students will complete a piece of extended writing as well as multiple choice questions as part of their assessment.	During Terms 1 and 2, students will complete multiple-choice quizzes at the end of each unit to assess their knowledge and understanding. This will also include a piece extended writing activities to help students explain and justify their views.
TERMS 3 AND 4	EQ3: Judaism Today EQ4: What is the significance of the Abrahamic Covenants?	EQ3: Religion and politics in the Enlightenment: How were they aligned? EQ4: Rebels: should we embrace or	EQ3: Philosophy and the Search for Truth EQ4: The Environment:

		challenge authority?	What is our response
ASSESSMENT OPPORTUNITIES	During Terms 3 and 4, students will complete an assessment based on their study of Abrahamic Covenants. The assessment will involve a mix of knowledge testing and extended writing such as: • Recall information • Multiple choice questions • Explaining quotations	During Terms 3 and 4, students are assessed with a combination of cumulative questions based on their topics of study. Students will complete a piece of extended writing as well as multiple choice questions as part of their assessment.	During Terms 3 and 4, students will complete multiple-choice quizzes at the end of each unit to assess their knowledge and understanding. This will also include a piece extended writing activities to help students explain and justify their views.
TERMS 5 AND 6	EQ6: Christianity: Beliefs and Teachings	EQ5: Buddhism: how significant are the three jewels to Buddhists?	EQ5: Science, Technology and Human Value
ASSESSMENT OPPORTUNITIES	During Terms 5 and 6, students will complete an assessment based on their study of Christianity. The assessment will involve a mix of knowledge testing and extended writing such as: • Recall information	During Terms 5 and 6, students are assessed with a combination of cumulative questions based on their topics of study. Students will complete a piece of extended writing as well as multiple choice questions as part of their assessment.	During Terms 5 and 6, students will complete multiple-choice quizzes at the end of each unit to assess their knowledge and understanding. This will also include a piece extended writing activities to help students explain and justify their views.

	• Multiple choice questions	of their assessment.	

RIVER ACADEMY

MATHS

OVERVIEW

Our aims are that all students will make strong progress in Mathematics, will enjoy Mathematics learning and be confident with using their mathematical skills to solve problems.

Mathematics is an interconnected subject in which students need to be able to move fluently between representations of mathematical ideas. The programme of study for Key Stage 3 is based on the Key Stage 3 National Curriculum, building on Key Stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competency in solving increasingly sophisticated problems, giving a solid mathematical base for the Key Stage 4 Curriculum.

ASSESSMENT OBJECTIVES

- To develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- To acquire, select and apply mathematical techniques to solve problems.
- To reason mathematically, make deductions and inferences and draw conclusions.
- To comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

ASSESSMENT STRUCTURE

All Key Stage 3 students complete a written cumulative assessment at two points during the academic year under examination conditions, scheduled during the school assessment weeks. The assessments will be appropriate for their level of mathematics and will assess their ability to recall and use mathematical facts and skills, as well as to problem solve. The questions will relate to topics that have been taught during that year or during Key Stage 3. Teachers will also formatively assess the students throughout the year on a continuous basis including using end of Chapter online assessment.

GROUPINGS

Students are placed in sets most suitable for their ability. A range of data is used to decide on the students' sets, and this is reviewed regularly.

EXTENDED STUDY INFORMATION

There are a variety of resources available for students to continue their studies outside of classroom time.

- Independent learning on Sparx Maths www.sparxmaths.com
- Rich problem solving activities https://nrich.maths.org/secondary
- Times-tables practice https://www.timestables.co.uk/games
- Videos and resources https://corbettmaths.com
- Consolidate classroom work www.kerboodle.com students have log in.

ENRICHMENT OPPORTUNITIES

Within the classroom and as regular homework, teachers will be providing students with opportunities to use their mathematical skills to complete a range of problem-solving tasks that demonstrate how mathematics relates to the real world. In addition to this, for the more able mathematicians, the UKMT Maths Challenge will allow them

to solve problems and test themselves nationally against the most able mathematicians. We also run the Axiom Maths Programme for exceptionally gifted mathematicians.
EQUIPMENT REQUIRED Pens (black/blue and green), pencil, rubber, ruler, pair of compasses, protractor, scientific calculator (CASIO fx -83GTCW or CASIO fx-85GTCW).
CONTACT Curriculum Leader: Mrs S Strong

RIVER ACADEMY

MATHS

	COURSE CONTENT: KNOWLEDGE AND SKILLS		
	YEAR 7	**YEAR 8**	**YEAR 9**
TERM 1	Place Value – integers and decimals, positive and negative powers of 10 Properties of Numbers – multiples, factors, primes	Estimation and rounding – decimals, significant figures, intro to bounds and error intervals Solving linear equations – balance method, variable on both sides of equals	Similarity and Congruence - geometric notation and proof Pythagoras Theorem – including in context problem solving
TERM 2	Arithmetic – all 4 operations, positive and negatives, integers and decimals	Sequences – features and arithmetic sequences Linear graphs – equations, graphs and linear relationships	Probability – theoretical and experimental, and combined events
TERM 3	Expressions and equations – formulae and equations, simplifying expressions, distributive law Coordinates - plotting in 4 quadrants, formulae and graphs	Percentages and proportionality	Non-linear sequences - including geometric and quadratic Expressions and formulae introducing non-linear equations
TERM 4	Perimeter and area – triangles and quadrilaterals	Statistics – representing data and analysing data	Right angled trigonometry
TERM 5	Fractions- arithmetic and working with fractions and decimals	Perimeter, area and volume – including circles and surface area of 3D shapes Polygons and angles – angle properties, angles in polygons and problem solving	Standard form, including arithmetic with standard form numbers Graphical representations (including quadratics)

TERM 6	Ratio and proportion – multiplicative relationships, fractions in context and applying ratios Transformations – translations, rotations, reflections, scale diagrams and enlargements	Constructions – including circles and rhombuses Introduction to probability, and Pythagoras.	GCSE Readiness: Maths in the workplace and calculator functionality

RIVER ACADEMY

MUSIC

OVERVIEW

Music lessons at River Academy are designed to enable all students to engage in practical music making activities, encouraging their creativity and performing skills. Studying music allows students to improve their co-ordination skills, memory, teamwork, self-discipline and gives them an opportunity to express themselves.

ASSESSMENT OBJECTIVES

- To learn to perform with technical control, expression and interpretation
- To learn to compose and develop musical ideas
- To learn to listen critically to music and be able to talk about the elements of music and how they affect music.

ASSESSMENT STRUCTURE

Students complete a baseline assessment at the start of year 7 to assess their performing, composing and listening skills. Students are then assessed at the end of every topic, covering the assessment objectives across the year.

GROUPINGS

Students will be taught in their tutor groups.

EXTENDED STUDY INFORMATION

- Encourage additional reading around the subject being studied through internet research.
- Encourage additional listening through use of YouTube (audio/ video) and investigation of CD collections at home.
- BBC Bitesize: http://www.bbc.co.uk/education/subjects/zmsvr82

ENRICHMENT OPPORTUNITIES

The music department run several weekly extra-curricular clubs: including:

- School Choir
- Keyboard club (as part of our Electives Programme)
- Readipop Rock Band (as part of our Electives Programme)

Private instrumental lessons are also available through Berkshire Music Trust.

EQUIPMENT REQUIRED

Students will need their standard Tools for Learning. Students may choose to bring an instrument if they would like to use this during their music lesson.

CONTACT

Mr O Abiola

RIVER ACADEMY

MUSIC

	COURSE CONTENT: KNOWLEDGE AND SKILLS		
	YEAR 7	**YEAR 8**	**YEAR 9**
TERM 1	*Building Blocks* Students learn the basics of musical elements, including rhythm and pitch notation.	*Music from China & Japan* Students learn about instruments, structures and scales from the Far East and perform and compose music associated with these areas	*Music & Animation MAD TSHIRTT* Students will explore how music and animation work together, using the elements of music to create and discuss ideas. They will compose a leitmotif to represent a character, mood, or idea.
ASSESSMENT OPPORTUNITIES	Baseline testing and mini performance opportunities.	Performances and compositions	Composition
TERM 2	*Performing and composing* Students develop on the basics of performing and composing	*The Blues* Students learn about the 12 Bar Blues and the Blues Scale, as well as other pieces that follow this structure	*The Development of Orchestra and Solo Performance* Students will discover how the orchestra has grown and changed from 1600 to the 21st century, exploring how different instruments, sounds, and musical styles have shaped the orchestra we know today.
ASSESSMENT OPPORTUNITIES	*Extended performance* and	Extended performance in ensembles	Music analysis and performance

	assessed composition		
TERM 3	*Music from Africa and the Caribbean* Students learn about music and its context from both Africa and the Caribbean.	*Film Music* Students learn about how music in film is used to help shape the narrative.	*Music from Indian and Pakistan* Student will be learning about traditional instruments, rhythms, melodies, and how music is used to express culture and identity.
ASSESSMENT OPPORTUNITIES	Students will perform a range of pieces from both Africa and the Caribbean	*He's A Pirate* performance *Setting the Scene* composition	Students will create and perform a short composition using traditional Indian musical structures.
TERM 4	*Composing using computers* Students learn how to manipulate music using specialist software.	*Britpop and Wonderwall* Students learn about the history of Britpop and this leads to a performance of *Wonderwall*	Music of the British Isles Students will discover the rich and varied music of the British Isles, exploring traditional songs, instruments, and styles from Cornwall, Scotland, Wales, and Ireland.
ASSESSMENT OPPORTUNITIES	Students will be able to present a piece of music that they have composed using computers	Large ensemble performance of Wonderwall	A solo performance of 'The Wallerman'.

TERM 5	*Music through History* Students learn about how classical music has changed from 1600 to the present day	*Ground Bass* Students learn about how bass lines affect harmony and ensemble performance	*Queen and Killer Queen* Students develop their ensemble skills, musicianship while exploring the history and development of the band.
ASSESSMENT OPPORTUNITIES	A range of performance opportunities through this term will be assessed.	A composition, using rules of harmony, over a Ground Bass A performance of *Time Lapse*	An ensemble performance of 'We are the Champion'.
TERM 6	*Planets Composition* Students compose work inspired by Gustav Holst. *Band Work* Students form bands to cover *Pompeii* by Bastille	*Computer Game Music* Students learn how music is used in computer games. *Band Work* Students create their own bands and create an "own choice" performance	*Composing to a Brief (GCSE standard), and Performance* *Students will develop their creativity by composing music to a given brief.* They will also develop confidence by preparing and performing their music to an audience.
ASSESSMENT OPPORTUNITIES	Performances of compositions Band performances	Performance of *Mario Bros* Own choice performance, assessed with GCSE criteria.	*Performance opportunity and composition*

RIVER ACADEMY

PERSONAL DEVELOPMENT

OVERVIEW

At River Academy, we recognise that the personal development of our students is a fundamental part of our academic and pastoral work. It is our intention to create good local, national and global citizens, who develop good character, resilience and flourish today. To this end, we aim to develop students spiritually, morally, socially and culturally and ensure that they are treated as individuals whilst doing this. We aim to teach students about British values, Careers, Financial literacy, Healthy Relationships and Lifestyles.

ASSESSMENT OBJECTIVES

There is no formal assessment in this subject.

ASSESSMENT STRUCTURE

Teachers will gauge the students' understanding of the curriculum through a variety of non-examined approaches, included but not limited to:

- Verbal responses and discussions
- Short written responses

GROUPINGS

Students will be taught in mixed groups in Year 7 and their tutor groups in years 8 and 9.

EXTENDED STUDY INFORMATION

Students may explore the content of the Personal Development Curriculum further through websites such as:

- Careers - BBC Bitesize
- Study support - BBC Bitesize
- British Values - Young Citizens
- YoungMinds
- Unifrog
  Young Citizens
- Parliament Education
- Childline | Free counselling service for kids and young people
- https://www.nhs.uk/live-well/
- National careers service
- Skills Builder Global
- Young enterprise programmes
- Money Helper

ENRICHMENT OPPORTUNITIES

Through the Electives Programme there will be opportunities to join a variety of Personal Development related Clubs, including (but not limited to):

- First Aid Club
- Debating Club
- Mock Trial Club

• Model UN
EQUIPMENT REQUIRED Students will need their standard Tools for Learning.
CONTACT Curriculum Leader: Mrs J Ossei-Brainoo

RIVER ACADEMY

PERSONAL DEVELOPMENT

	COURSE CONTENT: KNOWLEDGE AND SKILLS		
	YEAR 7	**YEAR 8**	**YEAR 9**
TERM 1	**Identity** • Who am I? • Online identity • Why is diversity valuable? • Why are stereotypes so damaging? • How can I stand up for what is right?	**Online Safety** • Cyber bullying: Trolling • Online grooming • Sexting and pornography • Social media • The Dark Web • Deepfake and AI	**Managing risk and social influences** • How do I assess risk and gambling • Online Risks • Gangs • Weapons • Alcohol and Smoking • Drugs
TERM 2	**Looking after Me** • Making healthy choices • Dreams and goals • Mental health and emotions • Social media and peer pressure • Mental health coping strategies • First aid	**Managing Pressures and Challenges** • Choices • Teenage Pregnancy • My family and expectations • Failure • Loss, grief and bereavement • Abusive behaviours	**Relationships** • Relationships and conflict • Overcoming conflict and finding forgiveness • Harmful relationships • Spotting unhealthy and abusive relationships • Recognising and preventing bullying • Sex and consent
TERM 3	**Community, Inclusion and Safeguarding** • School community • Hidden disabilities • ADHD	**Personal Changes** • Physical changes in puberty • Mental changes in puberty • Gender • Sexuality	**Careers** • The difference between skills and qualities • The power of planning • Identifying values and aligning actions

	• Dyslexia and dyscalculia • Self-belief, confidence and positive language • Assertiveness in relationships	• Marriage and civil partnerships • Stonewall • The future	• My dreams for the world • Road maps and diversions • Making a difference
TERM 4	**Maintaining and Developing Healthy Relationships** • Healthy relationships • Personal space • Conflict management and resolution • Negotiation	**Careers** • Challenging Career Stereotypes • Workplace skills • Exploring pathways • Target and Goal setting • Apprenticeships and Technical Education • Socially-Just careers • Enterprise skills • Equality and Diversity in careers	**Mental and emotional wellbeing** • Emotional triggers and self regulation • School pressure, stress response, • Self esteem and confidence • Social media and mental health • Burnout, perfectionism, growth mindset • Mental health planning, reframing thoughts and recovery
TERM 5	**Citizenship** • Democracy in the UK • Liberty and responsibility • Political parties and voting • Multicultural Britain • Supporting your community	**Relationships** • Romantic and intimate relationships • Challenges in relationships • Relationships and the media • Consent and communication • Contraception • STIs	**Financial literacy** • Online financial risks harm-Click and pay: Phones and financial risk • Online financial risks harm-Gaming, social media and algorithms. The pressure to spend online • Spending decisions

			• How to save money • Online safety • How to budget
TERM 6	**Careers** • Using Unifrog for Careers Education • Exploring my future • STEAM subjects • Looking ahead • Who inspires us?	**Making Risk and Social Influences** • Assessing risk and gambling • Online risks • Gangs • Weapons • Alcohol and smoking • Drugs	**Citizenship and rights** • Understanding and preventing extremism • How are people drawn into extremist groups? • The law making process • Criminal vs. Civil law • Understanding the legal process part 1 • Understanding the legal process part 2 •

Personal Development is a non-examined subject.

RIVER ACADEMY

PHYSICAL EDUCATION

OVERVIEW

The PE curriculum at River Academy is designed to not only ensure all students are actively engaged in physical education, but to stimulate a lifelong love of sport as they go on to lead healthy and active lifestyles throughout their time at River Academy and beyond.

ASSESSMENT OBJECTIVES

Students will:

- Engage fully in competitive sports and activities
- Understand the principles behind living active and healthy lifestyles
- Participate in a wide range of physical activities
- Be physically active for sustained periods of time

Students will be taught to:

- Develop lifelong skills such as teamwork, communication and leadership through a range of team sports
- Understand what outstanding performance looks like and how to analyse their own and others' performances
- Participate in activities where they will solve problems either individually or within a group
- Perform a range of gym-related exercises, leading to independence and responsibility for leading a healthy lifestyle
- Perform a range of dance styles and forms.

ASSESSMENT STRUCTURE

Assessment in Core PE will occur at the end of each half term, at the end of each activity. Each student will receive a score ranging from beginning to excelling in their core skills as well as their ability to successfully apply these core skills into a game or match situation. The criteria is similar to that of the GCSE assessment.

GROUPINGS

There are 6 classes in the year group, with two mixed ability classes participating in PE at any one time in Year 7. In year 8 and 9, there will be three tutor groups on at once, with students split into ability sets. Typically, there will be a top mixed set, along with an all-boys and all girls set. This may change based on the ratio of boys to girls in a year group.

ENRICHMENT OPPORTUNITIES

There are a range of enrichment opportunities in PE including a vast selection of after-school clubs throughout the year. This includes opportunities to play in fixtures against other schools. There are also termly interhouse competitions where the students compete for their tutor group against other tutor groups. Some of the sports include football, netball and touch rugby.

EQUIPMENT REQUIRED

Compulsory PE Kit:

- River Academy PE/Sports Unisex polo top
- Black PE shorts or skorts
- Knee length football style black sports socks for the Autumn and Spring terms, with white crew length socks for the Summer terms.
- Football boots
- Non-marking trainers. Astroturf trainers are also acceptable.

Optional PE Kit:

- Plain black pullover/sweatshirt or the River Academy unisex jersey top
- Plain black tracksuit pants
- Plain black leggings
- Plain black hoodless coat/anorak
- Plain black or navy or grey headscarves/turbans/hijabs

** Students competing in football and hockey must have shin pads. In hockey, they must have mouth guards. **

CONTACT

Curriculum Leader: Mr J Clare

RIVER ACADEMY

PHYSICAL EDUCATION

	COURSE CONTENT: KNOWLEDGE AND SKILLS		
	YEAR 7	**YEAR 8**	**YEAR 9**
TERM 1	In netball, students will learn basic skills such as footwork, positions, movement, passing and shooting. In basketball, students will learn how to pass, dribble and shoot.	In term 1, students will learn football and netball. They will recap core skills before applying these into game situations. They will also learn the decision making involved and why they perform specific skills in certain situations.	In term 1, students will learn basketball, netball and football. The focus will be on the tactical understanding of games and how to outwit opponents through strategy and the ability to understand and apply the rules.
ASSESSMENT OPPORTUNITIES	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.
TERM 2	In football and touch rugby, students will learn basic core skills such as passing, moving into space and methods of scoring.	In term 2, students will learn how to officiate in a range of sports and different situations from within that sport. This will involve them gaining and understanding of the rules and how to apply them fairly and consistently. Students will also learn core skills in table tennis and creative (dance and gymnastics)	In term 2, students will either be learning football netball or basketball from term 1 depending on the sport they did not learn. As well as this, other sports such as table tennis and creative will also be introduced. These will follow the same theme of applying tactics and strategy to outwit opponents.

ASSESSMENT OPPORTUNITIES	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.
TERM 3	In health and fitness, students will cover the different components of fitness and how they can be applied to sport. In dance and gymnastics, students will learn basic skills such as balances, movement and rotations as well as implementing these into routines.	In badminton, students will build upon their work in year 7, whilst also learning tactical play and how to move their opponent on the court. In health and fitness, the students will learn different training methods and how to apply them into sports.	In term 3, students will be studying creative, table tennis or basketball depending on the sports they may or may not have completed by this stage. These will follow the same theme of applying tactics and strategy to outwit opponents.
ASSESSMENT OPPORTUNITIES	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.
TERM 4	In teambuilding, students will learn key principles such as leadership, communication, decision making and problem solving. In badminton, students will learn basic core skills such as the serve, clear, drop and smash.	In dance and gym, students will build upon their skills from Year 7, as well as looking at working from different heights whilst both on the ground and in the air. In hockey, students will learn how to dribble, pass, shoot and tackle as well as	In badminton, students will learn how to move their opponents around the court in order to outwit them and score points. They will also learn shot combinations. In health and fitness, students will learn different training methods, as well as participating in

		understanding key game principles.	a Hyrox style competition at the end of the block. Students will also learn important life skills such as teamwork, communication and problem solving in their teambuilding block.
ASSESSMENT OPPORTUNITIES	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.
TERM 5	In athletics, students will learn techniques needed to be successful in track and field events. In cricket, students will learn basic bowling, batting and fielding techniques.	Students build on their knowledge from Year 7 and work with heavier weighted equipment and jump higher/further. Students will learn tactical elements of the game, such as running between the wickets and line and length when bowling.	In the final two terms, students will refine their athletics skills in shot put, javelin and discus as well as high jump and track events. They will also learn and refine their knowledge on softball, cricket and rounders with specific focus on playing with strategy and outwitting opponents.
ASSESSMENT OPPORTUNITIES	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.

TERM 6	In athletics, students will learn techniques needed to be successful in track and field events. Students will learn the rules and techniques needed to be successful in striking and fielding games.	Students build on their knowledge from Year 7 and work with heavier weighted equipment and jump higher/further. Students will learn tactics, fielding positions and different methods of getting players 'out'	In the final two terms, students will refine their athletics skills in shot put, javelin and discus as well as high jump and track events. They will also learn and refine their knowledge on softball, cricket and rounders with specific focus on playing with strategy and outwitting opponents.
ASSESSMENT OPPORTUNITIES	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.	Assessment is ongoing from teachers. But marks /20 for each score given at the end of each term.

RIVER ACADEMY

SCIENCE

OVERVIEW

At Key Stage 3, pupils follow a bespoke 'in-house' curriculum that uses the National Curriculum as its framework. We have designed this with the Key Stage 4 curriculum in mind – giving student's a strong fundamental understanding from which to build. Students will develop their knowledge and understanding of a range of science topics throughout the year and there are multiple opportunities for engaging practical work.

In Year 9, students begin studying the AQA GCSE combined science curriculum, starting with B1 Cell Biology.

ASSESSMENT OBJECTIVES

Assessment in Key Stage 3 science is designed to ensure that students have understood and acquired the key skills, subject knowledge and concepts required for success at Key Stage 4 and beyond.

Students will receive bespoke feedback in the form of 're-teach' tasks after each assessment, to ensure that they are reflecting and improving on their work. Low stakes assessment happens every lesson to ensure that students are understanding the content as it is taught.

ASSESSMENT STRUCTURE

Students will be assessed in the following skills:

- Analysing data
- Drawing graphs
- Recall of factual content
- Extended pieces of writing

GROUPINGS

Students are placed in sets most suitable for their ability. A range of data is used to decide on the students' sets, and this is reviewed regularly.

EXTENDED STUDY INFORMATION

Students can access extra resources through:

- Seneca: Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)
- BBC Bitesize: KS3 Science - BBC Bitesize
- Sparx Science: Sparx Science Login

ENRICHMENT OPPORTUNITIES

At River Academy, our ambition is that all students will feel empowered and inspired to pursue a career in STEM. As part of this, our students will examine a variety of different careers, industries and individual scientists in their Key Stage 3 lessons, and during whole school STEM weeks.

EQUIPMENT REQUIRED

Students will need their standard Tools for Learning.

RIVER ACADEMY

CONTACT
Curriculum Leader: Dr Dukinfield

SCIENCE

YEAR 7		
TERMS 1 AND 2		
Assessment Students will set an 'end of unit' assessment at the end of every unit (amounting to ~2 'end of unit assessments' per term. Students will also sit two 'cumulative' assessments per term during whole school assessment windows.		
Unit	**Discipline**	**Content**
Scientific skills	General	In the 'scientific skills' unit, students will study the scientific method and process. This involves the study of the story of how science came to be, what type of methodologies constitute 'good science' and how data from an investigation is communicated, presented and reviewed. Students will complete their own scientific investigations, as a tool to teach them how to: • Appropriately handle pieces of scientific equipment, • Present data on different types of graphs, • Name variables, hazards and precautions, and • Write excellent methods so their investigations can be repeated by other young scientists.
Cells	Biology	In the 'cells' unit, students will study the different types of cells that all living organisms are composed of. They will describe the appearance and function of different organelles, and use this information to state the adaptations of specialised cells and relate this to their function, before describing how cells are organised into a larger organism. Furthermore, they will prepare cell samples from different organisms to view under a light microscope and compare these images to what might be seen with a high-power electron microscope.
Particles	Chemistry	In the 'particle' unit, students will study how particles are arranged in three different states of matter and relate this to the properties of different materials. They will explore the different physical changes that happen between states and begin to relate this to concepts like energy and forces, which will be further expanded upon in later units.

Forces	Physics	In the 'forces' unit, students will study the effects of different types of forces on an object and begin to relate this to concepts like motion, extension and compression. They will explore the idea that forces can act in multiple different directions and planes, and use simple calculations to resolve those forces.
TERMS 3 AND 4		
Reproduction	Biology	In the 'reproduction' unit, students will build on the concepts of 'cells' and look at how those cells are organised and specialised for the reproductive system. They will describe the anatomy of human and plant reproductive systems, and begin to study the changes that happen during an organism's development, from its conception.
Atoms, elements & compounds	Chemistry	In the 'atoms, elements & compounds' unit, students will advance their idea of the 'particle model', linking the concepts of atoms to descriptions of elements and compounds. They will use the periodic table to describe the features and nomenclature of elements and compounds and study the difference between them through both practical and non-practical study.
Motion	Physics	In the 'motion' unit, students will use their knowledge of forces to investigate how an object moves – calculating speed and acceleration and then plotting this information on graphs like 'distance time graphs'.
Energy	Physics	In the 'energy' unit, students will describe how energy is transferred between stores – and link this back to their previous study of particles. They will explore the concept of 'wasted' energy and efficiency, and perform a practical that quantifies the store of chemical energy in every-day food items.
TERMS 5 AND 6		
Mixtures	Chemistry	In the 'mixtures' unit, students will use their knowledge of particles, elements and compounds to investigate how mixtures can be separated from one another according to their properties. They will participate in a number of different investigations, including chromatography, crystallisation and distillation, giving plenty of opportunities to develop new practical skills.
Interdependence	Biology	In the 'interdependence' unit, students will look at how whole organisms behave as part of complex, interconnected food webs and ecosystems. They will

		perform field work to describe how organisms are affected by factors like sunlight, the built environment and predators – and suggest the consequence that this could have for different types of ecosystems.
Space	Physics	In the 'space unit', students will use their knowledge of forces to study the universe, gravity and the structures inside our solar system. They will link the concept of forces to the movement of planets, moons and stars – and state the impact this has on events like days, seasons and years.

YEAR 8		
TERMS 1 AND 2		
Assessment Students will set an 'end of unit' assessment at the end of every unit (amounting to ~2 'end of unit assessments' per term. Students will also sit two 'cumulative' assessments per term during whole school assessment windows.		
Unit	**Discipline**	**Content**
Tissues & Organs	Biology	In the 'tissues & organs' unit, students will study the anatomy and physiology of three different organ systems: the muscular, skeletal and respiratory system. Furthermore, they will look at the impact that recreational and medicinal drugs have on these systems. This builds upon the 'cells' unit from Y7 and is the first time that students have studied a whole system – rather than just its organelles, cells, tissues or individual organs.
Acids & Alkalis	Chemistry	In the 'acids & alkalis' unit, students will study the pH scale, the indicators used to assess this scale and, for the first time, write word equations in the context of neutralisation reactions. Students will make copper sulphate from copper oxide and sulphuric acid – linking back to the techniques developed in the Y7 'mixtures' unit.
Pressure	Physics	In the 'movement & pressure' unit, students will calculate unknowns from simple three variable equations, including speed, acceleration, moments and pressure. They will learn to read simple speed distance time graphs and relate this content back to the principles of force and motion, learned in the Y7 'forces' unit.

Changing substances	Chemistry	In the 'changing substances' unit, students will study a variety of chemical reactions, like neutralisation, oxidation and combustion. Importantly, and for the first time, students will write these reactions as both word and balanced symbol equations, using the knowledge of chemical symbols and the periodic table learned in the 'atoms, elements and compounds' unit from Y7. Students will also complete a variety of practicals looking at proving whether a chemical reaction has indeed happened.
TERMS 3 AND 4		
Respiration & Photosynthesis	Biology	In the 'respiration & photosynthesis' unit, students will begin to describe the processes of respiration and photosynthesis, as well as looking at the factors that can limit these reactions. Students are already familiar with the principles of these process from previous Biology units, like 'tissues and organs' and 'cells'.
Waves	Physics	In the 'waves' unit, students will begin their study of light and sound waves as a means to transfer energy from one store to another. This builds on the concept of energy stores and transfers, introduced in the Y7 'energy' unit. Students will use simple ray boxes to investigate concepts like refraction and reflection and will study colour theory from the perspective and absorption and wave frequency.
Nutrition	Biology	In the 'nutrition' unit, students will study diet, nutrition, the anatomy and physiology of the digestive system, and the enzymes that make digestion possible. They will also complete investigations to test the nutritional content of different foods, through simple food tests. Students are already familiar with some systems from the 'cells' and 'tissues and organs' unit and can confidently describe chemical reactions from their study of 'changing substances'.
Earth systems	Chemistry	In the 'earth systems' unit, students will study the geology of the Earth, alongside its atmosphere in the context of greenhouse gases and climate change. Students will have the opportunity to improve their oracy through the debate of climate change action and policy, as well as build on their study of the relationship between particles and chemical properties from the Y7 'particles' unit.
TERMS 5 AND 6		

Life diversity	Biology	In the 'life diversity' unit, students will begin their study of genetics in the context of units of inheritance, and natural and artificial selection. Students will study how genes become more common over time in the population, building on previously taught themes from the Y7 'cells' and 'reproduction' unit.
Electrical circuits	Physics	In the 'electricity' unit, students will study how energy is transferred between components in an electrical circuit. They will build simple circuits and use them to explore ideas like charge, current and potential difference. Furthermore, they will begin to study how circuits can be made more complex with additional loops and components – and describe the impact of this numerically.

YEAR 9			
TERMS 1 AND 2			
Assessment Students will set an 'end of unit' assessment at the end of every unit (amounting to ~2 'end of unit assessments' per term. Students will also sit two 'cumulative' assessments per term during whole school assessment windows.			
Unit		**Discipline**	**Content**
Magnetism (KS3)	Physics	In the 'magnetism' unit, students will study magnets, magnetic materials and electromagnets – linking this to the Y8 'electricity' unit. Students will build their own electromagnets from simple electrical equipment and investigate the factors that change the strength of it.	
B1 Cell Biology		Biology	In the 'cell biology' unit, students will build on their KS3 knowledge of cells, reproduction and genetics. They will study how cells divide by mitosis, how their fate is governed by the process of differentiation, and how some cells live as 'stem cells' - and their potentially transformative applications in medicine.
C1 Atomic Structure & C2 Periodic Table		Chemistry	In the 'atomic structure & periodic table' unit, students will build on their KS3 knowledge of particles, chemical reactions, and atoms, elements & compounds. They will study how the periodic table has developed over time, how it can be used to predict certain chemical reactions, and how our

		understanding of the atom, and the models we used to describe it, has changed over time.
P1 Energy	Physics	In the 'energy' unit, students will build on their KS3 knowledge of energy and energy resources. Students will use complex, multi-step equations to calculate the energy stores of an object and investigate the pros and cons of generating electricity through different energy resources.
TERMS 3 AND 4		
B2 Organisation	Biology	In the 'organisation' unit, students will build on their KS3 knowledge of cells, tissues, organs and organ systems. They will study the anatomy and physiology of the digestive, circulatory and respiratory system in great detail, and investigate some of the medicines and surgical technique used for when these systems eventually fail.
C3 Structure & Bonding	Chemistry	In the 'structure and bonding' unit, students will build on their KS3 knowledge of particles and the atom. Students will study the different types of forces and bonds that hold particles together and examine the impact these have on the properties of a substance.
TERMS 5 AND 6		
P2 Electricity	Physics	In the 'electricity' unit, students will build on their KS3 knowledge of electrical circuits. Students will perform complex multi-step calculations to calculate the different variables in an electrical circuit and examine how electricity is distributed to homes through the national grid.
B4 Bioenergetics	Biology	In the 'bioenergetics' unit, students will build on their KS3 knowledge of respiration and photosynthesis. They will investigate the different factors that affect these chemical processes and look at how plants are organised to efficiently obtain the reactants they need for these processes.
C4 Chemical changes	Chemistry	In the 'chemical changes' unit, students will build on their KS3 knowledge of

		chemical reactions and acids & alkali's. Students will use their knowledge of the periodic table to place elements into the periodic table, and investigate common chemical reactions like oxidation, reduction and neutralisation.