

Saffron Walden County High School Curriculum

CURRICULUM SUMMARY



SAFFRON WALDEN
COUNTY HIGH SCHOOL

Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A portraiture/diversity in British culture	TERM 1B portraiture/diversity in British culture	TERM 2A sea life/ceramics	TERM2B sea life/ceramics	TERM 3A water/mixed media	TERM3B water into print
Art & Design	KNOWLEDGE DOMAIN	Students investigate the key elements of portraiture through a series of technical workshops that explore black and white media. Students explore how portraiture has been interpreted by a range of artists, celebrating the diversity of cultures in Modern Britain and link to their own cultural heritage.	Students develop their understanding of portraiture through exploration of colour media. Students explore how Artists use tonal colour media to create skin tones, hair, features, likeness to capture the identity of the individual.	Links to the washed ashore project and endangered marine life to build students awareness of environmental concerns. Students design through sketching and application of tonal colour and patterns linked to artists and cultures.	Students learn how to exploit the properties of ceramic materials and tools to record the three-dimensional qualities of natural forms through direct observation of secondary sources	Students build their observational skills through observation of primary and secondary sources using 2-dimensional media. They learn how to select and record elements of tone, pattern, surface and texture using wet and dry media.	Students learn how to translate elements of observational work into print related media. They make links to printmakers inspired by the theme to develop an understanding of printing techniques and processes.
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Introduction to portraiture through exploration of portraits through time, exploring the diversity of cultures in modern Britain.</p> <p>Workshops on portraiture proportions and anatomy to create accuracy when working from direct observation.</p> <p>Exploration and application of line ton and mark making to capture likeness, expression and emotion.</p> <p>Experimentation with pencil, pen, chalk and charcoal, ink.</p>	<p>Introduction to cultural identity and how Artists have explored this through portraits over time.</p> <p>Exploration of using tonal colour media to create skin tones, hair and facial features</p> <p>Exploration and application of line, tone and mark making to capture likeness, expression, and emotion.</p> <p>Experimentation with tonal colour pencil, oil pastel, chalks, water-based paints.</p>	<p>Exploration of hand building techniques to record shape, form and structure.</p> <p>Developing skills of sculpting, modelling, joining and construction.</p> <p>Investigation into ceramic Artists to inform the development of techniques and processes.</p>	<p>Experimentation with decorative techniques: relief, impressing, incising, carving and mark making.</p> <p>Observation of pattern, texture and detail through selection and application of techniques.</p> <p>Students paint and decorate final outcomes using tonal colour to enhance the detail and pattern within their work</p>	<p>Application of tone and mark making to record scale, proportion, pattern, detail and surface qualities.</p> <p>Experimentation with wet and dry media to record through direct observation using BW and colour tonal work.</p> <p>Exploration of mixed media, layering and collage to record pattern, shape, detail, and surface texture.</p>	<p>Exploration of print makers that have been inspired by the theme.</p> <p>Experimentation with line, mark making and Pattern through layered printing.</p> <p>Print workshops: monoprint, printed papers and materials, collograph and polyblock.</p> <p>Layered print and materials to capture abstract pattern, shape, and surface texture.</p>

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B	
Computing	KNOWLEDGE DOMAIN	Hello Universe Algorithms and Programming <ul style="list-style-type: none"> • Python syntax • Programming concepts are understood and used correctly in programs, input, output, variables, for, while, if-else if – else. • Program design methods are understood and used to design programs. • Pupils are able to debug code • Physical computing 		Big Data Excel and Word skills <ul style="list-style-type: none"> • Pupils will learn how to collect data and then develop the skills they need to analyse it using Excel. • The excel knowledge will cover writing formulae and functions and graph creation. • Analysis and evaluation of their findings will be presented in a professional manner, learning some key functions available in word. 		Cosmic City Networks <ul style="list-style-type: none"> • Students are able to explain what a network is and how data travels through it. • Students can explain the difference between a hub, router and switch. • Students can explain the difference between the web and the Internet. • Students can explain the difference between a PAN, LAN and WAN. • Students are able to explain what the Internet is and how data travels through it. • Students can explain the difference between a ring, bus and star topologies. 		Ready Player 1 Ethics surrounding Computing <ul style="list-style-type: none"> • Students learn about the laws surrounding computing and data; Snoopers charter, GDPR and DPA, copyright laws. • They are able to describe the laws and what it means for themselves and companies. • Pupils should be able to describe different types of plagiarism. • Students understand how the resources for technology are collated and detrimental effects on people and the environment
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> • Decomposition • Abstraction • Programming • Pattern Recognition • Algorithmic Thinking • Debugging 		<ul style="list-style-type: none"> • Use of Microsoft Excel – formulas and functions AND producing graphs and charts • Use of Microsoft Word – formatting • Data analysis • Survey creation 		<ul style="list-style-type: none"> • Analysis • Design • Research 		<ul style="list-style-type: none"> • Ethical thinking • Debating • Research

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Drama	KNOWLEDGE DOMAIN	Blood Brothers	Blood Brothers	<i>Peter Pan Goes Wrong</i>	<i>It Snows</i>	<i>It Snows</i>	Technical Theatre <i>It Snows</i>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Students will be introduced to the play 'Blood Brothers' by Willy Russell.</p> <p>Practical exploration of the text to develop understanding of characters and themes.</p> <p>Students to perform small sections of script, to develop their understanding of bringing a playwright's intentions to life.</p> <p>Analysis of script.</p> <p>Performing.</p>	<p>Students will be introduced to the play 'Blood Brothers' by Willy Russell.</p> <p>Practical exploration of the text to develop understanding of characters and themes.</p> <p>Students to perform small sections of script, to develop their understanding of bringing a playwright's intentions to life.</p> <p>Analysis of script.</p> <p>Performing.</p>	<p>Watch and evaluate the professional production of 'Peter Pan Goes Wrong' by Mischief Theatre Company.</p> <p>Analyse how effective the actors/designers decisions are in bringing the play to life.</p>	<p>Practical exploration of It Snows to develop understanding of characters, themes and playwrights' original intentions.</p> <p>Exploration of techniques: Marking the moment Cross-cutting Split-stage Stereotypes</p> <p>Students will be responsible for staging and developing a section of script for performance.</p> <ul style="list-style-type: none"> • Analysis of script. • Off text improvisation • Performing. 	<p>Practical exploration of It Snows to develop understanding of characters, themes and playwrights' original intentions.</p> <p>Exploration of techniques: Marking the moment Cross-cutting Split-stage Stereotypes</p> <p>Students will be responsible for staging and developing a section of script for performance.</p> <ul style="list-style-type: none"> • Analysis of script. • Off text improvisation • Performing. 	<p>Introduction to different technical elements that can be used to enhance a piece of theatre (set, costume & make-up, lighting and sound).</p> <p>Develop students understanding of lighting, sound, costume and set design through continued exploration of It Snows.</p>

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Year 8: Expanding Horizons		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
English	KNOWLEDGE DOMAIN	<p>Monsters Across Literature</p> <p>Wider reading for pleasure – ‘Beowulf’</p>	<p>The Novel (Hound of the Baskervilles, The Boy in Striped Pyjamas or Animal Farm)</p>	<p>Travel Writing</p> <p>Wider reading for pleasure – TBC</p>	<p>Romeo and Juliet</p>	<p>Poetry from Around the World, with author study: Maya Angelou</p>	<p>Writing to Argue and Persuade: Taking a Stand: stand up and speak out!</p> <p>Wider reading for pleasure – ‘I Am Malaha’</p>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>To use original and imaginative creative writing techniques in a piece of fictional writing.</p> <p>To accurately use paragraphs and sentencing, and to use these for effect.</p> <p>To accurately use a range of punctuation, including sophisticated punctuation such as colons and semi colons.</p> <p>To use a range of ambitious vocabulary.</p>	<p>To read, understand and make thoughtful inferences about a text, using quotations to support a clear argument.</p> <p>To analyse a range of devices used by the author, including their choice of form or structure.</p> <p>To explain how the writer’s views are linked to the social or historical background.</p>	<p>To use original and imaginative creative writing techniques.</p> <p>To accurately use paragraphs and sentencing, and to use these for effect.</p> <p>To accurately use of a range of punctuation, including sophisticated punctuation such as colons and semi colons.</p> <p>To use a range of ambitious vocabulary.</p> <p>To create a piece of travel writing that is engaging, entertaining and effectively meets the needs of an audience.</p>	<p>To read, understand and make thoughtful inferences about a text, using quotations to support a clear argument.</p> <p>To analyse a range of devices used by the author, including their choice of form or structure.</p> <p>To explain how the writer’s views are linked to the social or historical background.</p>	<p>To read, understand and make thoughtful inferences about a text, using quotations to support a clear argument.</p> <p>To analyse a range of devices used by the author, including their choice of form or structure.</p> <p>To explain how the writer’s views are linked to the social or historical background.</p> <p>To make comparisons between the presentation of culture and identity in two different poems.</p>	<p>To use original and imaginative creative writing techniques.</p> <p>To accurately use paragraphs and sentencing, and to use these for effect.</p> <p>To accurately use of a range of punctuation, including sophisticated punctuation such as colons and semi colons.</p> <p>To use a range of ambitious vocabulary.</p> <p>To confidently deliver ideas as a speech.</p> <p>To develop confident skills in oracy, communicating with clarity, fluency and intonation.</p>

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Languages - French	KNOWLEDGE DOMAIN	<p>Destination Vacances</p> <ul style="list-style-type: none"> Talk about usual holidays and preferred holidays Talk about what you take on holiday Describe your ideal holiday Describe a past holiday, where you went and what you did <p>Grammar Focus</p> <ul style="list-style-type: none"> The present tense: choisir/finir/prendre The near future: Je vais prendre Je voudrais/J'aimerais + Infinitive In + countries/cities: en/aux/au/à 'In' + Countries: au/en The perfect tense with avoir The perfect tense of aller 	<p>Bouger, c'est important</p> <ul style="list-style-type: none"> Talk about sports, leisure activities and active holidays Name parts of the body Talk about sports injuries Describe sports personalities and sports events <p>Grammar Focus</p> <ul style="list-style-type: none"> Jouer Faire Depuis + Present tense Je voudrais/J'aimerais + infinitive The perfect tense of aller Pouvoir + Infinitive J'ai mal au/à la/aux/ à l' 	<p>Aux quatre coins du monde</p> <ul style="list-style-type: none"> French speaking countries in the world Talk about where you live and where you are going to live. Describe your daily routine. Talk about what you did yesterday. <p>Grammar Focus</p> <ul style="list-style-type: none"> Comparisons using plus and moins The near future Reflexive verbs The perfect tense with avoir and être Expressions using avoir : avoir soif/faim/peur 	<p>Le monde des médias</p> <ul style="list-style-type: none"> Talk about television programmes. Musical genres: give detailed opinions Talk about film genres and review a film Talk about reading preferences Understand and use the language of advertising . <p>Grammar Focus</p> <ul style="list-style-type: none"> Direct object pronouns Faire + infinitive and rendre + adjective Ce que Opinions in the past Verb + infinitive structures 	<p>Accro à la technologie</p> <ul style="list-style-type: none"> Describe old and new technology. Talk about using technology for leisure activities. Identify the risks of social networking sites. Discuss the pros and cons of new technology. Talk about favourite technology and gadgets. <p>Grammar Focus</p> <ul style="list-style-type: none"> Adjectives: Agreement and Position Verb + Preposition + infinitive Impersonal structures Structure an argument A + definite article 	<p>C'est quoi la France?</p> <ul style="list-style-type: none"> Compare France and Britain. Describe a country. Talk about French personalities. Talk about transport and new technology. Discuss Francophone cartoon characters. <p>Grammar Focus</p> <ul style="list-style-type: none"> Present tense with -er verbs Use on Comparatives and Superlatives Perfect tense (revision) Ask questions Use qui to link sentences
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> Speaking Writing Listening Reading Dictionary skills 	<ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring French culture and France as a country Dictionary skills 	<ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring the French speaking world Dictionary skills 	<ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring French culture and France as a country Dictionary skills 	<ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring French culture and France as a country Dictionary skills 	<ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring French culture and France as a country Dictionary skills

Students will continue to develop their knowledge of French phonics through a systematic programme and regular revisiting of key phonemes.

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		TERM 1A UK Climate and Antarctica	TERM 1B Antarctica (Continued) Physical Landscapes	TERM 2A Physical Landscapes (continued) Urban Regeneration	TERM 2B Urban Regeneration (continued)	TERM 3A UK inequality	TERM 3B UK inequality (continued)
Humanities - Geography	KNOWLEDGE DOMAIN	<p>Why does it rain?</p> <p>How are large-scale weather systems created and maintained in the UK</p> <p>Where is Antarctica?</p> <p>What is Antarctica's landscape like?</p> <p>What is Antarctica's climate like? And why?</p> <p>How and why does Antarctica's climate vary?</p>	<p>How and why is Antarctica's microclimate changing over time?</p> <p>How has the meaning of Antarctica as a place changed over time?</p> <p>What are fluvial landscapes and associated landforms?</p> <p>What are limestone landscapes and their associated landforms?</p> <p>What are desert landscapes and their associated landforms?</p> <p>What re periglacial landscapes and their associated landforms?</p>	<p>What is the difference between a brownfield and greenfield site?</p> <p>What is urban regeneration?</p> <p>What is globalisation?</p> <p>How has globalisation caused a change in the economic situation in East London</p>	<p>How has the east end of London been regenerated?</p> <p>What evidence is there of regeneration and gentrification?</p> <p>How successful was the regeneration of the docklands?</p>	<p>How do we measure inequalities of wealth in the UK?</p> <p>What is the history of inequality in the UK?</p> <p>What has historically caused inequality to change in the UK?</p> <p>What is currently affecting the scale of economic inequality?</p> <p>What are the economic impacts of large inequalities?</p>	<p>What is the social impact of a very unequal society?</p> <p>What is the political impact of high inequalities?</p> <p>What solutions are there for effectively managing inequalities in the UK?</p>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p><u>Graph Skills</u></p> <p>Drawing and interpreting a scatter graph with a line of best fit.</p>	<p><u>Investigation Skills</u></p> <p>Use of EQS, photo analysis and field sketches to collect data from second hand photos of fieldwork</p>	<p><u>Diagram Skills</u></p> <p>Drawing, annotating and using diagrams to accurately explain natural processes</p>	<p><u>Investigative Skills</u></p> <p>Data collection on the fieldtrip to London. Experience of collecting data in an unfamiliar environment.</p>	<p><u>Graphical Skills</u></p> <p>Describing and analysing data and graphs to draw out meaning</p>	<p><u>Graphical Skills</u></p> <p>Describing and analysing data and graphs to draw out meaning</p>

		<p>Analysing and describing a range of other types of graphs.</p> <p>Describing and analysing climate graphs</p> <p><u>Map Skills</u></p> <p>To be able to read and interpret a range of maps, showing the spread of disease.</p> <p>Using an Atlas.</p> <p><u>Literacy Skills</u></p> <p>Understanding of key terminology.</p> <p><u>Dialogic Skills</u></p> <p>Class and paired discussions.</p>	<p><u>Diagram Skills</u></p> <p>Drawing, annotating and using diagrams to accurately explain natural processes</p> <p><u>Literacy Skills</u></p> <p>Understanding of key terminology.</p> <p><u>Dialogic Skills</u></p> <p>Class and paired discussions.</p> <p>Collaborative group work.</p>	<p><u>Literacy Skills</u></p> <p>Understanding of key terminology.</p> <p><u>Dialogic Skills</u></p> <p>Class and paired discussions.</p> <p>Collaborative group work.</p>	<p><u>Map Skills</u></p> <p>Interpreting satellite images.</p> <p><u>Literacy Skills</u></p> <p>Understanding of key terminology.</p> <p><u>Dialogic Skills</u></p> <p>Class and paired discussions.</p> <p><u>Annotation Skills</u></p> <p>Drawing diagrams with annotations.</p>	<p><u>Map Skills</u></p> <p>Use of choropleth maps to track economic and social patterns across the UK</p> <p><u>Literacy Skills</u></p> <p>Understanding of key terminology.</p> <p><u>Dialogic Skills</u></p> <p>Class and paired discussions.</p>	<p><u>Map Skills</u></p> <p>Use of choropleth maps to track economic and social patterns across the UK</p> <p><u>Literacy Skills</u></p> <p>Understanding of key terminology.</p> <p><u>Dialogic Skills</u></p> <p>Class and paired discussions.</p>
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Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A 7 weeks = 10 lessons	TERM 1B 7 weeks = 10 lessons	TERM 2A (5.5 weeks = 6-8 lessons)	TERM 2B 6 weeks – 9 lessons	TERM 3A 6 weeks – 9 lessons	TERM 3B 6 weeks – 9 lessons
Humanities - History	KNOWLEDGE DOMAIN	<p>1. How did Britain encounter new worlds? 1500-1700 (2)</p> <p>2.a What was dehumanising about transatlantic slavery?, (2)</p> <p>HW What was different about transatlantic slavery?</p> <p>2 b. How was transatlantic slavery abolished? (5)</p> <p>HW - American Revolution investigation</p>	<p>3. What was the big story of change in the period c.1750-1900? (5)</p> <p>4. What did the French revolution achieve? (4)</p> <p>HW - Westward expansion of the USA and the American Civil War</p>	<p>5. What were the key steps towards democracy in the period 1800-1900? (2)</p> <p>6. How did women in Britain campaign for the right to vote? (4)</p> <p>HW - Suffragette stories</p>	<p>7. How did Britain encounter new worlds? 1800-1914? (1)</p> <p>8. What was it like to be ruled by the British? (6)</p> <p>HW - How can we learn about the experience and contribution of black people in Britain from the evidence they left behind? Victorian England</p>	<p>9. Why did the First World War break out in 1914? (6)</p> <p>10. What was life like as a soldier on the Western Front? (2)</p> <p>HW - Investigation Why did the soldiers carry on fighting during the First World War?</p>	<p>11. Why was the First World War so significant? (2)</p> <p>12. How and why did the Allies win the Second World War? (3)</p> <p>HW - War memorial design task</p>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>1. Historical Enquiry</p> <p>2. Cause, consequence and change</p>	<p>3. Change and continuity</p> <p>4. Historical Enquiry</p>	<p>5. Historical Enquiry</p> <p>6. Historical enquiry</p>	<p>7. Historical enquiry</p> <p>8. Consequence and change</p>	<p>9. Causation and interpretations</p> <p>10. Historical enquiry</p>	<p>11. Change and significance</p> <p>12. Causation</p>

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B	
Languages - German	KNOWLEDGE DOMAIN	Urlaub <ul style="list-style-type: none"> Talking about a holiday in the past Weather Countries Accommodation Modes of transport Opinion in the past Grammar Focus <ul style="list-style-type: none"> Introducing the perfect tense with haben · Regular and irregular past participles · Perfect tense with sein · 'es war' and 'es gab 	<ul style="list-style-type: none"> Mein Zuhause Types of house Daily routine Chores Describe your house Say where you'd like to live in the future <ul style="list-style-type: none"> Grammar Focus Recap regular present tense Recap future tense 	Meine Klamotten <ul style="list-style-type: none"> Clothes Style Transactional language for buying clothes Shopping habits Grammar Focus <ul style="list-style-type: none"> Introduce the accusative · Adjectival endings · Introduce conditional tense · Recap present/past 	Meine Klamotten <ul style="list-style-type: none"> Food and drink vocab recap Sports and exercise vocab Healthy living vocab Grammar Focus <ul style="list-style-type: none"> Recap present tense · Recap past tense · Recap future tense Introduce modal verb 	Berlin Transactional language for tourism Grammar Focus <ul style="list-style-type: none"> Future tense recap 		
	<p>Students will continue to develop their knowledge of German phonics through a systematic programme and regular revisiting of key phonemes.</p>							
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring Germany and the German speaking countries as a travel destination Language skills when travelling – real life application! Dictionary skills 	<ul style="list-style-type: none"> Speaking Writing Listening Reading Learning about towns in Germany/German speaking countries and comparing homes there with homes in the UK Dictionary skills 	<ul style="list-style-type: none"> Speaking Writing Listening Reading Comparing daily life in the UK with that of a young person in Germany/Austria/Switzerland 	<ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring German culture and Germany as a country Dictionary skills 	<ul style="list-style-type: none"> Speaking Writing Listening Reading Exploring German culture and Germany as a country Dictionary skills 	<ul style="list-style-type: none"> Speaking Writing Listening Reading The history of Berlin (Berlin wall/GDR) Dictionary skills 	

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Humanities - Latin	KNOWLEDGE DOMAIN	Latin word order and noun endings Roman daily life Roman food	Roman theatre	As Term 1A (second cohort)	As Term 1B (second cohort)	Latin verb endings for person and tenses Roman slavery	Roman beliefs in life after death
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Translation skills: analysis, close attention to detail and problem solving Comprehension skills: as above Vocab learning Establish links between Latin and English derivations Analysis of a different culture and its values; its impact on our own culture today	As Term 1A	As Term 1A	As Term 1A	Build on translation and comprehension skills establish in first term of study Dictionary skills – students begin to understand what information they can mine from the CLC 1 dictionary Vocab learning Establish links between Latin and English derivations Analysis of a different culture and its values; its impact on our own culture today	Build on translation and comprehension skills establish in first term of study Dictionary skills – students begin to understand what information they can mine from the CLC 1 dictionary Vocab learning Establish links between Latin and English derivations Analysis of a different culture and its values; its impact on our own culture today

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Maths	KNOWLEDGE DOMAIN	Number, Ratio Algebra Geometry	Number, Ratio Algebra	Data Algebra	Algebra Number, Ratio	Number Geometry	Geometry Data
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Ratio (including gradient and circumference) Multiplicative change (including similar shapes)	Multiply and divide fractions (including algebraic fractions) The Cartesian plane Expand and factorise expressions	Tables and probability Equations and inequalities	Sequences Indices Fractions and percentages	Standard index form Angles in parallel lines and on polygons	Areas of trapeziums Averages

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Music	KNOWLEDGE DOMAIN	The History of Popular Music	World Music	Music & Film	World Music	Music, Power & Ritual	Commercial Music
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Understanding four chords harmony, blues chords and structure, the blues scale.</p> <p>Listening and Appraising; Soul and Popular Song. Cross Curr</p> <p>Performance task – The Blues.</p>	<p>A focus on the diversity of Central and South America through Music. Cross Cur.</p> <p>Learning about rhythm (Brazilian Samba)</p> <p>Fusion and sonority (Cuba and Argentina)</p> <p>Class performance of Samba and devised group rhythm performances.</p> <p>Singing.</p> <p>Ukulele performance; Reggae and the Music of the Caribbean.</p>	<p>Analysing Film music</p> <p>Timbre, tone colour, dynamics, sonority</p> <p>Composers use musical elements to respond to a specific commission</p> <p>Letimotifs and thematic transformation</p> <p>Perform leitmotifs</p> <p>Composing task to a piece of Music based around Music and War. Cross Curr.</p>	<p>A focus on the diversity of Central and South America through Music. Cross Curr.</p> <p>Learning about rhythm (Brazilian Samba)</p> <p>Fusion and sonority (Cuba and Argentina)</p> <p>Class performance of Samba and devised group rhythm performances.</p> <p>Singing.</p> <p>Ukulele performance; Reggae and the Music of the Caribbean.</p>	<p>Group performances including;</p> <ul style="list-style-type: none"> o Sea Shanty o The Hakka o Protest Song Cross curr <p>Creative Task; a devised contemporary composition e.g., Hip Hop.</p>	<p>A music technology unit exploring cliché, jingles and music for gaming.</p> <p>To consider the 'use' of Music commercially and the impact of Music.</p> <p>Creative task – to write an underscore to an embedded video.</p>

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		TERM 1 or 2	TERM 1 or 2	TERM 1 or 2	TERM 3	TERM 1,2,3	TERM 3
Core PE	KNOWLEDGE DOMAIN	Fitness	Games	Trampolining	Athletics	Racket Sports	Striking and fielding
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Understand immediate, short and long term effect of exercise</p> <p>Understand the different components of fitness</p> <p>Be able to create activities that develop specific components of fitness</p> <p>Start to understand SPORT and FITT principles of training</p> <p>Introduction to training methods and continue fitness tests</p>	<p>Recap basic skills and use in full game situations under pressure</p> <p>Understand and use rules of the game</p> <p>Learn and use tactics and strategies to beat opponents</p> <p>Analyse performers strengths and weaknesses</p>	<p>Recap safety procedures</p> <p>Recap basic skills with control and height</p> <p>Start to introduce some advanced twist and rotations, cradle, cat twist, turntable, somersaults</p> <p>Link skills together with control, perform 8-10 bounce routine and analyse performances</p>	<p>Recap safety procedures in events</p> <p>Recap basic techniques and rules of events</p> <p>Understand how to check, mark and record times/distances of competitions</p> <p>Analyse performances and coach in some events</p> <p>Introduce more advanced/complex techniques</p>	<p>Recap basic skills and understand what shot to use and when</p> <p>Start to develop tactical awareness in a game situation in singles and doubles</p> <p>Understand more advanced rules and scoring, pupils should feel confident in umpiring a game</p>	<p>Recap fielding, batting and bowling techniques with accuracy and control</p> <p>Understand and be able to play appropriate shots</p> <p>Develop decision making in game situations e.g., where to throw, type of throw. Identify strength and weaknesses</p>

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Humanities - Politics	KNOWLEDGE DOMAIN	<p>Who holds most power in UK politics?</p> <p>Parliament Government The Opposition</p>	<p>Who holds most power in UK politics?</p> <p>How a bill becomes a law Local government</p>	<p>How democratic is the UK?</p> <p>Democracy Elections Representation</p>	<p>How democratic is the UK?</p> <p>Media Pressure groups Debate activity on how democratic the UK is.</p>	<p>What matters in UK politics?</p> <p>Understanding the issues voters most care about – e.g. economy, immigration, social services, Brexit, climate change.</p>	<p>What matters in UK politics?</p> <p>Positions of the major parties on those issues Political compass activity for students to consider their position on these issues</p>
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<p>Analysis of different kinds of power – legal, political and social.</p> <p>Using historical knowledge to inform the political present.</p> <p>Critical thinking about the authorship of political statements and the purpose behind them.</p> <p>Initial thinking about fairness, equality and participation in the UK's political system.</p>	<p>Analysing the power held by different parts of Parliament, inferring from their outcomes on a particular Bill.</p> <p>Relating the structures of local government to their own lives.</p> <p>Combining the depth of their own lives with the overview of national government to analyse power.</p>	<p>Deep analysis of democracy in the UK's political structures.</p> <p>Preparation for debate requires consideration of arguments on both sides of a debate and writing in an argumentative style.</p>	<p>Analysis of less obvious sources of political power in the UK – interaction of society and politics.</p> <p>Thinking about a different kind of power – influence of the media and pressure groups.</p> <p>Oracy skills developed through the debate, and subsequent reflection on the debate.</p>	<p>Empathy for the situations of different voters, and how that might influence their political views.</p> <p>Economic and numeracy skills in considering public policy trade-offs.</p>	<p>Further consideration of power – how the anticipation of voters' preferences has power over party positions.</p> <p>Political literacy and self-reflection– the ability to outline students' own political views and how they relate to the rest of society.</p>

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Year 8	Students are taught PSHE on rotation. Please see the subject areas below:					
	WELLBEING	CAREERS	RELATIONSHIP SEX EDUCATION	HEALTHY LIVING	SMSC	EXTERNAL INPUT
PSHE	<p>Mental health and mindfulness L1: Stress In this lesson students explore what causes them stress. We look at the importance of having some stress (optimum stress). Introduction to the stress performance curve and ways that we can stay in the optimum stress window. L2: The Window of Tolerance Introduction to 'The Window of Tolerance'. What is our window of tolerance. What keeps us in and what takes us out. L3: Fight, Flight, Freeze, Flop What happens when we come out of our window of tolerance. Students learn about Hypo arousal and hyper arousal. How our bodies and minds respond when we feel fear. What can we do to when our bodies go into Fight, flight, freeze, flop. L4: The Hot Cross Bun model This introduces students to how our thoughts, emotions and physical sensations impact on our behaviours. We explore how we can change our behaviours through being aware of this. Looking at Action rather than Reaction</p>	<p>L1: Baseline assessment Y8 SkillsBuilder Competencies handout for PSHE book Unifrog 'What Are Skills' Lesson SkillsBuilder Checklist L2: Review SkillsBuilder Checklist – identify areas to develop Unifrog 'Competencies Bingo' lesson Reinforce using Unifrog Competencies Tool with STAR method - Good, Bad Brilliant L3: Reinforce use of Unifrog Careers Library – explore options by preferred subjects (link to Y8 options) Using Locker to record snapshots Explore Unifrog 'Read, Watch, Listen' tool L4: What does success mean for me – explore motivations Using Unifrog Careers Library and Favourites Locker Baseline Assessment Plenary</p>	<p>L1: FAMILIES & FRIENDSHIPS How to determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe L2: FAMILIES & FRIENDSHIPS How to recognise a lack of safety in others' relationships and, how to seek help or advice, including reporting concerns about others, if needed. L3 AND 4: MARRIAGE: DIVORCE AND REMARRIAGE To understand the laws surrounding divorce. The impact divorce can have on family and friends. Different types of blended families.</p>	<p>L1: EMOTIONAL LITERACY How to talk about their emotions accurately and sensitively, using appropriate vocabulary. To recognise that happiness is linked to being connected to others. L2: IMPACTS ON MENTAL HEALTH How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. L3: PHYSICAL HEALTH: WHAT IS A HEALTHY LIFESTYLE The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight L4: LINKS BETWEEN INACTIVE LIFESTYLE AND POOR PHYSICAL HEALTH The links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</p>	<p>L1: BODY IMAGE: COMPARISONS The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image) L2: ONLINE LIFE How people may curate a specific image of their life online, over-reliance on online relationships including social media. L3 AND 4: EQUALITY The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>	<p>Brook - Sexual Health TICBOX - Racist language and othering</p>

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Humanities - RPE	KNOWLEDGE DOMAIN	<p>Morality- What does it mean to be good?</p> <p>Religion, Philosophy, Ethical Theory, History</p> <p>What does 'good' mean? (P)</p>	<p>Continue Morality.</p> <p>Assessment: Written assessment (keywords, explain and describe, beliefs, evaluate how easy it is to be a good person using personal views, worldviews and teachings from topic)</p>	<p>Continue Abrahamic religions</p> <p>What did Jesus look like? (HSc)</p>	<p>Continue Abrahamic Religions</p> <p>What did Jesus look like?</p>	<p>Philosophy- Does God exist?</p> <p>Philosophy, Science, Humanism/Non-Religious Worldviews</p>	<p>Continue Philosophy - Does God exist?</p> <p>Philosophy, Science, Humanism/Non-Religious Worldviews</p>
	WORLDVIEWS	<p>What do we use to make moral decisions? (P)</p> <p>Is it people or actions that are good? (P)</p> <p>Examination of Virtue Ethics, also touching on Utilitarianism, Situation</p> <p>Ethics and Divine Command Theory. (P)</p> <p>What does the story of Esther tell us about what it means to be good? (T, P)</p> <p>What does the story of Maximillian Kolbe tell us about what it means to be good? (P, HSc)</p>	<p>Abrahamic religions- Who are 'the people of the book'?</p> <p>Religion, History, Philosophy, Theology, Art History</p> <p>What is an Abrahamic religion? (T)</p> <p>What is the 'book'? (T, HSc)</p> <p>Who was Abraham? (T)</p> <p>Who was Moses? (T, HSc)</p> <p>What did Moses do? (T)</p> <p>How is the Exodus remembered? (T, HSc)</p> <p>How do Jews celebrate today? (T, HSc)</p> <p>Who was Jesus? (T, HSc)</p>	<p>What did Jesus do and teach? (T, HSc)</p> <p>What do different religions believe about Jesus? (T, HSc)</p> <p>Who was Muhammad? (T, HSc)</p> <p>What impact has Muhammad had and how does he compare to other holy figures? (T, HSc)</p>	<p>What did Jesus do and teach?</p> <p>What do different religions believe about Jesus?</p> <p>Who was Muhammad?</p> <p>What impact has Muhammad had and how does he compare to other holy figures?</p> <p>Assessment: Multiple choice knowledge assessment</p>	<p>How do religious experiences try to prove God exists? (P)</p> <p>How does the Design Argument try to prove God exists? (P, HSc)</p> <p>How does the Cosmological argument try to prove God exists? (P, HSc)</p> <p>How might scientific responses try to disprove God's existence? (P, HSc)</p> <p>How might the Problem of Evil try to disprove God's existence? (P, HSc)</p>	<p>Assessment: Written assessment (keywords, beliefs and theories on existence of God, evaluation of whether religious experience proves the existence of God)</p>

	<i>ENGAGE</i> <i>ENQUIRE</i> <i>EXPLORE</i> <i>EVALUATE</i> <i>EXPRESS</i>	Literacy Research Interpretation of evidence Evaluation of viewpoints Analysis of arguments Reflection Discussion Presentation	Literacy Research Textual analysis Evaluation of viewpoints Analysis of arguments Reflection of resources Discussion on impact of prophets Explore how stories from the past are celebrated today	Literacy Interpretation of evidence Collaboration Evaluation of viewpoints Analysis of arguments Oracy Debate and discussion Exploration of philosophical theories
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Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Science	KNOWLEDGE DOMAIN	Organisms 2- Nutrient groups, food tests and balanced diets. The digestive system including the role of bacteria and enzymes. Gaseous exchange in humans and the mechanism of breathing. How drugs, alcohol and smoking affect the body.	Genes 2- Natural selection, Darwin and the theory of evolution. Extinction and preserving biodiversity. Inheritance of characteristics. The structure of DNA and dominant and recessive alleles.	N/A	Ecosystems 2- Aerobic and anaerobic respiration. Fermentation. Photosynthesis and investigating factors that affect photosynthesis.	Ecosystems 2 (cont.)- How leaves are adapted for photosynthesis. The importance of plant minerals.	
	BIOLOGY						
	CHEMISTRY	Matter 2 – particle model, atoms elements and compounds chemical formulae and writing symbol equations, polymers, group 0, group 1, group 7	N/A	Reactions 2 – Chemical reactions, the differing properties of metals and non metals. The reactivity series of metals, their reactivity with oxygen and the products. The reactions of metals with water and the products. Displacement reactions, writing word and symbol equations. Combustion reactions, thermal decomposition, conservation of mass and endo/exothermic reactions.	Reactions 2 (Cont) – Combustion reactions, thermal decomposition, conservation of mass and endo/exothermic reactions.	N/A	Earth – Structure of the earth Sedimentary rocks Igneous and metamorphic The rock cycle Ceramics
	N/A	Forces and Electromagnets 2 – How do drag, friction and air resistance affect movement, Squashing and stretching springs	Forces and Electromagnets 2 – How do gasses produce pressure? How does water pressure change with depth and how is	N/A	Energy and Waves 2 – Calculating and defining work done, relating energy and temperature in objects, Describing how heat transfers	Energy and Waves 2 – Introducing transverse and longitudinal waves, and how we model and label them	

	PHYSICS		with practical investigation on relationship between force and extension	upthrust produced? How do we calculate stress on a solid? Shape of magnetic fields, Structure and uses of electromagnets and how we make them stronger		through conduction, convection and radiation,	
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	Investigation planning Write-ups of investigations Collecting and presenting data. Calculating percentages	Investigation planning Write-ups of investigations Carry out investigations into Friction	Investigation planning Write-ups of investigations Calculation skills around calculating pressures	Investigation planning Write-ups of investigations Calculating percentages Carry out investigations on various metals. Analyse and present results.	Investigation planning Write-ups of investigations	Investigation planning Write-ups of investigations Carry out practical procedures using instructions without guidance and in a calm fashion with due regard to the safety of others

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		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		<p>TAUGHT ON ROTATION WITH OTHER DT SUBJECTS AS PART OF CAROSEL SYSYEM ACROSS ALL THREE TERMS</p>					
		<p>Project: Desk organiser</p> <p>Context: Students are tasked to create a dual product that stores both a phone and various stationary items.</p>					
Technology – Product Design	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> • Understand the importance of CAD/CAM in the process manufacture. • Understand the working properties & characteristics of acrylic, pine & aluminium. • Understand thermal and mechanical joining Methods. • Mathematical calculations (Areas and Percentages) • The process of thermoforming. • Have an awareness of specific terminology linked to the subject/project. 					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> • Ability to create multiple designs using natural or geometric patterns. • Ability to evaluate and improve on their initial design. • Drawing in Isometric. • Use of CAD (2D Design to create the Phone Holder Back). • Use and application of area and wastage calculations. • Ability to deploy a range of graphical drawing techniques to produce a final design that is clear for a third party to interpret. • Evidencing a range of practical skills to produce a combined Phone holder and Desk Tidy that is designed reflecting a chosen influence of either natural patterns or geometric shapes, including sanding, cutting, marking out and drilling materials. • Independent research. • To apply subject specific terminology accurately and correctly. 					

Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
<p>TAUGHT ON ROTATION WITH OTHER DT SUBJECTS AS PART OF CAROSEL SYSEYEM ACROSS ALL THREE TERMS</p>							
<p>Project: Rainforest inspired mobile phone cover for a fashion brand</p> <p>Context: Students will be working as a designer for a top fashion brand and have been commissioned to design a range of fashion accessories to help the rainforest alliance raise awareness of their work.</p>							
Technology - Textiles	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> • Understand the importance of conserving the rainforest for future generations. Why is this important? • Understand how to gather relevant research to inspire creative thinking. (Mood board and critical study) • Understand the concept of how to design and create a printed textile – looking at how patterns can repeat. • Select and use specialist tools and equipment safely i.e. How to confidently use a sewing machine. • Understand the concept of how to make a block print. • Have an awareness of specific terminology linked to the subject/project 					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> • Ability to present research creatively to reflect the theme and their chosen designer. • Use research and evaluation skills to analyse the style of their chosen fashion brand. • Design in response to a brief for a fashion brand. • Ability to deploy a range of art techniques to produce textile print ideas, accessory designs and fashion illustrations. • Use a range of practical skills to produce a mobile phone cover that reflects the theme and their brand: block printing, creating an open seam and applying a fastening. • To apply subject specific terminology accurately and correctly 					

Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		TAUGHT ON ROTATION WITH OTHER DT SUBJECTS AS PART OF CAROSEL SYSEM ACROSS ALL THREE TERMS					
		Project: Healthy Eating and Nutrition					
Technology – Food Preparation & Nutrition	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> • Understand the importance of healthy eating and understand some health issues that may arise in later life if a healthy diet and lifestyle is not followed. • Understand how the Eatwell Guide can be used to plan and evaluate one's diet. • Understand the basis of the Traffic Lights food labelling system. • To understand how a diet can be adjusted to include healthier options. • Research into a range of Special Diets – for ethical, medical, religious reasons or for life stages or lifestyle choices • Research into dishes from other cultures – for example ingredients grown, reared and caught/cooking methods. • Have an awareness of specific terminology linked to the subject/project. 					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> • Practical skills – Develop knife skills/vegetable preparation/use of hob and oven/pastry making/portioning/lining tins/setting a mixture. • To be able to suggest adjustments to include healthier food options. • To be able to identify the amount of energy, protein, fats and carbohydrate in packaged food. • To be able to suggest suitable healthy dishes that could be served to an individual on a specific diet. • To develop practical skills and familiarise students with cooking methods and the handling of ingredients from other cultures. • To apply subject specific terminology accurately and correctly. 					

Year 8		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
		TAUGHT ON ROTATION WITH OTHER DT SUBJECTS AS PART OF CAROSEL SYSEM ACROSS ALL THREE TERMS					
		Project: Rescue Shelter					
		Context: Students are tasked to create a shelter that will provide a better quality of life for people displaced by a natural disaster and support them in rebuilding their lives.					
Technology – Graphics	KNOWLEDGE DOMAIN	<ul style="list-style-type: none"> • An awareness of how climate change is impacting on our way of life. • Understanding what measures and scientific approaches are in place/ being trialled to tackle natural disasters? e.g., warning systems. • Understanding How climate could have an impact on the disaster occurring. • Have an awareness of specific terminology linked to the subject/project. • An awareness of what types of sustainable measures are being used by Architects to improve the efficiency of building designs. • Understand the design process of how to create, refine and develop an idea into a final design proposal. • Understand the core principles of successfully creating an industry standard architectural floor plan to a set scale. 					
	SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM	<ul style="list-style-type: none"> • Present research creatively and to a high standard. • Designing in response to a brief (problem solving) and for a set audience • Use of scale and unit conversions to produce Architectural working drawings. • Ability to deploy a range of graphical drawing techniques to successfully communicate high quality design drawings. • The ability to produce an accurate Architectural Floor plan. • The ability to successfully interpret and use a design specification to inform the development of design ideas. • Critically evaluate work to aid in the process of addressing areas to refine and improve. • Successfully convert a 2d hand sketched design into a final 3D visualisation using CAD software. • To apply subject specific terminology accurately and correctly. 					

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	Sport	Music	English	Humanities & Science	Drama	Others
Extra-Curricular	Basketball Football Rugby Hockey Trampolineing Netball Sue Raven Dance Club (External) Step into Dance	<p>Junior/Intermediate Ensembles:- these are open to performers that are working between grades 1 & 5 – students must contact the Music Department before attending</p> <p>Junior/Intermediate Ensembles: Intermediate Strings Intermediate Concert Band Junior Jazz Band Show Choir Lower School Choir</p> <p>Senior Ensembles - once a performer has reached grade 5 -- students must contact the Music Department before attending Senior Strings Senior Concert Band Jazz Band Symphony Orchestra Show Choir Chamber Choir</p> <p>Smaller Ensembles -these tend to be directed by members of the peripatetic team and can vary year on year. The Rhythm Corporation Pure Sax Classical Guitar Ensemble Wind Ensemble Brass Ensemble</p>	Poetry Club Magistrates Mock trial Literature Club	Politics Club Year 8 Science & Engineering Club Agricultural Science	Lower School Drama Club (External) LAMDA Acting (External) SWCHS Musical Theatre Group (External)	Unit – Lunch and after school Chess Club Computing Club Diversity Allies LGBTQ+ Allies