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**LVS** Hassocks

**CURRICULUM BOOKLET**

**2023-24**

## Curriculum offering

	Key Stage 3 Syllabus	Key Stage 4 Syllabus	Key Stage 5 Syllabus
Maths	National Curriculum for KS3  Maths ASDAN step up to GCSE  Computing: data	<b>GCSE Maths – Foundation Level 1 / 2 Functional Skills</b>	<b>Functional skills 1 / 2 (for students who did not pass in year 11)</b>
English	National Curriculum for KS3	<b>GCSE Lift 2.0 – English Language Level 1 / 2 Functional skills</b>	<b>GCSE Re-sit OR Functional skills 1 / 2 (for students who did not pass in year 11)</b>
Science	National Curriculum for KS3  <b>CREST Award for year 7</b>  Computing: circuits and programming	<b>Cambridge Technical Level 2</b>	N/A
History	National Curriculum for KS3	<b>ASDAN Short course in either: History OR Geography</b>	
Geography	National Curriculum for KS3		
R.E.	National Curriculum for KS3		
Art	National Curriculum for KS3 <b>Arts Award Level 1 for year 8</b>	<b>GCSE Art Or BTEC Art</b>	LVS Specific
Food Technology	National Curriculum for KS3	<b>BTEC Home Cooking Level 2</b>	LVS Specific
Outdoor Learning	LVS Specific	LVS Specific	
Performing Arts	National Curriculum for KS3	N/A	LVS Specific
Personal studies (PSHE)	National Curriculum for KS3	National Curriculum for KS4	National Curriculum for KS4 LVS Specific
Social Studies (PSHE)	National Curriculum for KS3 LVS Specific	National Curriculum for KS4 LVS Specific	LVS Specific
Sport	National Curriculum for KS3  Albion in the community	<b>BTEC Sport</b>  <b>Duke of Edinburgh Award</b>	LVS Specific

## **LVS HAS SOCKS: A UNIQUE CURRICULUM**

LVS Hassocks provides opportunities for learning beyond a traditional classroom setting. Every environment is a learning opportunity and each student has their individual learning journey. We aim to provide students with the skills to be curious and develop their own understanding of the world, considering the complexities of social rules and structures which can sometimes feel overwhelming to autistic young people.

### **Pastoral Curriculum**

Students are expected to attend, and take part in, assemblies as part of the social studies programme. Twice each half term, each year group will attend an assembly on Monday morning. This will be led by members of the leadership team or form groups. In addition, each student has a school planner. This planner has opportunities for daily reflection. This helps students track their own progress and set personal goals. Students are encouraged to fill these out in their daily Wrap Up sessions.

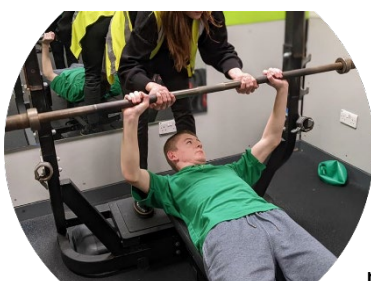
### **Link colleges**

At Key stage 4, students may be given the opportunity to attend college once a week. This might be to study courses particular to them or explore taster sessions in a range of different activities. Some students may gain level 1 or 2 qualifications on these courses, helping diversify their skill set and getting them ready for education beyond LVS Hassocks.



### **Learning outside the Classroom**

LVS Hassocks promotes the importance of learning in different environments, considering cross curricular skills. As part of the curriculum offering, 20% of our curriculum is conducted away from a traditional classroom setting and making the most of our 42 acres. Students are encouraged to see subjects beyond the page and screen in order to apply the skills they learn to a range of environments.



### **External Trips and Visits**

Beyond the school gates, there is a world of cultural capital to explore. Students will take part in school trips which enhance their learning experience. This may be a visit to a local synagogue for R.E. or a local artist in Brighton. Students may plan trips to London so they can explore how to use public transport. For some students, weekly visits to the local gym mean that

they are able to have autonomy over their fitness journey, as well as helping them adapt to public environments. Flexibility in our curriculum means that students' understanding is supported with real life scenarios, even if that first step is going to a coffee shop and ordering a hot chocolate!



## Careers



LVS Hassocks promotes the importance of a curriculum for careers. Work experience opportunities as well as visits to local businesses allow students to see the prospects ahead of them, as well as develop their understanding of the educational expectations needed to achieve their personal goals. This might be through a careers day or speaking to professionals from different industries. Helping students prepare for life beyond education is an integral part of the curriculum offering.

## Drop Down Days

To foster learning as a lifelong passion, we recognise that every opportunity should be taken to discover something new. This might be through activities related to world book day or specific activities related to National STEM week. Activities such as online safety day help students make connections between learning within the school day and life beyond the classroom.



## Teaching, learning and Therapy

LVS Hassocks recognises that every child has their own outcomes outlined in their EHCP. This means that progress must be measured in a variety of ways. As such, it is important that the curriculum is supported by regular contact between teaching staff and our therapy team. This may mean that the traditional curriculum needs adapting to address a bigger priority for the individual; the team around the student will take time to consider the most appropriate goals and what steps need to be made to help them achieve this outcome.



## LVS HAS SOCKS: MATHS CURRICULUM

### Core Skills:

- Problem solving
- Addition, subtraction, multiplication and division
- Fractions, decimals and percentages
- Shapes and measurements
- Ratios
- Handling data
- Basic formulas



At LVS Hassocks we aim to instil a love of maths by exploring problem solving with our students. Maths and numeracy are key skills for life and it is important to see how maths translates outside the classroom. Maths requires logical thinking, pattern seeking and an ability to apply ideas in different scenarios; all these skills are essential parts of life.

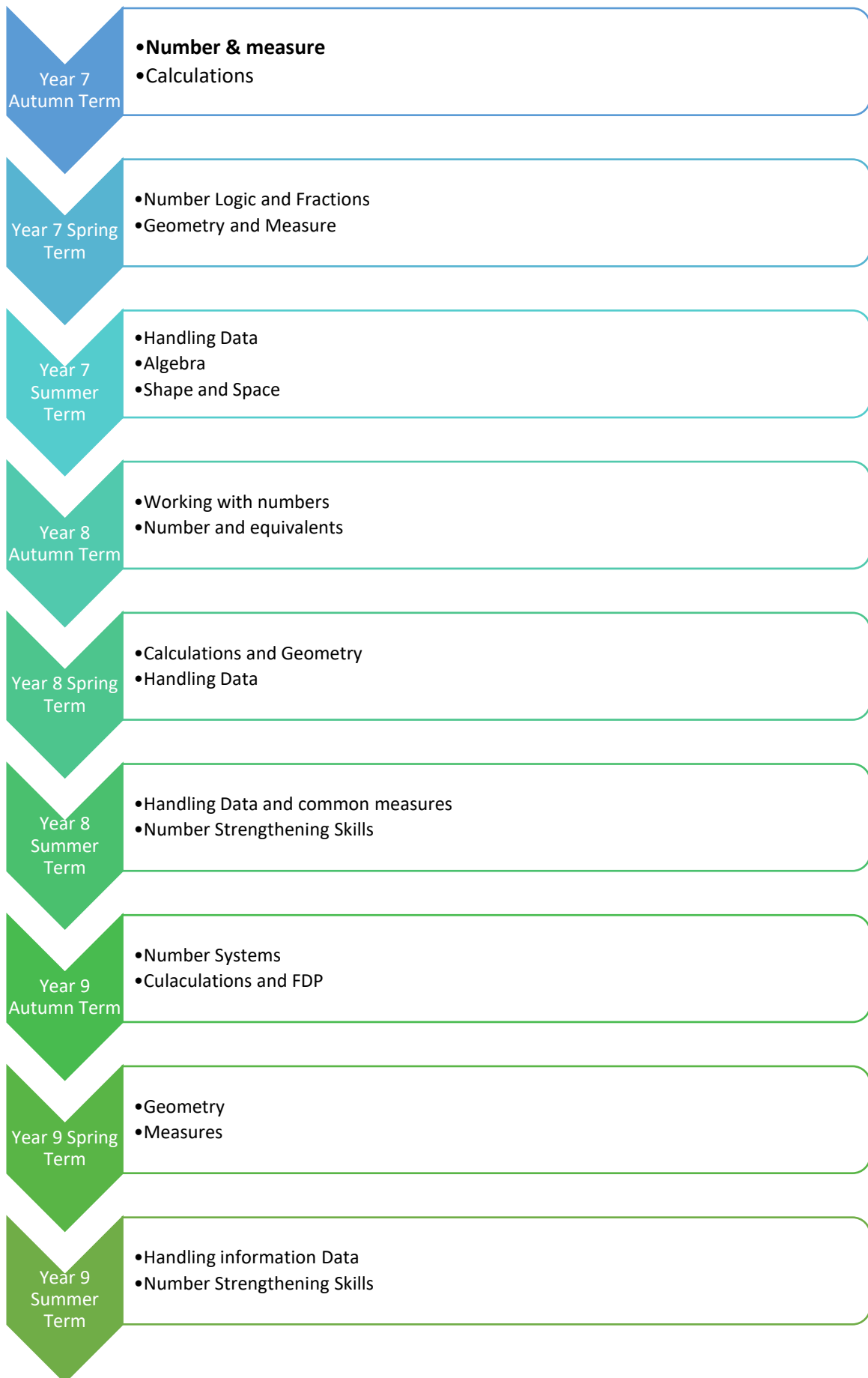
Often, maths features an element of repetition; learning about handling data in year 7 is revisited and developed later in key stages 3 and 4. This method of repetition and development is an important learning skill; the ability to apply previous knowledge to enhance future understanding.



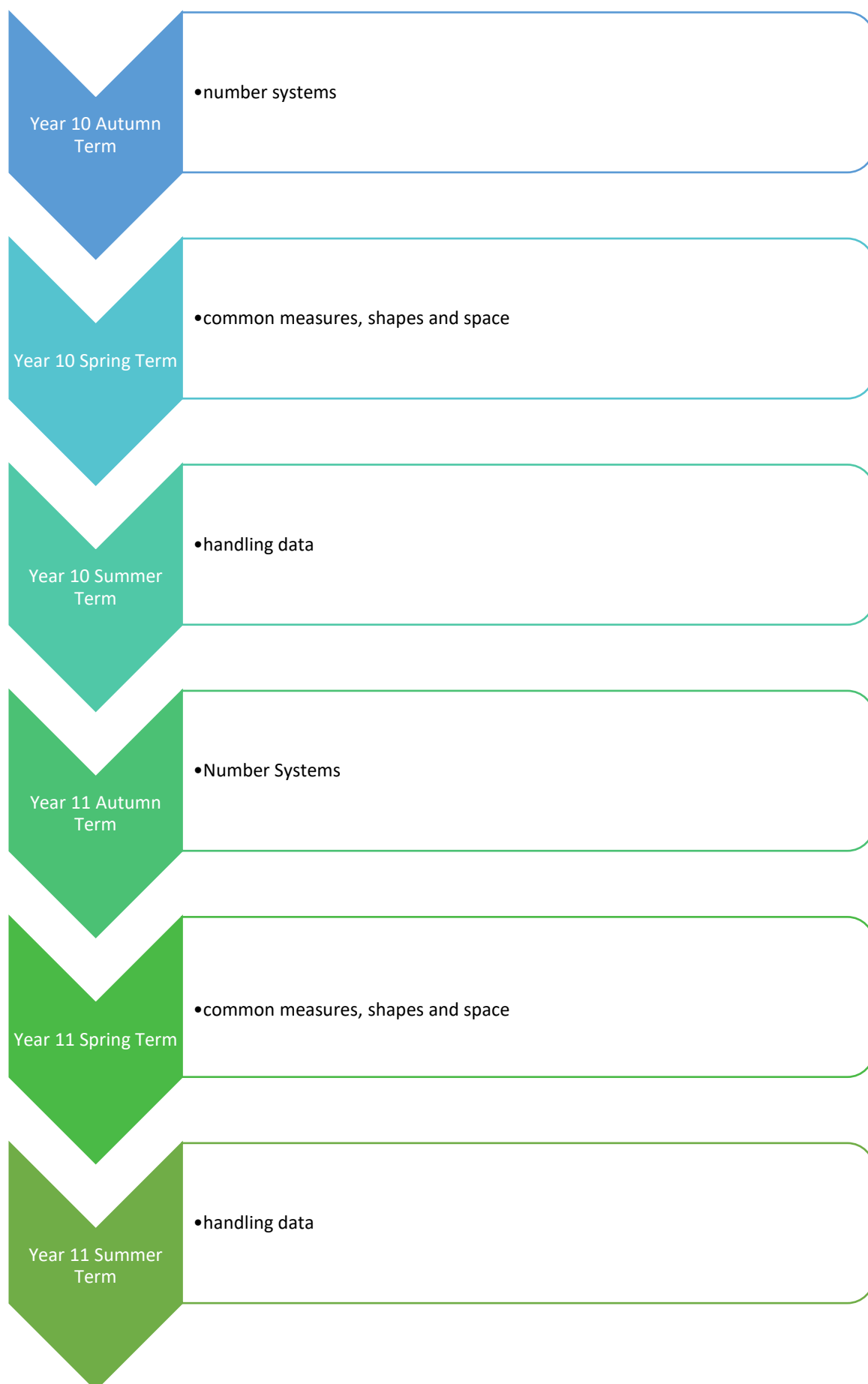
### Key Stage 3 Maths Assessment Grid

Assessment Objective	Descriptor	Student Progress	Key Stage 3 Grade descriptors	
			1-50 points	Functional Skills
AO1	Use and apply standard techniques Students should be able to: accurately recall facts, terminology and definitions; use and interpret notation correctly; accurately carry out routine procedures or set tasks requiring multi-step solutions.	Working Towards	1-10	WT EL1
		Some competence	11-20	EL1
		Mostly competent	21-30	EL2
AO2	make deductions, inferences and draw conclusions from mathematical information; construct chains of reasoning to achieve a given result; interpret and communicate information accurately; present arguments and proofs; assess the validity of an argument and critically evaluate a given way of presenting information.	Highly competent	31-40	EL3
		Exceedingly competent	41-50	EL3/L1
AO3	translate problems in mathematical or nonmathematical contexts into a process or a series of mathematical processes; make and use connections between different parts of mathematics; interpret results in the context of the given problem; evaluate methods used and results obtained; evaluate solutions to identify how they may have been affected by assumptions made.			

## Maths Curriculum Map: Key Stage 3

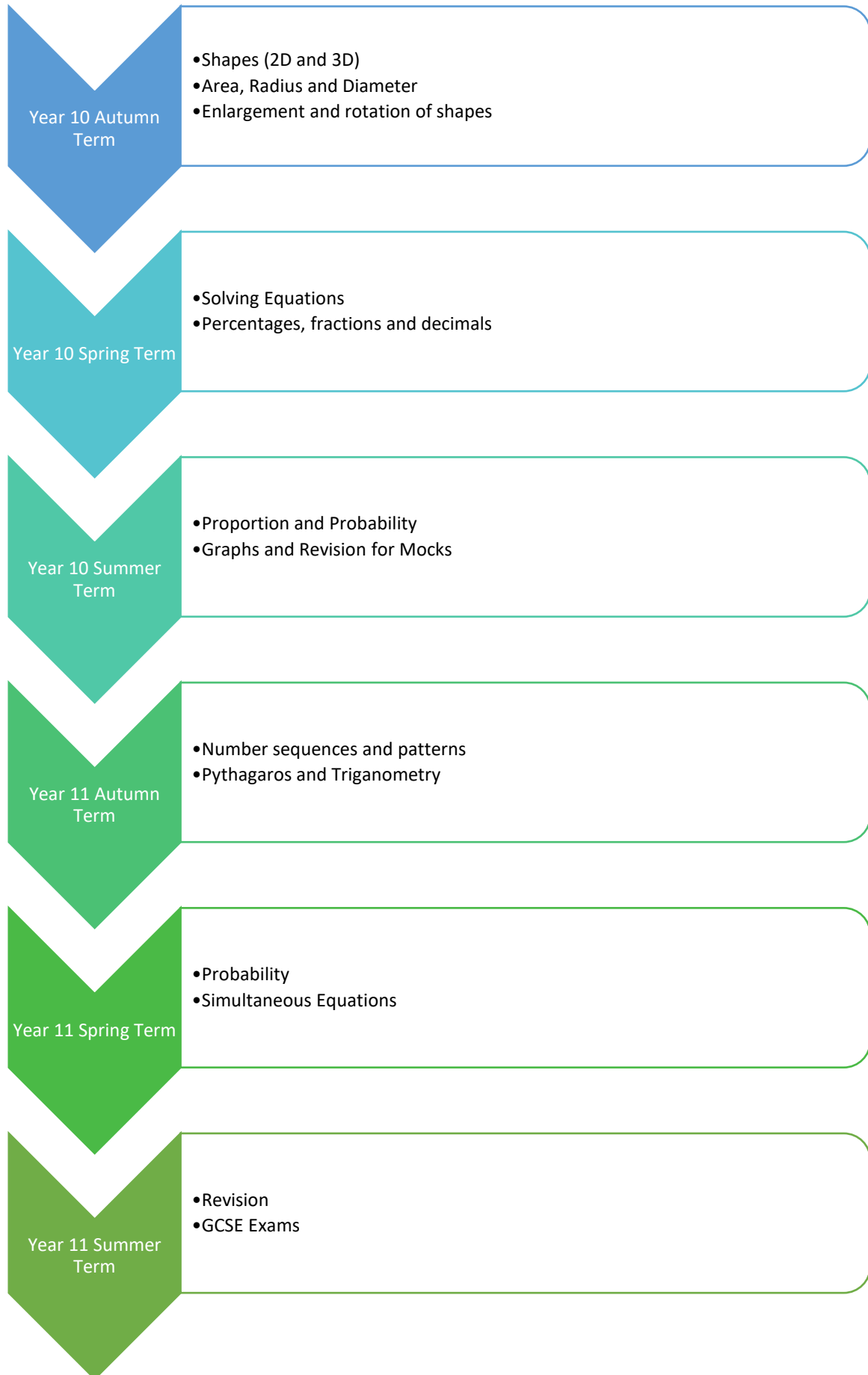


## Maths Curriculum Map: Functional Skills





## Maths Curriculum Map: GCSE



# Year 7 Maths: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Baselining Place value recognition	Multiplication Mental methods	Measures: Time	2D shapes Naming, properties, lines inc Symmetry	Measures – Length, Mass, Capacity	Function Machines Sequences & rules
Week 2	Place value – Ordering and comparing Placing on number line	Multiplication Written methods	Measures: Time	2D shapes – manipulation 2D shapes in 3D investigation	Measures – Length, Mass, Capacity, Time	Sequences – square numbers; cube numbers and triangular number exploration
Week 3	Place value – Rounding and estimating	Division Mental strategies linear	Fractions – pictorial representation fractions of amounts	3D shapes Properties	<i>Collecting &amp; interpreting data</i> – extracting information and creating lists, tables, tally and frequency charts	Algebra: notation; missing terms in sequences (nth); expressions
Week 4	Addition & Subtraction – mental strategies Column method	Division Written methods	Find equivalent fractions Simplifying fractions	Perimeter	<i>Collecting &amp; interpreting data</i> – interpreting and drawing pictograms and bar charts	Negative numbers
Week 5	Addition & Subtraction – Column method with exchange problems	Problem solving in real life context	Fractions Conversions in mixed number and improper fractions Ordering	Area Counting squares; formula for rectangles, squares Volume	<i>Collecting &amp; interpreting data</i> – interpret and produce line graph	Negative numbers and coordinates
Week 6	Money Addition and subtraction of decimals Problem solving	Multiples And factors Prime numbers	Fractions Calculations	Angles measuring	<i>Collecting &amp; interpreting data</i> – Presenting data in a variety of ways	Revision End of year open ended assessment task

# Year 8 Maths: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Baselining Place value – Ordering integers, decimals and negative numbers Drawing on a number line	Money including conversion	Ratio and Direct Proportion	Perimeter and Area	Indices including square roots	Probability Introduction via games
Week 2	Place value Positive and negative numbers – number line Rounding of numbers for simple approximations	Percentages calculate	Simple scales – maps and drawings	Angle – measuring Finding unknown angles	Primes, factors and multiples	Probability scale
Week 3	Multiplying and dividing wholes and decimals by 10, 100, 1000	Percentages Increases/decreases interest Money	Length Including unit conversion	Lines – parallel, perpendicular Transformation	BIDMAS	Algebra Solve simple, missing number equations Algebraic notation Recognise and interpret eg $a + a + a = 3a$
Week 4	Addition and subtraction including of decimals	Fractions Equivalent including in decimals and %	Weight and Capacity  Including unit conversion	Construct 2D shapes triangles and quadrilaterals	Construct and organise data for categorical data and grouped numerical data  Interpret data	Solve linear equations
Week 5	Multiplying	Fractions Mixed numbers conversion Add and subtract	Time Different formats Conversion	3D shapes Plans, elevations and nets	Construct and organise data for grouped and ungrouped numerical data  Interpret data	Write expressions from given information Create algebraic equations to solve a real life problem
Week 6	Dividing 4 operations with integers and decimals Using a calculator	Fractions Estimating and calculating Christmas activities Christmas Sharing	Measures Problems	Volume	Construct and interpret pie charts	Revision End of year open ended assessment task

Year 9 Maths: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Baselining	Powers and roots	Converting between F,D,P  E3.19 Review 2D and 3D shapes & properties	Finding missing angles	<i>E3.21 Extract information from lists, tables, diagrams and charts and create frequency tables</i>  <i>E3.22/23 Representing &amp; interpreting data – tally and frequency tables</i>	<i>Entry level exam practice</i>
Week 2	Place value & Ordering whole numbers  Ordering directed numbers	BIDMAS – order of operations	2D-3D representation  Nets - Identification and construction Calculate perimeter of simple / compound shapes	Drawing angles  Accurate construction of shapes	<i>E3.22/23 Representing &amp; interpreting data – pictograms &amp; bar charts</i>	<i>Entry level exam practice</i>
Week 3	Addition and Subtraction to 10,000	Fractions	Calculate and solve problems involving areas of composite shapes  Calculate and solve problems involving surface area of 3D shapes	Accurate construction of shapes	<i>E3.22/23 Organising, representing &amp; interpreting data – line graphs</i>	<i>Multiplying whole numbers</i>  <i>Dividing whole numbers</i>
Week 4	Multiplying & Dividing by 10, 100, 1000  Rounding & Estimating	Fractions	Calculate Volume	E3.14 Measures – Length, Mass, Capacity	<i>E3.22/23 Organising, (representing) &amp; interpreting data – pie charts</i>	<i>Multiplying negative numbers</i>  <i>Dividing negative number</i>
Week 5	Prime numbers Factors & Multiples	Decimals	Properties of circles  Calculate measures of circles using equations	E3.15-17 Comparing measures – Length, Mass, Capacity	<i>E3.20 Describing position &amp; direction via 8 compass points and fractional turns</i>	<i>Multiplication sequences &amp; rules</i>
Week 6	Highest common factors	Decimals	Angles / Angle problems	E3.5 Rounding and Estimating	Assessment	<i>Multiplication calculations and skills</i>

	Lowest common multiples					
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Year 10 Maths Functional Skills: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Baselining	Powers and roots	Converting between F,D,P  E3.19 Review 2D and 3D shapes & properties	Finding missing angles	<i>E3.21 Extract information from lists, tables, diagrams and charts and create frequency tables</i>  <i>E3.22/23 Representing &amp; interpreting data - tally and frequency tables</i>	<i>Entry level exam practice</i>
Week 2	Place value & Ordering whole numbers  Ordering directed numbers	BIDMAS -order of operations	2D-3D representation Nets - Identification and <b>construction</b> Calculate perimeter of simple/compound shapes	Drawing angles  Accurate construction of shapes	<i>E3.22/23 Representing &amp; interpreting data - pictograms &amp; bar charts</i>	<i>Entry level exam practice</i>
Week 3		Fractions	Calculate and solve problems involving areas of		<i>E3.22/23 Organising,</i>	<i>Multiplying whole numbers Dividing whole numbers</i>

	Addition and Subtraction to 10,000		composite shapes  Calculate and solve problems involving surface area of 3D shapes	Accurate construction of shapes	<i>representing &amp; interpreting data - line graphs</i>	
Week 4	Multiplying & Dividing by 10,100, 1000 Rounding & Estimating	Fractions	Calculate Volume	E3.14 Measures- Length, Mass, Capacity	<i>E3.22/23 Organising, (representing) &amp; interpreting data - pie charts</i>	<i>Multiplying negative numbers Dividing negative number</i>
Week 5	Prime numbers Factors & Multiples	Decimals	Properties of circles  Calculate measures of circles using equations	E3.15-17 Comparing measures - Length, Mass, Capacity	<i>E3.20 Describing position &amp; direction via 8 compass points and fractional turns</i>	<i>Multiplication sequences &amp; rules</i>
Week 6	Highest common factors Lowest common multiples	Decimals	Angles/ Angle problems	E3.5 Rounding and Estimating	Assessment	<i>Multiplication calculations and skills</i>
Week 7						

### Year 11 Maths Functional Skills: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Baselining	Collecting Like Terms	Converting FDPs	Compound Interest	Area and Perimeter	Representing Data
Week 2	Place and Ordering Whole Numbers	Multiplying/Dividing Expressions	Fraction of Amounts	Reverse Percentages	Volume	Representing Data
Week 3	Orders of Operations	Substitution	Fraction Operations	Simplifying Ratios	Plans and Elevations	Correlation
Week 4	Negative Numbers	Forming Expressions	Percentage of Amounts	Sharing into a Ratio	Averages	Exam Prep
Week 5	Rounding	Rearranging Formulae	Increase/Decrease by a Percentage	Direct Proportion	Grouped Data	Exam Prep
Week 6	Estimations	Solving Equations	Percentage Change	Inverse Proportion	Probabilities	Assessment
Week 7	Assessments	Assessment	Assessment	Assessment	Assessment	

### Year 10 Maths GCSE: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Area of Rectangles and Triangles	3D Shapes	Simplifying Expressions	Percentage of Amounts	Direct Proportion	Scatter Diagrams and Correlations
Week 2	Compound Shapes	Volume	Solving Linear Equations	Increase/Decrease by a Percentage	Inverse Proportion	Grouped Data
Week 3	Parallelograms and Trapeziums	Surface Area	Solving Linear Equations	Compound Interest	Calculating Probabilities	Revision: Number
Week 4	Circumference of Circles	Reflection	Plotting Linear Graphs	Reverse Percentages	Mutually Exclusive Events	Revision: Ratio and Proportion
Week 5	Area of Circles	Rotational	Finding the Gradient	Compound Measures	Expectations and Outcomes	Revision: Geometry
Week 6	Answers in terms of $\pi$	Enlargement	Assessment	Assessment	Assessment	Revision: Algebra
Week 7	Assessment	Assessment				



# Year 11 Maths GCSE: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Area of Sectors	Pythagoras' Theorem	Similarity	Laws of Indices	Distance-Time Graphs	Revision: Number
Week 2	Volume and Surface Area of Pyramids and Cones	Applying Pythagoras' Theorem	Congruency	Standard Form	Velocity-Time Graphs	Revision: Ratio and Proportion
Week 3	Volume of Spheres	Pythagoras with Isosceles Triangles	Probability of Combined Events	Simultaneous Equations: Elimination Method	Quadratics Graphs	Revision: Geometry
Week 4	Patterns in Number	Trigonometric Ratios	Two-Way Tables	Simultaneous Equations: Substitution Method	Expanding and Factorising Quadratics	Revision: Algebra
Week 5	Number Sequences	Calculating lengths and angles using trigonometry	Probability and Venn Diagrams	Linear Inequalities	Solving quadratic equations by factorisation	Revision: Probability and Data
Week 6	Finding the nth term	Solving problems using trigonometry	Probability Trees	Assessment	Assessment	
Week 7	Assessment	Assessment	Assessment			

### Key stage 5 Maths Functional Skills: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Baselining	Powers and roots	Converting between F,D,P  E3.19 Review 2D and 3D shapes & properties	Finding missing angles	<i>E3.21 Extract information from lists, tables, diagrams and charts and create frequency tables</i>  <i>E3.22/23 Representing &amp; interpreting data -tally and frequency tables</i>	<i>Entry level exam practice</i>
Week 2	Place value & ordering whole numbers  Ordering directed numbers	BIDMAS - order of operations	2D-3D representation Nets - Identification and <b>construction</b> Calculate perimeter of simple/ compound shapes	Drawing angles  Accurate construction of shapes	<i>E3.22/23 Representing &amp; interpreting data - pictograms &amp; bar charts</i>	<i>Entry level exam practice</i>
Week 3	Addition and Subtraction to 10,000	Fractions	Calculate and solve problems involving areas of composite shapes  Calculate and solve problems involving surface area of 3D shapes	Accurate construction of shapes	<i>E3.22/23 Organising, representing &amp; interpreting data - line graphs</i>	<i>Multiplying whole numbers Dividing whole numbers</i>
Week 4	Multiplying & Dividing by 10,100, 1000  Rounding & Estimating	Fractions	Calculate Volume	E3.14 Measures- Length, Mass, Capacity	<i>E3.22/23 Organising, (representing) &amp; interpreting data - pie charts</i>	<i>Multiplying negative numbers Dividing negative number</i>
Week 5	Prime numbers Factors & Multiples	Decimals	Properties of circles  Calculate measures of circles using equations	E3.1S-17 Comparing measures - Length, Mass, Capacity	<i>E3.20 Describing position &amp; direction via 8 compass points and fractional turns</i>	<i>Multiplication sequences &amp; rules</i>

Week 6	Highest common factors Lowest common multiples	Decimals	Angles/ Angle problems	E3.S Rounding and Estimating	Assessment	<i>Multiplication calculations and skills</i>
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## LVS HAS SOCKS: ENGLISH CURRICULUM

Core skills:

- Reading
- Writing
- Speaking and listening

LVS Hassocks promotes a love of English language and literature across the curriculum. English lessons are focused on developing analytical skills, developing inference and applying key skills in a creative setting. Students at LVS Hassocks explore a range of fiction and non fiction texts which allow students growth of cultural capital. English lessons are also an opportunity to develop social skills; students are encouraged to share opinions about texts they have read, comparing ideas and engaging in healthy debates.



The English curriculum follows texts as a guide point for students from which they are encouraged to be creative in their responses. At Key Stage 4, students focus on GCSE English Language where they are taught the skills to unpick and evaluate texts. This GCSE also focuses on developing transactional writing skills, allowing students to apply the techniques they have carefully analysed in others to their own work. This creative process encourages students to engage in critical thinking and self reflection.

Some students may need more support in English skills. The Functional Skills curriculum may be more appropriate at Key Stage 4; the level 1 and 2 qualifications allow students to focus on a more practical application of English skills which can be translated into a work based environment. Students may be directed to this programme of study by their class teacher and through discussion with parents/carers.



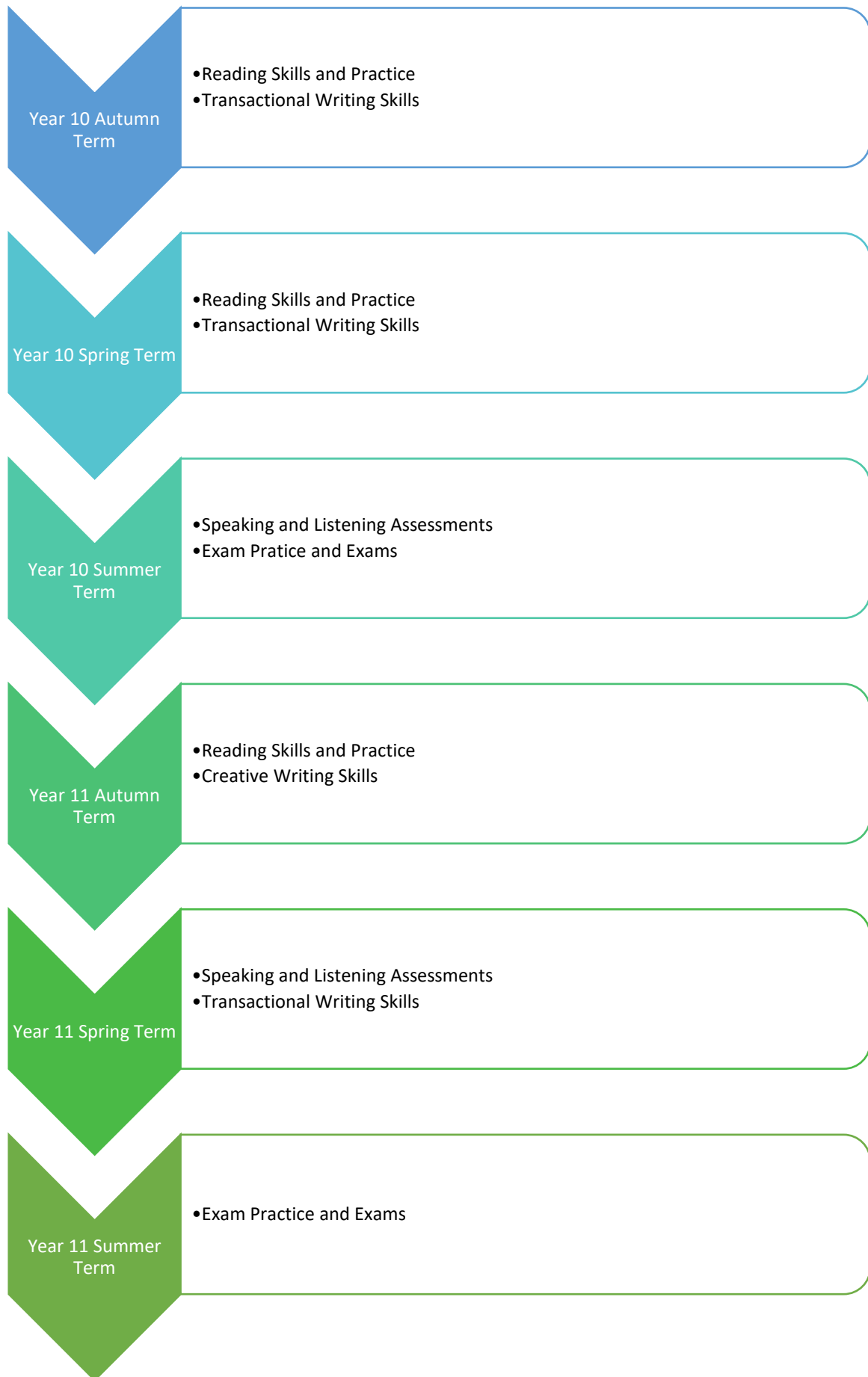
# Key Stage 3 English Assessment Grid

	Assessment Objective	Descriptor	Student Progress	Key Stage 3 Grade descriptors	
				1-50 points	Functional Skills
READING	AO1	<b>Identify</b> and <b>interpret</b> explicit and implicit information and ideas <b>Select</b> and <b>synthesise</b> evidence from different texts <b>Explain, comment</b> on and <b>analyse</b> how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views <b>Compare</b> writers' ideas and perspectives, as well as how these are conveyed, across two or more texts <b>Evaluate</b> texts critically and support this with appropriate textual references	Working Towards	1-10	WT EL1
	AO2		Some competence	11-20	EL1
			Mostly competent	21-30	EL2
	AO3		Highly competent	31-40	EL3
	AO4		Exceedingly competent	41-50	EL3/L1
WRITING	AO5	<b>Communicate</b> clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences <b>Organise</b> information and ideas, using structural and grammatical features to support coherence and cohesion of texts 30 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	Working Towards	1-10	WT EL1
			Some competence	11-20	EL1
			Mostly competent	21-30	EL2
	AO6		Highly competent	31-40	EL3
			Exceedingly competent	41-50	EL3/L1
SPEAKING AND LISTENING	AO7	Demonstrate presentation skills in a formal setting <b>Listen</b> and <b>respond</b> appropriately to spoken language, including to questions and feedback to presentations Use spoken Standard English effectively in speeches and presentations	Working Towards	1-10	WT EL1
	AO8		Some competence	11-20	EL1
			Mostly competent	21-30	EL2
	AO9		Highly competent	31-40	EL3
			Exceedingly competent	41-50	EL3/L1

## English Curriculum Map: Key Stage 3



## English Curriculum Map: Functional Skills





## English Curriculum Map: GCSE



## Year 7 English: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Introduction to English <b>Content:</b> Comic Strip Creation <b>Focus:</b> Creating Comic Strips with students as the main characters. Getting to know students, their likes/dislikes and their experiences of school.	Introduction to Poetry <b>Content:</b> Own choice of poems and key vocabulary <b>Focus:</b> Exploring different types of poems and learning key poetry terms.	Introduction to the themes/context of The Boy at the Back of the Class <b>Content:</b> Book cover and blurbs. Information about refugees and immigration <b>Focus:</b> Pre-reading and Predictions skills Understanding social context of book.	Exploring Types of Heroes in Literature <b>Content:</b> Examples of classic heroes, anti-heroes, epic hero, everyman etc (Films, Tv Shows, Plays, Novels) <b>Focus:</b> Understanding, identifying and explaining character archetypes	Introduction to Journalism <b>Content:</b> BBC News, Newspaper Articles, Magazines <b>Focus:</b> Exploring different forms of journalism and different career paths. Writer, News Reporter, Social Media etc	Introduction to Shakespeare <b>Content:</b> RSC Website and other Shakespeare Research <b>Focus:</b> Exploring the history of Shakespeare and The Globe Theatre
Week 2	Baseline Assessments <b>Content:</b> Edexcel Baseline Assessment and SALT Assessment <b>Focus:</b> Assessing skills of new students <b>Deadline for work: 25th Sept</b>	Nature Poetry <b>Content:</b> The Silence Of The Snow Ruth D. Velenski and Fog by Helen Cadbury <b>Focus:</b> Exploring how weather is presented and exploring connotations of words	Chapters 1-3 <b>Content:</b> Novel <b>Focus:</b> Exploring characters and their interactions with each other School Setting	Designing a Hero <b>Content:</b> Harry Potter, Marvel Super Heroes etc. <b>Focus:</b> Designing their own hero, creating a character profile and describing them	Introduction to News Reporting <b>Content:</b> BBC Newsround <b>Focus:</b> Identifying and explaining features in a News Report (both literary and delivery of one)	Introduction to A Midsummer Night's Dream <b>Content:</b> <a href="https://www.bbc.co.uk/teach/class-clips-video/english-a-midsummer-nights-dream-index/z6rcgwx">https://www.bbc.co.uk/teach/class-clips-video/english-a-midsummer-nights-dream-index/z6rcgwx</a> <b>Focus:</b> Pre-reading/Prediction and getting to know the main characters. Watch the play if needed
Week 3	Introduction to Fairy Tales <b>Content:</b> Any classic Fairy Tale <b>Focus:</b> Exploring the typical structure and characters in a fairy tale.	Animal Poetry <b>Content:</b> Jabberwocky Lewis Carrol <b>Focus:</b> Analysis and exploration of poem.	Chapters 4 -7 <b>Content:</b> Novel <b>Focus:</b> Refugees, family trees and meeting teachers	Structuring a Scene <b>Content:</b> The Hobbit <b>Focus:</b> Exploring flashbacks, starting mid action, cliff-hanger endings etc.	Creating Our Own News Report <b>Content:</b> LVS Hassocks <b>Focus:</b> Planning, writing and scripting a News Report	The Lovers <b>Content:</b> Act 1 Scene 1 <b>Focus:</b> Exploring the relationships between Hermia, Helena, Lysander and Demetrius
Week 4	Cinderella in Different Cultures <b>Content:</b> Traditional Cinderella, and The Salmon Princess (Alaskan Cinderella) <b>Focus:</b> Comprehension and comparing the similarities and differences between the presentations of the stories.	Animal Poetry <b>Content:</b> Talking Turkeys Benjamin Zephaniah <b>Focus:</b> Analysis and exploration of poem.	Chapters 8 – 10 <b>Content:</b> Novel <b>Focus:</b> Exploring families and tensions between students. Focus on the big fight.	Building Tension in Writing <b>Content:</b> Voldemort Scenes, <b>Focus:</b> Building tension in creative writing through sentence length and punctuation.	Delivering Our Own News Report <b>Content:</b> LVS Hassocks <b>Focus:</b> Rehearsing and Delivering our News Report	Puck and his Mischief <b>Content:</b> Scenes where Puck uses the love potion and turns Bottom's head into an ass <b>Focus:</b> Exploring comedy in the play
Week 5	Cinderella in Different Cultures <b>Content:</b> <b>Focus:</b> Comprehension and comparing the similarities	Writing our own Animal/Nature Poetry <b>Content:</b> LVS Hassocks School Site	Chapters 11-13 <b>Content:</b> Novel <b>Focus:</b> What does 'words sometimes stick around longer than people' mean?	Writing an Action Scene <b>Content:</b> 'Matilda', 'Hades' & superhero fight scenes <b>Focus:</b> Use of verbs and adverbs to describe action.	Introduction to Article Writing <b>Content:</b> 21 <sup>st</sup> Century Articles from The Guardian	The Happy Ending <b>Content:</b> Final Scenes of the Play <b>Focus:</b> Exploring the 'happy ending' of a comedy

	and differences between the presentations of the stories.	<b>Focus:</b> Using adventurous vocabulary, similes and metaphors to write your own poem.		Using a range of punctuation to enhance action.	<b>Focus:</b> Headlines, Subheading, Images, Structure and style of writing	
Week 6	Twisting Fairy Tales <b>Content:</b> <b>Focus:</b> Changing key components of Fairy Tales e.g gender of main characters, settings, endings etc.	Comparing Animals and Nature in Poetry <b>Content:</b> <b>Focus:</b> Comparing how the same animal/nature is presented in poems	Chapters 14-17 <b>Content:</b> Novel <b>Focus:</b> Context of government and royal family.	Assessment Week Content: Own ideas Focus: Planning and writing a fight scene between a hero and a villain. This can be written or completed in comic book form for differentiation.	Article Writing <b>Content:</b> <b>Focus:</b> Writing an article on a topic relevant to context of time.	Assessment Week <b>Content:</b> A Midsummer Night's Dream <b>Focus:</b> Students to prepare and deliver a presentation/speech about the play. It could be the characters, a scene they loved, a review of the play etc.
Week 7	Assessment Week <b>Content:</b> Previously Studied Fairy Tales <b>Focus:</b> Planning and re-writing a fairy tale with a twist.	Assessment Week <b>Content:</b> <b>Focus:</b> Comparing how 2 poems present the same animal.	Assessment Week <b>Content:</b> Own Opinions about novel <b>Focus:</b> Producing a personal report/review of the novel and what students have learnt from it.			

Year 8 English: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	<p>Introduction to the Gothic</p> <p><b>Content:</b> Pictures, trailers, blurbs of famous Gothic texts.</p> <p><b>Focus:</b> Understanding tropes and features of the Gothic. Understanding 'genre'.</p>	<p>Introduction to War</p> <p><b>Content:</b> WW1, WW2, modern wars such as Ukraine.</p> <p><b>Focus:</b> Exploring why wars start, end and the reasons for them.</p>	<p>Introduction to theme of Survival and 'How to Guides'</p>	<p>Introduction to Novel Study: Noughts and Crosses by Malorie Blackman</p> <p><b>Content:</b> Book cover and blurbs.</p> <p><b>Focus:</b> Prediction and pre-reading tasks.</p>	<p>Re-cap of Shakespeare and Pre-reading and Predictions of The Tempest</p> <p><b>Content:</b> RSC Website Learn and Play Area</p> <p>Trailers of The Tempest, Character names, pictures of stage performances etc.</p> <p><b>Focus:</b> Key information about Shakespeare, the Globe, his writing etc.</p> <p>Making predictions about the characters, themes and plot.</p> <p>Exploring historical context of the play and colonization – could use Pocahontas to help</p>	<p>Introduction to the Travel Writing Genre</p> <p><b>Content:</b></p> <p><b>Focus:</b> Understanding types of travel writing (blogs, adverts, literary non-fiction, brochures, reviews etc)</p>
Week 2	<p>Gothic Settings</p> <p><b>Content:</b> Nuns Graveyard at LVS, City of London in Dr Jekyll and Mr Hyde, Wuthering Heights</p> <p><b>Focus:</b> Descriptive writing about settings (pathetic fallacy etc).</p> <p>Designing their own Gothic setting that links to features of the genre.</p>	<p>WW1 poetry: Remembrance Day</p> <p><b>Content:</b> Wilfred Owen Dulce et Decorum Est</p> <p><b>Focus:</b> Analysing how soldiers experience is presented in the poem</p>	<p>Bear Grylls Survival School</p> <p><b>Content:</b> Bear Grylls Survival School</p> <p><b>Focus:</b> Skills to survive in the wild.</p> <p>Understanding and practicing how to use facts and statistics in writing.</p>	<p>Chapters 1-3</p> <p><b>Content:</b> Novel</p> <p><b>Focus :</b></p>	<p>Opening of the Play</p> <p><b>Content:</b> Act 1 Scene 1 &amp; 2</p> <p><b>Focus:</b> Creating and Staging the opening shipwreck and storm.</p> <p>Exploring the relationship, presentation and backstory of Prospero and Miranda</p>	<p>Exploring Bill Bryson</p> <p><b>Content:</b> A Walk in the Woods</p> <p><b>Focus:</b> Analysing language used to describe the location/setting.</p>
Week 3	<p>Gothic Characters</p> <p><b>Content:</b> Dracula, Frankenstein</p> <p><b>Focus:</b> Gothic monsters and their creation.</p> <p>Use of verbs, adjectives and similes to describe them.</p> <p>Designing their own Gothic Monster</p>	<p>WW1 Poetry</p> <p><b>Content:</b> Who's for the Game by Jessie Pope</p> <p><b>Focus:</b> Comparing how soldiers experience is presented to Dulce</p>	<p>Bear Grylls Survival School</p> <p><b>Content:</b> Bear Grylls Survival School</p> <p><b>Focus:</b> Understanding and Practicing how to give instructions in writing</p>	<p>Chapters 4 -7</p> <p><b>Content:</b> Novel</p> <p><b>Focus:</b></p>	<p>Prospero and his Power</p> <p><b>Content: The Tempest</b></p> <p><b>Focus:</b> Relationship between Prospero and Ariel and Prospero and Caliban.</p> <p>Explore language used between the groups.</p> <p>Imperatives, insults, exclamations, flattery etc.</p>	<p>A Different Walk in the Woods...</p> <p><b>Content:</b> Michael Finkel – A Stranger in the Woods</p> <p><b>Focus:</b> Comparing two texts about a 'walk in the woods' Comparing and Contrasting Connectives</p>

Week 4	Story Structures <b>Content:</b> The Adams Family, Frankenstein, Dorian Grey <b>Focus:</b> Exploring different structures of stories (flashbacks, the quest, rags to riches etc)	WW1 Poetry – The Indian Experience <b>Content:</b> The Chattri memorial in Brighton, The Gift of India by Sarojini Naidu <b>Focus:</b> Exploring different perspectives of war	Great Fire of London <b>Content:</b> Samuel Pepys Diaries <b>Focus:</b> Understanding how to stay safe in a fire. Understanding and practicing how structure a how to guide with advice and instructions.	Chapters 8 – 10 <b>Content:</b> Novel <b>Focus:</b>	Victim or Villain? <b>Content:</b> The Tempest <b>Focus:</b> Exploring whether characters are victims or villains based on their current actions and pasts (e.g Prospero and Caliban).	Presentations of Asia <b>Content:</b> Sue Perkins' East of Croydon & Holiday Advert Video <b>Focus:</b> Comparing different mediums of travel writing about the same location. Inference skills.
Week 5	Using Punctuation and Sentence Structure for effect <b>Content:</b> <b>Focus:</b> Using short sentences, ellipses etc to build tension	Modern War Poetry <b>Content:</b> Kae Tempest <b>Ballad of a Hero</b> <b>Focus:</b> Analysis of poem and presentation of modern war poetry	Great Fire of London <b>Content:</b> Samuel Pepys Diaries <b>Focus:</b> Understanding how to stay safe in a fire. Understanding and practicing how structure a how to guide with advice and instructions.	Chapters 11-13 <b>Content:</b> Novel <b>Focus:</b>	Prospero's Downfall <b>Content:</b> The Tempest <b>Focus:</b> Ending of the play, exploring why characters try to destroy Prospero and morals behind this.	Holiday Reviews <b>Content:</b> Trip Advisor <b>Focus:</b> Format of a review and comparing different reviews of the same holiday location/resort.
Week 6	Planning Gothic Story <b>Content:</b> Own ideas developed across term <b>Focus:</b> Planning a scene from a Gothic story; either a Gothic monster creation scene or getting lost in a Gothic setting.	Modern War Poetry <b>Content:</b> In Times of Peace by John Agard <b>Focus:</b> Analysis of poem considering post-war experience	How to Survive School <b>Content:</b> School Survival Guides <b>Focus:</b> Practice writing a guide to survive Year 7 at school.	Assessment Week	Assessment Week <b>Content:</b> Prospero and Caliban OR Prospero and Ariel <b>Focus:</b> Writing PETER Paragraphs about how 1 relationship is presented in the play.	Racing Across the World <b>Content:</b> BBC Show Race Across the World <b>Focus:</b> Comparing different people perspectives of the same location and journey.
Week 7	Assessment Week <b>Content:</b> Own Ideas <b>Focus:</b> Writing a monster creation scene	Assessment Week <b>Content:</b> Students' Choice <b>Focus:</b> Independent Analysis of a war poem of their choice.	Assessment Week <b>Content:</b> Own ideas developed across term <b>Focus:</b> Writing their own Survival Guide for a situation of their choice			Assessment Week <b>Content:</b> <b>Focus:</b> Comparing 2 pieces of travel writing. Find and summarise 3 similarities with evidence. Explain one 1 similarity in detail

# Year 9 English: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Introduction to types of relationships/love and gender stereotypes in Shakespeare's time. <b>Content:</b> RSC Website <b>Focus:</b> Unrequited love, familial, platonic etc.	Introduction to the Sci-fi and Fantasy Writing Genre <b>Content:</b> The Hobbit, War of the Worlds <b>Focus:</b> Tropes of genre, types of characters, examples of literature.	Introduction to Noughts and Crosses by Malorie Blackman. <b>Content:</b> Blurb, BBC trailer, covers, historic information on racism and apartheid. <b>Focus:</b> Context of apartheid and dystopia. Pre-reading and predictions based on covers, blurbs, trailers etc.	Introduction to Debating <b>Content:</b> Parliamentary Debates, TV Show Debates (Comedy etc) <b>Focus:</b> What it is and why it happens. Language and etiquette of debating	Introduction to Blood Brothers <b>Content:</b> 60's music, lifestyle, jobs, and attitudes. Disparity between rich and poor. <b>Focus:</b> Context of 1960's Liverpool and the British class system.	Introduction to Magazines and Newspapers <b>Content:</b> <b>Focus:</b> Differences in types of newspaper and magazines. Types of writing and layouts
Week 2	Romeo and Juliet's Relationship <b>Content:</b> Romeo and Juliet balcony scene, marriage scene and death scene. <b>Focus:</b> Analysing relationship and evaluating success of it.	Witches and Wizards <b>Content:</b> Merlin, Harry Potter, Salem Witch Trials <b>Focus:</b> Exploring fantasy characters and descriptions of them. Use of adjectives, similes, metaphors etc.	Callum and Sephy's Childhood and School Days <b>Content:</b> Noughts and Crosses <b>Focus:</b> Understanding the characters and families of Callum and Sephy. Exploring the world of Noughts and Crosses.	Socratic Seminar <b>Content:</b> A topic of the classes choice <b>Focus:</b> Prepare for seminar and then host two where students swap around.	The Narrator and Mrs Johnstone <b>Content:</b> Play overview, Narrator's introduction to Mrs Johnstone, Act 1 scene 1. Comparison of narrator's introduction to Mrs Johnstone and 'Marilyn Monroe' song- How should the audience feel about Mrs J. <b>Focus:</b> Understanding the role of the narrator and the character of Mrs Johnstone.	Agony Aunts and Writing to Advise <b>Content:</b> Dolly Alderton Advise Column, Guardian Advise Column <b>Focus:</b> Understanding and practicing writing to advise tropes.
Week 3	Macbeth and Lady Macbeth's relationship <b>Content:</b> Act 1 Scene 7, Macbeth soliloquy and Lady Macbeth's death.	Dragons in Literature <b>Content:</b> The Hobbit, Eragon, Lord of the Rings, Game of Thrones	<b>Content:</b> Noughts and Crosses <b>Focus:</b>	Fun Classroom Debate <b>Content:</b> Hot Air Balloon or Survival Situation	Introducing Mrs Lyons, the agreement, and superstition and fate. <b>Content:</b> Act 1 part 2-4. Understanding the	Review Writing <b>Content:</b> Ali Plum Radio 1 Film Reviews, Food Reviews

	<b>Focus:</b> Analysing relationship and evaluating success of it	<b>Focus:</b> Use of verbs and adverbs to describe movement, looking at use of the senses and ambiguous language to create fear and tension.		<b>Focus:</b> Use of connectives, speaking and listening skills and responding positively.	character of Mrs Lyons, the relationship between Mrs L and Mrs J (class system) and theme of superstition and fate. <b>Focus:</b> Understanding and identifying superstition and fate in Blood Brothers.	<b>Focus:</b> Understanding and practicing review writing tropes.
Week 4	Othello and Desdemona's Relationship <b>Content:</b> Courting scene, cheating scene, death scene. <b>Focus:</b> Analysing relationship and evaluating success of it	Dystopian Writing <b>Content:</b> 1984 and Hunger Games <b>Focus:</b> Exploring dystopian genre and settings.	<b>Content:</b> Noughts and Crosses <b>Focus:</b>	Conceding to an argument and counter arguments <b>Content:</b> Topic of classes' choice 2 minute debates <b>Focus:</b> Conceding to an argument and counter arguments	Eddie, Mickey, and Linda. <b>Content:</b> End of act 1- overview of act 2 Mickey's monologue, the twins' friendship, becoming teenagers, and Eddie and Mickey's argument. <b>Focus:</b> Foreshadowing and dramatic irony. Understanding the relationship between Eddie, Mickey, and Linda.	Sports Commentary. <b>Content:</b> BBC Sports News <b>Focus:</b> Understanding and practicing how to report on a sporting event.
Week 5	Comparing and Contrasting Romantic relationships in Shakespeare <b>Content:</b> All relationships studied <b>Focus:</b> Comparing and contrasting the relationships and evaluating which ones were most successful.	Sci-Fi Writing <b>Content:</b> The Martian, The Time Machine, <b>Focus:</b> Sentence Structure and punctuation to build tension. Use of different narrative perspectives.	<b>Content:</b> Noughts and Crosses <b>Focus:</b>	Functional Skills Prep <b>Content:</b> Past Papers <b>Focus:</b> Revision of skills	The robbery. <b>Content:</b> Analysis of the character of Sammy, the robbery, and Mickey's jail sentence. <b>Focus:</b> Nature Vs. Nurture.	Feature Article Writing <b>Content:</b> Newspaper and Magazines <b>Focus:</b> Understanding and writing articles e.g headings/subheadings, structure and layout, connectives and rhetorical devices.
Week 6	Adapting Shakespeare into the 21 <sup>st</sup> Century <b>Content:</b> Any of the Shakespeare	Fantasy Writing <b>Content:</b> Film and TV Trailers <b>Focus:</b> Developing own fantasy worlds and	<b>Content:</b> Noughts and Crosses <b>Focus:</b>	Functional Skills Exams <b>Content:</b> Past Papers <b>Focus:</b> Sitting Exams	The affair. <b>Content:</b> The affair between Eddie and Linda, analysis of final scene.	Creating an LVS Hassocks Newspaper <b>Content:</b> Own Ideas <b>Focus:</b> Researching, planning, writing and



	relationships previously studied. <b>Focus:</b> Considering how this relationship would be different in the 21 <sup>st</sup> century. Consider relevant context, location, gender and gender stereotypes, changing of laws etc.	plots that could occur within them.			<b>Focus:</b> Overview of themes: superstition and fate, Nature vs. Nurture, and class divide. PEE preparation for assessment.	re-drafting newspaper as a class.
Week 7	Assessment Week <b>Content:</b> <b>Focus:</b> Writing critically about 1 romantic relationship in Shakespeare	Assessment Week <b>Content:</b> Own Ideas <b>Focus:</b> a 45 minute piece of extended writing.	Assessment Week <b>Content:</b> Noughts and Crosses <b>Focus:</b> Analysing an extract from the novel focusing on language and structure used to engage the reader.	Assessment Week <b>Content:</b> Own Ideas <b>Focus:</b> Exhibiting debating skills of own choice	Assessment week. <b>Content:</b> <b>Focus:</b>	Creating an LVS Hassocks Newspaper <b>Content:</b> Own Ideas <b>Focus:</b> Researching, planning, writing and re-drafting newspaper as a class.

Year 10 English Functional Skills: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	<b>Introduction to Pathway</b> Content: Key Terminology for exams Focus: Understanding and using new Vocabulary Assessment: Precision Teaching of Vocab	Introduction To Transactional Writing Content: 21 <sup>st</sup> Century Non-Fiction Focus: Writing Letters/emails of complaint	Introduction to Speaking and Listening Assessment Content: Jack Petchy Speak Out Speeches Focus: Understanding the speech portion of the assessment	Transactional Writing Content: 21 <sup>st</sup> Century Non-Fiction Focus: Writing Letters/emails of complaint	Reading Skills Content: Key Terminology for exams Focus: Understanding and using new Vocabulary Assessment: Precision Teaching of Vocab	Revision and Past Papers
Week 2	Retrieval Skills Content: 21 <sup>st</sup> Century Non-Fiction Focus: Reading styles and retrieving information	Transactional Writing Content: 21 <sup>st</sup> Century Non-Fiction Focus: Writing Letters/emails of complaint	Speech Planning and Note Making Content: Famous Speeches Focus: Planning and researching speech. Making note cards	Transactional Writing Content: 21 <sup>st</sup> Century Non-Fiction Focus: Writing Letters/emails of persuasion	Reading Skills Content: 21 <sup>st</sup> Century Non-Fiction Focus: Comparing and Contrasting Skills	Revision and Past Papers
Week 3	Vocabulary Skills Content: 21 <sup>st</sup> Century Non-Fiction Focus: definitions of words and swapping out of words as per exam questions	Transactional Writing Content: 21 <sup>st</sup> Century Non-Fiction Focus: Blogs/Web Forum Discussions	Speech Planning and Note Making Content: Famous Speeches Focus: Planning and researching speech. Making note cards	Transactional Writing Content: 21 <sup>st</sup> Century Non-Fiction Focus: Blogs/Web Forum Discussions	Reading Skills Content: 21 <sup>st</sup> Century Non-Fiction Focus: Comparing and Contrasting Skills	Exams
Week 4	Techniques Content: 21 <sup>st</sup> Century Non-Fiction	Transactional Writing Content: 21 <sup>st</sup> Century Non-Fiction Focus: Blogs/Web Forum Discussions	Assessment Week Speech Delivery	Transactional Writing Content: 21 <sup>st</sup> Century Non-Fiction Focus: Writing Reports	Reading Skills Content: 21 <sup>st</sup> Century Non-Fiction Focus: Comparing and Contrasting Skills	Exams

	Focus: Literary Devices and techniques. Identifying them and using them.					
Week 5	Summarising Information Content: 21 <sup>st</sup> Century Non-Fiction Focus: Subheading question from exams	Transactional Writing Content: 21 <sup>st</sup> Century Non-Fiction Focus: Writing Reports	Introduction to Conversation Task Content: Focus: Topic Choosing and researching.	CV Writing Content: CV Examples Focus: Writing a CV and what to put on it.	Summarising Information Content: 21 <sup>st</sup> Century Non-Fiction Focus: Subheading question from exams	
Week 6	Practice Papers Walking Talking Mocks Content: Past Paper 1 Focus: Working through and entire paper together.	Assessment Week	Conversation Task Content: Focus: Practicing Conversations. Connectives and language used to speak in a group.	CV Writing Content: CV Examples Focus: Writing a CV and what to put on it.	Practice Papers Walking Talking Mocks Content: Past Paper 1 Focus: Working through and entire paper together.	
Week 7	Assessment Week	Assessment Week	Assessment Week Conversation Task.	Assessment Week	Assessment Week	

### Year 10 English Language GCSE: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	<b>Key Exam Vocabulary</b> Content: Key GCSE Terminology for exams Focus: Understanding and using new Vocabulary Assessment: Precision Teaching of Vocab	<b>Key Exam Vocabulary</b> Content: Key GCSE Terminology for exams Focus: Feedback Lesson and Understanding and using new Vocabulary Assessment: Precision Teaching of Vocab	<b>Key Exam Vocabulary</b> Content: Key GCSE Terminology for exams Focus: Feedback Lesson and Understanding and using new Vocabulary Assessment: Precision Teaching of Vocab	<b>Key Exam Vocabulary</b> Content: Key GCSE Terminology for exams Focus: Feedback Lesson and Understanding and using new Vocabulary Assessment: Precision Teaching of Vocab	<b>Key Exam Vocabulary</b> Content: Key GCSE Terminology for exams Focus: Feedback Lesson and Understanding and using new Vocabulary Assessment: Precision Teaching of Vocab	<b>Key Exam Vocabulary</b> Content: Key GCSE Terminology for exams Focus: Feedback Lesson and Understanding and using new Vocabulary Assessment: Precision Teaching of Vocab
Week 2	<b>Context of 19<sup>th</sup> Century</b> Content: 19 <sup>th</sup> Century Videos, soundscapes, pictures, food etc. Focus: Understanding context Assessment: Verbal Feedback and discussion Mini Quiz	<b>Types of Transactional Writing</b> Content: Letters, Speeches, reviews and leaflets Focus: Understanding PAF of each type of writing. Assessment: Formative Completion of PAF Grid for each type.	<b>Introduction to Evaluation</b> Content: Film Trailers Focus: What is evaluation and evaluation films Assessment: Formative Verbal Discussion	<b>Review Writing</b> <b>Content:</b> Jay Raynor Restaurant Reviews <b>Focus:</b> Format of a review, topics for review, language used in reviews	<b>Comparing and Contrasting</b> <b>Content:</b> Objects and Pictures <b>Focus:</b> Finding similarities between things.	<b>Topic Research</b> Content: Online Research and Questionnaires Focus: Identifying topics of interest for speech Assessment: Formative Topic identified and submitted to teacher
Week 3	<b>Retrieval Questions</b> Content: 19 <sup>th</sup> Century Non Fiction Texts Focus: Improving Retrieval skills Assessment: Formative Unseen Practice Questions	<b>Letter Writing</b> Content: Example letters and job adverts Focus: Structure of a letter. Replying to job adverts. Understanding what to put into a letter.	<b>Evaluating 19<sup>th</sup> Century Non-Fiction</b> Content: Pearson Edexcel Lift Booklet Focus: Evaluating a text Assessment: Formative Writing with sentence starters	<b>Review Writing</b> <b>Content:</b> Film Reviews <b>Focus:</b> Format of a review, topics for review, language used in reviews.	<b>Comparing and Contrasting</b> <b>Content:</b> Film Trailers <b>Focus:</b> Extending comparative writing and finding differences.	<b>Topic Research</b> Content: Online research Focus: Researching information for topic and putting in a topic sheet Assessment: Formative Topic sheet submitted to teacher

Week 4	<b>Analysing Language</b> Content: 19 <sup>th</sup> Century Non Fiction Texts Focus: Connotations of language and exploring what words make us think by annotating. Assessment: Formative Unseen annotation practice	<b>Letter Writing</b> Content: Writing a letter of persuasion. Focus: Persuasive devices	<b>Evaluating 19<sup>th</sup> Century Non-Fiction</b> Content: Pearson Edexcel Lift Booklet Focus: Evaluating a text Assessment: Formative Writing with sentence starters	<b>Article Writing</b> <b>Content:</b> Guardian Articles <b>Focus:</b> Structure and format of an article. Headlines and Subheadings	<b>Comparing and Contrasting</b> <b>Content:</b> Contemporary Fiction <b>Focus:</b> Analytical comparisons of two texts	<b>Planning My Speech</b> Content: Research Sheet Focus: Organising ideas into a clear structure and considering connectives Assessment: Formative Plan of speech submitted
Week 5	<b>Analysing Language</b> Content: 19 <sup>th</sup> Century Non Fiction Texts Focus: Analysing Language and writing ideas in full sentences. Assessment: Formative Complete a PETER Paragraph with Help Sheet	<b>Speech Writing</b> Content: Feminist Speeches (Emma Watson He for She etc) Focus: Structure of a speech, opening and closing speeches in memorable ways.	<b>Evaluating Modern Fiction</b> Content: Modern Fiction Extract Focus: Evaluating a text Assessment: Formative Writing with sentence starters	<b>Article Writing</b> <b>Content:</b> Guardian Articles <b>Focus:</b> Language used in articles.	<b>Comparing and Contrasting</b> <b>Content:</b> Contemporary Fiction <b>Focus:</b> Analytical comparisons of two texts	<b>Writing My Speech</b> Content: Plan Focus: Writing Speech onto note cards Assessment: Formative Note cards submitted
Week 6	<b>Analysing Language</b> Content: 19 <sup>th</sup> Century Non Fiction Texts Focus: Analysing Language and writing ideas in full sentences. Assessment: Summative Complete PETER Paragraph unaided.	<b>Speech Writing</b> Content: Famous Speeches (Martin Luther King etc) Focus: Persuasive Devices and writing speeches.	<b>Evaluating Modern Fiction</b> Content: Modern Fiction Extract Focus: Evaluating a text Assessment: Formative Writing with sentence starters	<b>Assessment Week</b> Content: Past Paper Focus: Writing a review or article Assessment: Summative GCSE Marked Piece.	<b>Comparing and Contrasting</b> <b>Content:</b> Contemporary Fiction <b>Focus:</b> Analytical comparisons of two texts	<b>Practicing My Speech</b> Content: Speech Note Cards Focus: Being able to say speech out loud to a member of staff Assessment: Formative Practice Speech
Week 7	Assessment Week:	<b>Assessment Week</b> Content: Past Paper Focus: Extended Writing for 45 minutes Assessment: Summative GCSE Marked Written Piece of either a speech or a letter	<b>Assessment Week</b> Content: Past Paper Focus: Answering an evaluation question Assessment: Summative GCSE Marked Piece.		<b>Assessment Week</b> Content: Past Paper Focus: Answering an Comparison question Assessment: Summative	<b>Delivering My Speech</b> Content: Speech Note Cards Focus: Delivering Speeches and listening to other speeches Assessment: Formative SLE

### Year 11 English Language GCSE: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	<b>Key Exam Vocabulary</b> Content: Key GCSE Terminology for exams Focus: Understanding and using new Vocabulary Assessment: Precision Teaching of Vocab	<b>Key Exam Vocabulary</b> Content: Key GCSE Terminology for exams Focus: Understanding and using new Vocabulary Assessment: Precision Teaching of Vocab	<b>Key Exam Vocabulary</b> Content: Key GCSE Terminology for exams Focus: Understanding and using new Vocabulary Assessment: Precision Teaching of Vocab	<b>SPAG Week</b> Content: 20 <sup>th</sup> and 21 <sup>st</sup> Century Fiction Focus: Using sentence structure, punctuation and paragraphs for effects.	<b>Walking Talking Mock</b> Content: Past Papers Focus: Guiding students through an entire past paper.	
Week 2	<b>Retrieval Practice</b> Content: 20 <sup>th</sup> and 21 <sup>st</sup> Century Fiction Focus: Reading Skills and retrieval practice skills Assessment: 20 Question Retrieval Quiz Sheet	<b>Planning a Story</b> Content: Past Exam Paper Questions Focus: Different types of planning Assessment: Formative Independent planning of a story	<b>Recap of Retrieval and Analysis Skills</b> Content: Modern Fiction Focus: Analysing Language in PETER Paragraphs Assessment: Formative PETER Paragraph	<b>Imaginative Writing</b> <b>Content:</b> Past Papers <b>Focus:</b> Planning responses to exam questions and writing openings of stories.	<b>Mock Exam Week</b> Content: Past Paper on system	
Week 3	<b>Analysis Recap</b> Content: 20 <sup>th</sup> and 21 <sup>st</sup> Century Fiction Focus: Improving Retrieval skills Assessment: Formative Unseen Practice Questions	<b>Describing Setting</b> Content: Using the LVS Site Focus: Using adjectives and the senses to describe setting Assessment: Formative Description of a part of LVS	<b>Evaluating Modern Fiction</b> Content: Modern Fiction Extract Focus: Evaluating a text Assessment: Formative Writing with sentence starters	<b>Imaginative Writing</b> <b>Content:</b> Past Paper <b>Focus:</b> How to end a story effectively	<b>Analysis Recap</b> Content: Contemporary Fiction and 19 <sup>th</sup> Century Non-Fiction Focus: PETER Paragraph structure	
Week 4	<b>Analysing Language</b> Content: 20 <sup>th</sup> and 21 <sup>st</sup> Century Fiction	<b>Writing an Action Scene</b> Content: Action Scenes from Marvel Films	<b>Evaluating Modern Fiction</b> Content: Modern Fiction Extract	<b>Transactional Writing</b> <b>Content:</b> Past Papers <b>Focus:</b> Speeches and Letters	<b>Evaluation Recap</b> Content: Contemporary Fiction and 19 <sup>th</sup> Century	

	Focus: Connotations of language and exploring what words make us think by annotating. Assessment: Formative Unseen annotation practice	Focus: Learning to describe character movement and feeling in an action scene Assessment: Formative Description of an action scene	Focus: Evaluating a text Assessment: Formative Writing with sentence starters		Focus: Structuring an answer for the exam and evaluation adverbs.	
Week 5	<b>Analysing Language</b> Content: 20 <sup>th</sup> and 21 <sup>st</sup> Century Fiction Focus: Analysing Language and writing ideas in full sentences. Assessment: Formative Complete a PETER Paragraph with Help Sheet	<b>Writing From Different Perspectives</b> Content: The Book Thief, Under Milk Wood etc. Focus: Writing from alternative perspectives and different narrative voices.	<b>Evaluating Modern Fiction</b> Content: Modern Fiction Extract Focus: Evaluating a text Assessment: Formative Writing with sentence starters	<b>Transactional Writing</b> <b>Content:</b> Past Papers <b>Focus:</b> Reviews and Articles	<b>Comparing and Contrasting Recap</b> Content: Contemporary Fiction and 19 <sup>th</sup> Century Focus: Structure an answer for the exam and comparative connectives	
Week 6	<b>Analysing Language</b> Content: 20 <sup>th</sup> and 21 <sup>st</sup> Century Fiction Focus: Analysing Language and writing ideas in full sentences. Assessment: Summative Complete PETER Paragraph unaided.	<b>Planning Your Own Story</b> Content: Past Paper questions Focus: Planning a story for the exam. Assessment: Formative Teacher to mark plan	<b>Assessment Week</b> Content: Past Paper Focus: Answering an evaluation question Assessment: Summative GCSE Marked Piece.	<b>Assessment Week</b> Content: Past Paper Focus: Answering an Imaginative question Assessment: Summative GCSE Marked Piece.	<b>Writing Recap</b> Content: Guardian Articles for Non-Fiction and Contemporary Fiction Focus: How to structure each type of writing and planning answers to exam style questions.	
Week 7	Assessment Week	<b>Assessment Week</b> Content: Past Paper Focus: Answering an Imaginative question Assessment: Summative GCSE Marked Piece.			<b>Writing Recap</b> Content: Guardian Articles for Non-Fiction and Contemporary Fiction Focus: How to structure each type of writing and planning answers to exam style questions.	



## LVS HAS SOCKS: SCIENCE CURRICULUM

### Core Skills:

- Observing
- Hypothesising
- Predicting
- Experimenting
- Evaluating



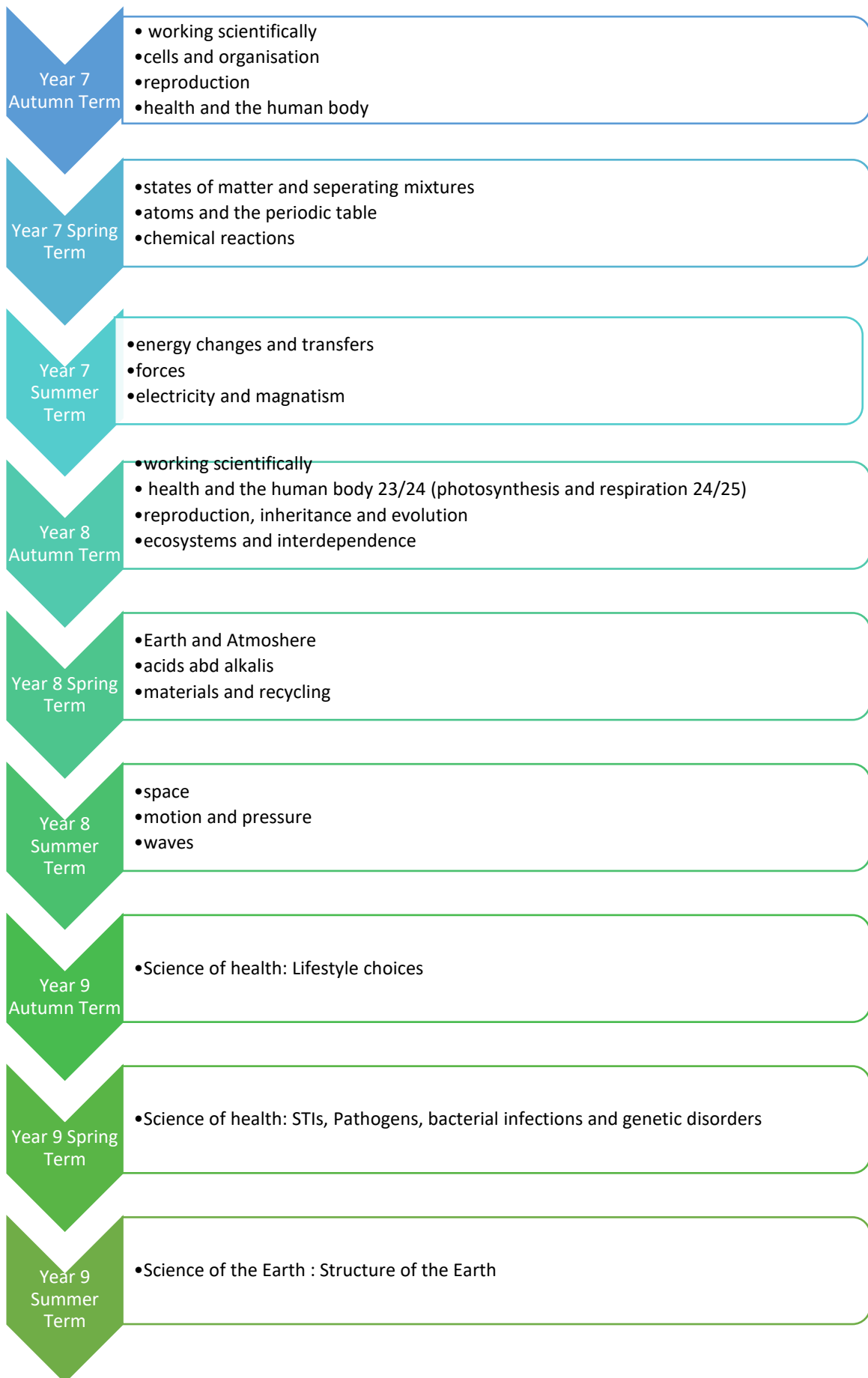
Science is a key part of our learning at LVS Hassocks. As part of the STEM subjects, science is an opportunity to develop thinking skills which can be applied to many scenarios in life. Science is meant to inspire wonder about the world we live in and allows students to pose the “big questions”. At LVS Hassocks, we want students to engage with science through practical application, looking at the every day materials and ask how they fit into our world. The key components of biology, physics and chemistry, are explored through a range of activities both in class time and through drop down activities.



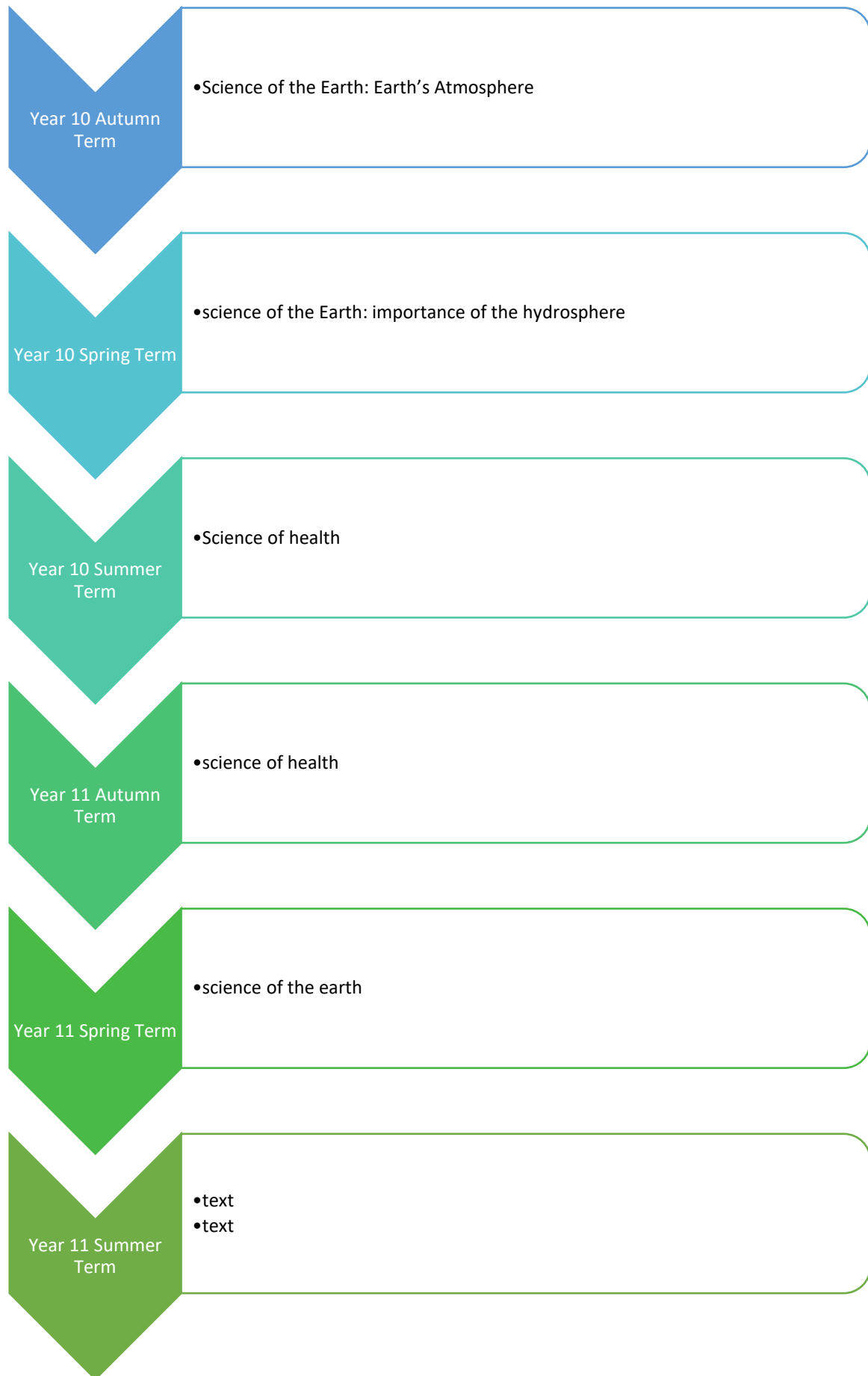
Science is a subject that moves with the times; in a technologically advanced society, it is important that students are given the skills to question and problem solve as it is likely they will need these in their future careers. Computing is linked into our science curriculum and encourages students to think beyond the physical world and begin to explore the metaverse.

In year 7, students are encouraged to complete the bronze CREST award in which they apply scientific principles to real-life global issues. In Key Stage 4, students complete the Cambridge Technical qualification which focuses on the science of health and science of the earth.

## Science Curriculum Map: Key Stage 3



## Science Curriculum Map: Cambridge Technical



Year 7 Science: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	<b>Introduction to science baseline</b>	<b>Health and the human body</b> Structure and function of the gas exchange system in humans, including adaptations to function. Breathing mechanisms and simple measurement of lung volume.	<b>States of matter</b> Properties of solids liquids and gases in terms of particle models including gas pressure. Similarities and differences including density differences.	<b>Atoms and elements</b> Understand the difference between atoms, elements and compounds. Understand a simple atomic model (Dalton)	<b>Energy Changes and Transfers</b> Energy as a quantity that can be quantified and measured Introduction of energy in a system and describing increases and decreases in energy amounts associated with movements, temperature etc.	<b>What are forces?</b> Exploring different forces around you Identify contact and non-contact forces
Week 2	<b>Introduction to cells –</b> cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a microscope	<b>Health and the lungs</b> Impact of exercise, asthma and smoking on the human gas exchange system	<b>Change of state</b> Using particle model to express change of state. Conservation of material and mass and reversibility of melting, freezing, evaporation, sublimation, condensation and dissolving.	<b>Chemical Symbols</b> Introduce chemical symbols and formulae for elements and compounds. <b>Mendeleev Periodic Table</b> Principles and history	<b>Energy stores and transfer</b> Work done and energy changes in deformation	<b>Measuring forces</b> Using a Newton Meter Investigation
Week 3	<b>Functions of a cell</b> Structure and function of plant and animal cells including: cell wall, membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts.	<b>Content of a healthy human diet</b> Carbohydrates, lipids, proteins, vitamins, minerals, dietary fibre and water. Calculations of energy requirements for healthy diet	<b>Atoms and Molecules</b> Changes with temperature in motion and spacing of particles. Energy changes on changes of states of matter.	<b>The periodic table</b> Periods and groups, metals and non-metals. Patterns of reaction and making predictions using the periodic table	<b>Renewable and non-renewable energy –</b> advantages and disadvantages	<b>Gravity, mass and weight</b> Investigate what happens to mass and weight on different planets
Week 4	<b>Diffusion</b> Role of diffusion in the movement of materials between cells.	<b>Consequences of Imbalances in Diet</b>	<b>Brownian Motion and Diffusion</b>	<b>Metals and Non-metals</b> Difference Property investigation	<b>Fossil fuels and their uses</b> Combustion experiment	<b>Friction</b> Investigation of the amount of friction caused by different surfaces

	<b>Unicellular Organisms</b> Structural adaptations of unicellular organisms.	Including obesity, starvation and deficiency diseases.	Diffusion in terms of particle model in liquids and gases.			Balanced and unbalanced forces
Week 5	<b>Hierarchical organisation</b> From cells to tissues to organs to systems to organisms <b>Structure and function of human skeleton</b> Interaction between skeleton and muscles. Function of muscles.	<b>Tissues and Organs of the digestive system</b> Adaptations to function and how the digestive system digests food. The importance of bacteria in the digestive system.	<b>Mixtures: Solubility</b> Plan and perform an investigation	<b>Alkali metals</b> Identifying patterns in the properties	<b>Temperature and heat energy</b> Understand the difference between heat energy and temperature	<b>Air resistance</b> Investigation with parachutes Balanced and unbalanced forces
Week 6	<b>Human reproduction</b> Structure and function of male and female reproductive systems, menstrual cycle, gametes, fertilization, gestation and birth	<b>Recreational Drug use</b> Impact of recreational drugs on behaviour, health and life processes.	<b>Separating mixtures</b> Common methods – filtration, evaporation, chromatography	<b>Chemical reactions</b> The difference between chemical and physical changes Conservation of mass in changes of state and chemical reactions  <b>End of term assessment</b>	<b>Energy in the home</b> Domestic fuel bills  <b>End of term assessment</b>	<b>Reducing drag</b> Investigation Balanced and unbalanced forces
Week 7	<b>Assess and Review</b>	<b>End of term assessment</b>	<b>Assessment</b>			<b>End of year assessment</b>

Year 8 Science: Long Term Plan

	Term 1 (2023/24 only as now done in y7)	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	<b>Working scientifically</b>	<b>What is the cause of a day, a month, a year?</b> Modelling	<b>Introduction to circuits</b> Identifying circuit symbols and drawing circuit diagrams	<b>What is a chemical reaction?</b> Safety – risk assess Explore	<b>Environmental variations</b> How environment affects animals and plants in a habitat	<b>How sounds are made</b> Relate changes in sound to changes in vibrations
Week 2	<b>Breathing</b> - gas exchange system Movement of gases	<b>How do we see the sun and moon?</b> Light source and reflection	<b>Building circuits</b> Make a variety of series and parallel circuits and identify how they work	<b>Acids and alkalis</b> What are acids and alkalis? Potential hazard pH testing	<b>Environmental variation investigation</b> Plan and carry out investigation	<b>Sounds travelling</b> How sounds travel through solids, liquids and gases
Week 3	<b>Breathing</b> – Type of respiration (aerobic, anaerobic) impact of exercise, asthma and smoking	<b>Phases of the moon</b> <b>Eclipses</b>	<b>Measuring voltage</b> Investigating the best citrus fruit to build a circuit from	<b>Acids and alkalis</b> Neutralisation Word equation	<b>Animal adaptations</b> How some animals adapt to their environment and changes	<b>How we hear sounds</b> How vibrations transfer from one medium to another
Week 4	<b>Digestive system</b> – function and structure of the digestive system ; importance of bacteria	<b>Cause of seasons</b> Data	<b>Resistance</b> Investigate resistance in circuits	<b>Acids and metals</b> Formation of oxygen Word equation Test for O <sub>2</sub> Research Describing patterns	<b>Plant adaptations</b> Why plants have to adapt eg cactus	<b>Investigating what effects hearing</b> Design and carry out an investigation into an aspect of hearing

Week 5	<b>Balanced diet –</b> Consequences of an imbalanced diet	<b>What does the solar system consist of?</b> Evidence/sizes/create model	<b>Magnets</b> Investigation of properties Creating a compass	<b>Acids and carbonates</b> Experimenting Formation of carbon dioxide -word equation Test for CO <sub>2</sub> Generalising	<b>Feeding relationships</b> Predators and prey	<b>How light travels</b> How light travels and enters the eye What happens when light meets an object.
Week 6	<b>Human reproduction –</b> structure and function of female and male reproductive system	<b>What is beyond the solar system?</b>  Project	<b>Electromagnets</b> Explore the magnetic effect of a current Assess and review	<b>Burning materials</b> New substances formed Need for oxygen Word equations  Assess and review	<b>Food webs</b> All organisms in a habitat can be linked together in a food web  Assess and review	<b>Reflection</b> How mirrors reflect light and how the image is formed
Week 7	<b>Human reproduction –</b> Gametes, fertilization and birth  <b>Assess and Review</b>	<b>What is beyond the solar system?</b> Assess and review				<b>Refraction and colour</b> Bending light in prisms  Assess and review

### Year 9 Science: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	<b>P1-</b> explain how lifestyle decisions can affect health and well-being  long- and short-term effects of <b>illegal drugs</b>	<b>P1-</b> explain how lifestyle decisions can affect health and well-being  long- and short-term effects of poor diet (sugar)	RESPONSE TO FEEDBACK LESSONS	RESPONSE TO FEEDBACK LESSONS	RESPONSE TO FEEDBACK LESSONS	RESPONSE TO FEEDBACK LESSONS
Week 2	<b>P1-</b> explain how lifestyle decisions can affect health and well-being long- and short-term effects of <b>illegal drugs</b>	<b>P1-</b> explain how lifestyle decisions can affect health and well-being  long- and short-term effects of poor diet (lack of nutrients)	<b>P2-</b> Describe the microorganisms responsible for infectious diseases and how they are transmitted <b>VIRUSES</b>	Catch up time  <b>EXTENSION WORK:</b> <b>M2-</b> explain how and why antibiotics are used to treat infections	<b>P5-</b> describe common sexually transmitted infections (STIs), how they are transmitted, the symptoms, long-term effects, and how they are treated <b>SYPHILIS</b>	<b>P6</b> identify some genetic disorders and summarise the symptoms and treatment associated with them <b>HAEMOPHILIA</b>
Week 3	<b>P1-</b> explain how lifestyle decisions can affect health and well-being  long- and short-term effects of alcohol	<b>P1-</b> explain how lifestyle decisions can affect health and well-being  Physical and mental benefits of exercise	<b>P2-</b> Describe the microorganisms responsible for infectious diseases and how they are transmitted <b>BACTERIA</b>	<b>P3-</b> Describe how our bodies resist infection <b>HUMAN DEFENCE SYSTEM</b>	<b>P5-</b> describe common sexually transmitted infections (STIs), how they are transmitted, the symptoms, long-term effects, and how they are treated <b>GENITAL WARTS</b>	<b>P6</b> identify some genetic disorders and summarise the symptoms and treatment associated with them <b>HUNTINGTONS DISEASE</b>
Week 4	<b>P1-</b> explain how lifestyle decisions can affect health and well-being  long- and short-term effects of alcohol	<b>P1-</b> explain how lifestyle decisions can affect health and well-being  Physical and mental benefits of exercise	<b>P2-</b> Describe the microorganisms responsible for infectious diseases and how they are transmitted <b>FUNGI</b>	<b>P3-</b> Describe how our bodies resist infection <b>ANTIBODIES</b>	<b>P5-</b> describe common sexually transmitted infections (STIs), how they are transmitted, the symptoms, long-term effects, and how they are treated <b>CHLAMYDIA</b>	<b>P6</b> identify some genetic disorders and summarise the symptoms and treatment associated with them <b>CYSTIC FIBROSIS</b>
Week 5	<b>P1-</b> explain how lifestyle decisions can affect health and well-being  long- and short-term effects of smoking	<b>P1-</b> explain how lifestyle decisions can affect health and well-being  Explain health effects of different eating disorders	<b>P2-</b> Describe the microorganisms responsible for infectious diseases and how they are transmitted <b>CELLULAR STRUCTURE OF PATHOGENS</b>	<b>P4-</b> Describe how the process of immunisation works <b>EXTENSION WORK:</b> <b>M3</b> describe the benefits and the risks associated with immunisations	<b>P5-</b> describe common sexually transmitted infections (STIs), how they are transmitted, the symptoms, long-term effects, and how they are treated <b>HIV/AIDS</b>	<b>P6</b> identify some genetic disorders and summarise the symptoms and treatment associated with them <b>SICKLE CELL ANAEMIA</b> <b>EXTENSION WORK:</b> <b>M5</b> explain how and why genetic testing is used
Week 6	<b>P1-</b> explain how lifestyle decisions can affect health and well-being  long- and short-term effects of smoking	<b>P1-</b> explain how lifestyle decisions can affect health and well-being  Explain health effects of different eating disorders <b>EXTENSION WORK:</b> <b>M1:</b> compare diet and lifestyle of 3 different people	<b>P2-</b> Describe the microorganisms responsible for infectious diseases and how they are transmitted <b>DIRECT AND INDIRECT MODES OF TRANSMISSION</b>	<b>P4-</b> Describe how the process of immunisation works <b>EXTENSION WORK:</b> <b>M3</b> describe the benefits and the risks associated with immunisations	<b>MERIT-</b> Give an overview of an education campaign on an STI- explain why it was implemented and what the impact has been on society	<b>Reward week- practical science e.g. creating DNA strands from plasticine and art resources</b>



Year 10 Science: Long Term Plan

	Term1	term2	term3	term4	Term 5	Term 6
Week 1	P1 summarise the model for the structure of the Earth and its processes	M2 describe how scientists minimise the impact of changes to the Earth's surface	D2 describe how scientists collect data about the Earth's atmosphere and how the data is interpreted	M5 explain why it is necessary to treat water before and after use and why it is important to economise on the amount of water we use	SCIENCE OF HEALTH  P1 explain how lifestyle decisions can affect health and well-being	
Week 2	P1 summarise the model for the structure of the Earth and its processes	M2 describe how scientists minimise the impact of changes to the Earth's surface	D2 describe how scientists collect data about the Earth's atmosphere and how the data is interpreted	P7 summarise information and research data about how a named natural resource is extracted and used	P1 explain how lifestyle decisions can affect health and well-being	
Week 3	M1 describe how ideas and scientific theories about changes to the Earth's surface	P3 describe the structure and composition of the Earth's atmosphere and the importance of the atmosphere to life	P5 identify ways the hydrosphere supports human life	P7 summarise information and research data about how a named natural resource is extracted and used	P1 explain how lifestyle decisions can affect health and well-being	
Week 4	M1 describe how ideas and scientific theories about changes to the Earth's surface	P3 describe the structure and composition of the Earth's atmosphere & the importance of the atmosphere to life  M3 explain some of the	P5 identify ways the hydrosphere supports human life  M4 describe the composition of sea water and how useful products are extracted from sea water	M6 discuss the effects on the Earth of the long term extraction and use of the natural resource	M1 compare diets and lifestyles of three people to illustrate how their health and wellbeing could be affected	

		processes occurring in the atmosphere that are important to life				
Week 5	D1 evaluate the different ideas and theories about changes to the Earth's surface and the lithosphere in terms of their strengths and weaknesses in the light of accumulated evidence	M3 explain some of the processes occurring in the atmosphere that are important to life	<p>M4 describe the composition of sea water and how useful products are extracted from sea water</p> <p>P6 outline how and why water is treated before and after use</p>	<p>M6 discuss the effects on the Earth of the long term extraction and use of the natural resource</p> <p>D3 evaluate the sustainability of the use of the natural resource and outline future developments that are needed to ensure sustainability</p>	M1 compare diets and lifestyles of three people to illustrate how their health and wellbeing could be affected	
Week 6	D1 evaluate the different ideas and theories about changes to the Earth's surface and the lithosphere in terms of their strengths and weaknesses in the light of accumulated evidence	P4 outline the key stages in the development of the atmosphere	P6 outline how and why water is treated before and after use	<p>D3 evaluate the sustainability of the use of the natural resource and outline future developments that are needed to ensure sustainability</p> <p>Assignment 4 progress check and pupil discussion</p>	<p>D1 analyse a range of commercial slimming diets</p> <p>Assignment 1 progress check and pupil discussion</p>	
Week 7	<p>P2 identify reasons why it is important that scientists continually monitor changes to the Earth's surface and the lithosphere</p> <p>Assignment 1 progress check and pupil discussion</p>	<p>P4 outline the key stages in the development of the atmosphere</p> <p>Assignment 2 progress check and pupil discussion</p>	Assignment 3 progress check and pupil discussion			

Year 11 Science: Long Term Plan

	Term1	term2	term3	term4	Term 5	Term 6
Week 1	P1 summarise the model for the structure of the Earth and its processes	M2 describe how scientists minimise the impact of changes to the Earth's surface	D2 describe how scientists collect data about the Earth's atmosphere and how the data is interpreted	M5 explain why it is necessary to treat water before and after use and why it is important to economise on the amount of water we use	SCIENCE OF HEALTH  P1 explain how lifestyle decisions can affect health and well-being	
Week 2	P1 summarise the model for the structure of the Earth and its processes	M2 describe how scientists minimise the impact of changes to the Earth's surface	D2 describe how scientists collect data about the Earth's atmosphere and how the data is interpreted	P7 summarise information and research data about how a named natural resource is extracted and used	P1 explain how lifestyle decisions can affect health and well-being	
Week 3	M1 describe how ideas and scientific theories about changes to the Earth's surface	P3 describe the structure and composition of the Earth's atmosphere and the importance of the atmosphere to life	P5 identify ways the hydrosphere supports human life	P7 summarise information and research data about how a named natural resource is extracted and used	P1 explain how lifestyle decisions can affect health and well-being	
Week 4	M1 describe how ideas and scientific theories about changes to the Earth's surface	P3 describe the structure and composition of the Earth's atmosphere & the importance of the atmosphere to life  M3 explain some of the processes occurring in the atmosphere that are important to life	P5 identify ways the hydrosphere supports human life  M4 describe the composition of sea water and how useful products are extracted from sea water	M6 discuss the effects on the Earth of the long term extraction and use of the natural resource	M1 compare diets and lifestyles of three people to illustrate how their health and wellbeing could be affected	

Week 5	D1 evaluate the different ideas and theories about changes to the Earth's surface and the lithosphere in terms of their strengths and weaknesses in the light of accumulated evidence	M3 explain some of the processes occurring in the atmosphere that are important to life	M4 describe the composition of sea water and how useful products are extracted from sea water  P6 outline how and why water is treated before and after use	M6 discuss the effects on the Earth of the long term extraction and use of the natural resource  D3 evaluate the sustainability of the use of the natural resource and outline future developments that are needed to ensure sustainability	M1 compare diets and lifestyles of three people to illustrate how their health and wellbeing could be affected	
Week 6	D1 evaluate the different ideas and theories about changes to the Earth's surface and the lithosphere in terms of their strengths and weaknesses in the light of accumulated evidence	P4 outline the key stages in the development of the atmosphere	P6 outline how and why water is treated before and after use	D3 evaluate the sustainability of the use of the natural resource and outline future developments that are needed to ensure sustainability  Assignment 4 progress check and pupil discussion	D1 analyse a range of commercial slimming diets  Assignment 1 progress check and pupil discussion	
Week 7	P2 identify reasons why it is important that scientists continually monitor changes to the Earth's surface and the lithosphere  Assignment 1 progress check and pupil discussion	P4 outline the key stages in the development of the atmosphere  Assignment 2 progress check and pupil discussion	Assignment 3 progress check and pupil discussion			

## LVS HASOCKS: HUMANITIES CURRICULUM

### Core Skills:

- Critical Thinking
- Analysis.
- Creative thinking
- Communication
- Interpersonal and leadership skills.
- Understanding and acceptance

Humanities allows students to explore their place in the world. Geography, History and R.E. break down the subtleties of human nature, allowing students to considering the “why” behind the “what”.

In History students will examine the way life has changed since the Norman Conquest of 1066 up until the modern day. As well as introducing a concise chronological knowledge life in the UK, we will examine the part the UK has played in Global History. Students will be introduced to the idea of reliable and unreliable evidence. They will be encouraged to look at Historical events through a range of lenses and consider the impact the past has on their lives today.



In Geography, students will be introduced to a broad depth of geographical skills and knowledge. They will learn to recognise and explain the physical features of the landscape but also the impact that humans have on the physical landscape. The curriculum will emphasise the importance of sustainability and the encourage students to question the way resources are conserved or exploited at local, national and international levels.

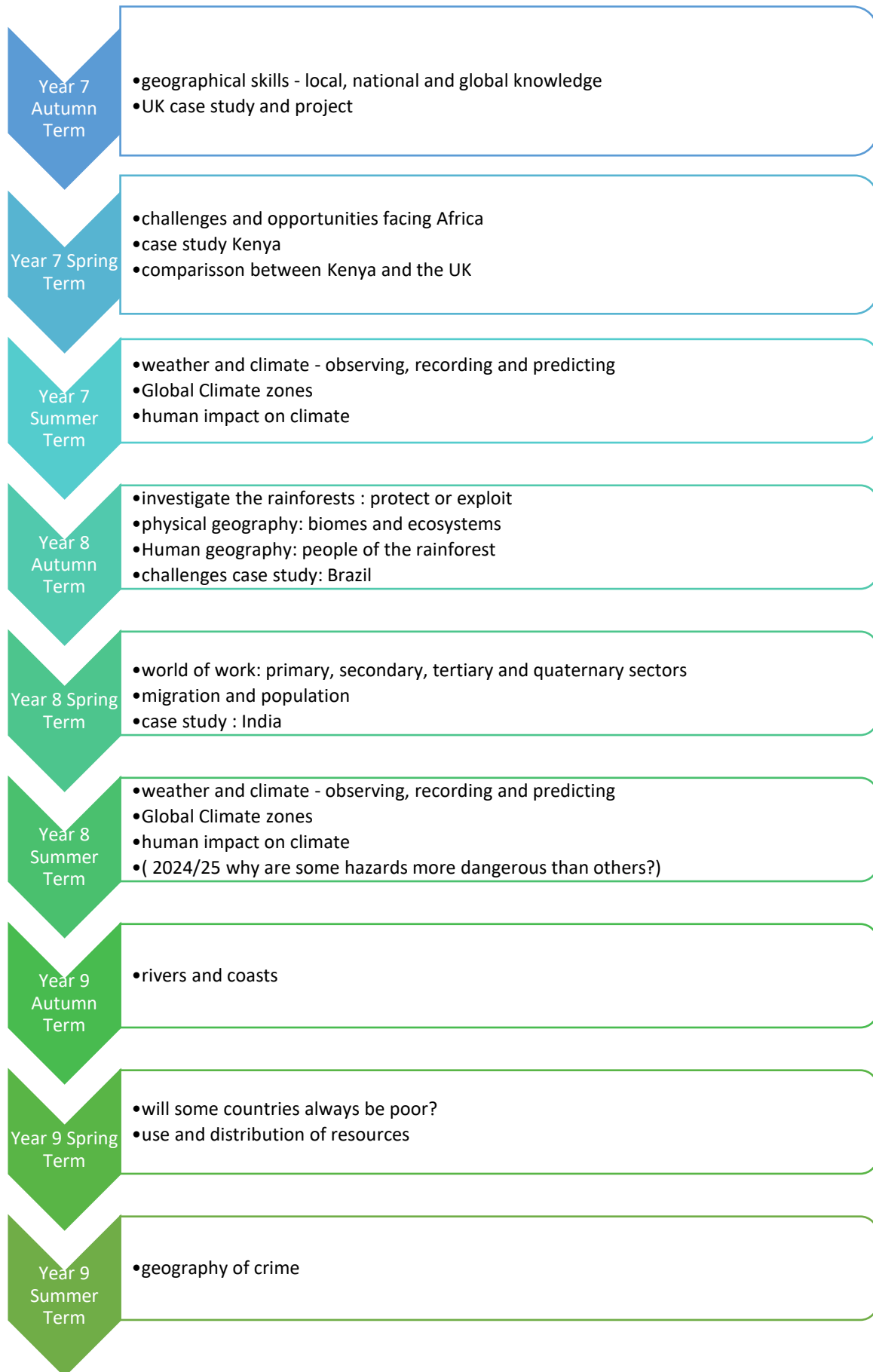
The RE curriculum will develop knowledge and understanding of the main World Religions in years 7 and 8 before supporting students to deepen their own beliefs, morality and ethics, through discussion

and investigation of current affairs and politics.

### Key Stage 3 Humanities Assessment Grid

	Assessment Objective	Descriptor	Student Progress	Key Stage 3 Grade descriptors
				1-50 points
History	AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	Working Towards	1-10
	AO2	Explain and analyse historical events and periods studied using second order historical concepts.	Some competence	11-20
	AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	Mostly competent	21-30
	AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	Highly competent	31-40
			Exceedingly competent	41-50
Geography	AO1	Demonstrate knowledge of locations, places, processes, environments and different scales.	Working Towards	1-10
	AO2	Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the inter-relationships between places, environments and processes.	Some competence	11-20
			Mostly competent	21-30
	AO3	Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.	Highly competent	31-40
	AO4	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.	Exceedingly competent	41-50
R.E	AO1	Demonstrate knowledge and understanding of religion and belief, including: beliefs, practices and sources of authority; influence on individuals, communities and societies; similarities and differences within and/or between religions and beliefs.	Working Towards	1-10
			Some competence	11-20
			Mostly competent	21-30
	AO2	Analyse and evaluate aspects of religion and belief, including their significance and influence.	Highly competent	31-40
			Exceedingly competent	41-50

## Humanities Curriculum Map KS3 : Geography

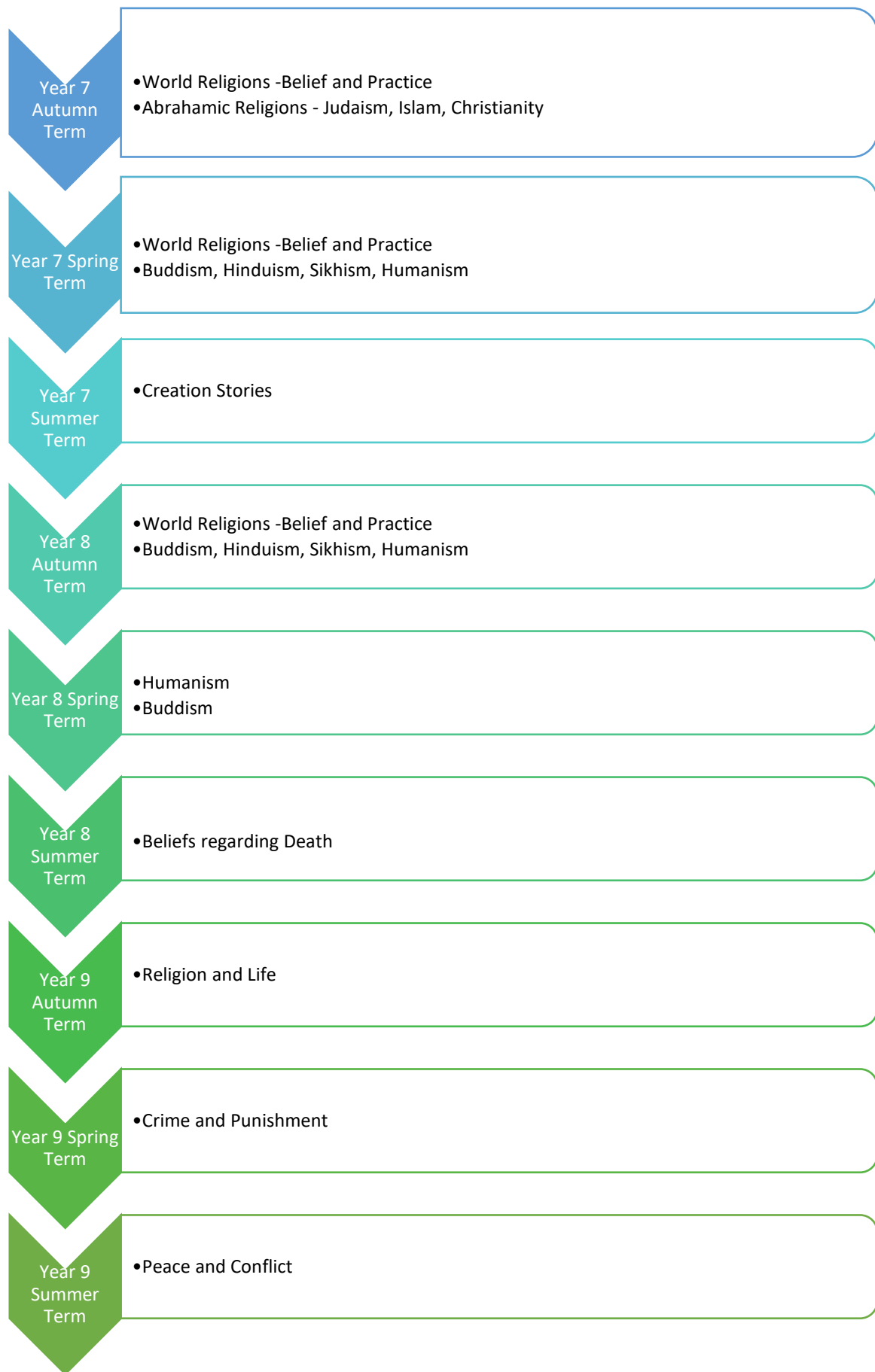


## Humanities Curriculum Map: Key Stage 3 : History





## Humanities Curriculum Map KS3 : RE



## Year 7 Geography Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Week 1</b>	What countries make up the UK?	Introduction to case study: What is the Devil's Dyke? History of the Devil's Dyke. How did it get it's name?	To learn about the continent of Africa Where is it on the map? What countries does it exist of?	What do we know about Kenya? Find Kenya on the map Look at Kenyan flag What language do they speak in Kenya? Etc...	Observing, Recording and Predicting weather ( <a href="https://www.bbc.co.uk/bitesize/topics/zx38q6f/articles/znbn3j6#zghkktty">https://www.bbc.co.uk/bitesize/topics/zx38q6f/articles/znbn3j6#zghkktty</a> )  To learn the difference between weather and climate	Global Climate Patterns and the impact of Humans  ( <a href="https://www.bbc.co.uk/bitesize/guides/zmbbf82/revision/1">https://www.bbc.co.uk/bitesize/guides/zmbbf82/revision/1</a> )  To learn about the impact of humans on the environment, in particular population, deforestation and pollution
<b>Week 2</b>	What are the populations of the different countries in the UK?	Whereabouts is the Devil's Dyke located? Look at the local area	To learn about the countries in Africa African flag game	Look at places in Kenya on Google Maps Print pictures of various places in Kenya and annotate them in books	To learn about weather symbols and what they represent	To learn about the greenhouse effect and increasing CO2 emissions
<b>Week 3</b>	What are the key/capital cities in the UK?	What are landforms?	To learn about challenges facing the people of Africa Part 1: Agriculture and water sources	Introduction to case study: how does tourism affect Kenya?  ( <a href="https://www.coolgeography.co.uk/gcsen/EW_Tourism_in_Kenya.php">https://www.coolgeography.co.uk/gcsen/EW_Tourism_in_Kenya.php</a> )	To learn about weather forecasting and how weather forecasts are put together	To learn about resources and the importance of recycling
<b>Week 4</b>	To research facts about the UK using the internet	What type of landform is Devil's Dyke?	To learn about challenges facing the people of Africa Part 2: How does the infrastructure affect them? Hospitals, supermarkets, transport, etc.	Study the tourism industry in Kenya	To learn how weather is recorded	To make a PowerPoint about the impact of humans on the environment (2 lessons)
<b>Week 5</b>	What continent is the UK based in? What other countries are in Europe? Can you find them on the map?	Trip to Devil's Dyke	To learn about challenges facing the people of Africa Part 3: How does the economy affect them?	Assessment – present the advantages and disadvantages of tourism in Kenya	ICT Lesson – To use the computers to find this week's weather forecast and present the data	To make a PowerPoint about the impact of humans on the environment (2 lessons)

<b>Week 6</b>	Where is the UK in relation to other countries in the world? What relationship does the UK have with other countries? The commonwealth?	Write up of Devil's Dyke trip / reflection activity	Assessment	Assessment – present the advantages and disadvantages of tourism in Kenya	Assessment – how is weather observed and recorded	What did you like about Geography this year? Reflection
<b>Week 7</b>	What other continents are there? Do you recognise any of these countries on the world map? Flag recognising game	Assessment				End of Year

#### Year 7 History Curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Week 1</b>	Medieval Britain 1066 – 1509 Introduction	Crusades and King John – learning about King John and the Magna Carter	The Tudors 1485 – 1603 ( focus on Henry VIII) Introduction <a href="https://www.bbc.co.uk/bitesize/articles/ztv2bmfr">https://www.bbc.co.uk/bitesize/articles/ztv2bmfr</a>  Who was Henry VIII?	The Tudors 1485 - 1603 (focus on Elizabeth I) <a href="https://www.bbc.co.uk/bitesize/articles/zkh7bdm">https://www.bbc.co.uk/bitesize/articles/zkh7bdm</a>  Who was Elizabeth I?	Stuarts 1603 – 1714  To learn about James VI of Scotland and how he came to rule England	Stuarts 1603 – 1714  To learn about the execution of Charles I

<b>Week 2</b>	Reasons for the Norman conquest	To create a wanted poster detailing the crimes of King John	To learn about the Tudor family tree  <a href="https://www.bbc.co.uk/bitesize/articles/zmst6g8#zsc3vwx">https://www.bbc.co.uk/bitesize/articles/zmst6g8#zsc3vwx</a>	<a href="https://www.bbc.co.uk/bitesize/articles/zg7d8hv#zskrg7h">https://www.bbc.co.uk/bitesize/articles/zg7d8hv#zskrg7h</a>  To learn about how Elizabeth I became Queen and the problems she faced when she became Queen	To create a fact file about James VI	To learn about Oliver Cromwell
<b>Week 3</b>	Consequences of the Norman conquest	To learn about the Black Death	To learn about the young Henry VIII and his foreign policy	To learn about why Elizabeth I never married	To learn about the gunpowder plot	To learn about Charles II
<b>Week 4</b>	To learn about Holy Warfare	To learn about the War of the Roses part 1	To learn about Henry VIII and his reformation of the Church	To learn about Elizabeth I's view on religion and the Elizabethan religious settlement	To learn about Charles I and the causes of the English civil war	To learn about the Great Fire of London
<b>Week 5</b>	To learn about Holy Warfare part 2	To learn about the War of the Roses part 2	To learn about Henry VIII and his government	To learn about Elizabeth I's foreign policy and how she dealt with rebellions	Assessment on the causes of the English Civil War	To learn about James II and William of Orange
<b>Week 6</b>	To create a poster / fact file / timeline to show what we have learnt about the Norman conquest	To learn about the War of the Roses part 3	To learn about Henry VIII's six wives	Assessment – What have we learnt about the tudors? Henry VIII and Elizabeth I understanding	To learn about the events of the English Civil War	What did you like about History this year? Reflection
<b>Week 7</b>	Mini Assessment	Mini Assessment				End of Year

#### Year 7 RE Curriculum

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Week 1</b>	To learn about the key religious places and symbols for a variety of different religions	To learn about the Abrahamic religions – What are the Abrahamic religions? What does Abrahamic mean?	To learn about Buddhism  <a href="https://www.bbc.co.uk/bitesize/articles/zdbvjhv">https://www.bbc.co.uk/bitesize/articles/zdbvjhv</a>  What is Buddhism?	To learn about Sikhism  <a href="https://www.bbc.co.uk/bitesize/articles/zkjpkmn">https://www.bbc.co.uk/bitesize/articles/zkjpkmn</a>  <a href="https://www.bbc.co.uk/bitesize/articles/znpq47h">https://www.bbc.co.uk/bitesize/articles/znpq47h</a>  What is Sikhism?	To learn about what a creation story is	To learn about the creation story from Islam  <a href="https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/8">https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/8</a>
<b>Week 2</b>	To choose one of the religions looked at last week and research facts about it	To learn about Judaism	To learn about Buddhism  <a href="https://www.bbc.co.uk/bitesize/guides/zf8g4qt/revision/6">https://www.bbc.co.uk/bitesize/guides/zf8g4qt/revision/6</a>	To learn about Sikhism  <a href="https://www.bbc.co.uk/bitesize/guides/z4p7xfr/revision/5">https://www.bbc.co.uk/bitesize/guides/z4p7xfr/revision/5</a>  To learn about Mukti	To learn about the creation story from Judaism and Christianity  <a href="https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/6">https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/6</a>	To sequence and retell the creation story from Islam

			To learn about key Buddhist beliefs and karma			
<b>Week 3</b>	To present the facts about your chosen religion in an educational poster	To learn about Judaism	To learn about the Buddhist belief of Rebirth	To learn about Sikhism  To learn about Karma. Do you notice any parallels between Sikhism and Buddhism?	To sequence and retell the creation story from Judiasm/Christianity	What do creation stories mean for humans?  <a href="https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/9">https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/9</a>
<b>Week 4</b>	To research a different religion in order to compare the similarities and differences between religions	To learn about Islam	To learn about Hinduism  <a href="https://www.bbc.co.uk/bitesize/articles/zmpp92p">https://www.bbc.co.uk/bitesize/articles/zmpp92p</a>  What is Hinduism?	To learn about humanism  <a href="https://www.bbc.co.uk/bitesize/articles/zmqpkmn">https://www.bbc.co.uk/bitesize/articles/zmqpkmn</a>  What is Humanism?	To learn about the creation story from Hinduism  <a href="https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/7">https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/7</a>	To learn about the Big Bang – the scientific creation story  <a href="https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/10">https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/10</a>
<b>Week 5</b>	To compare the similarities and differences between religions	To learn about Islam	To learn about how Hindus worship  <a href="https://www.bbc.co.uk/bitesize/guides/zvrsv9q/revision/3">https://www.bbc.co.uk/bitesize/guides/zvrsv9q/revision/3</a>	To learn about humanism  What do humanists believe in?  How do humanists see life?	To sequence and retell the creation story from Hinduism	To create a comic strip detailing the events of the big bang
<b>Week 6</b>	Assessment	To learn about Christianity	To learn about Hindu festivals (Diwali)	Assessment	Assessment	What did you like about RE this year? Reflection
<b>Week 7</b>	Assessment	To learn about Christianity (Christmas lesson)				End of Year



Year 8

Geography: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Introduction to tropical rainforests	What resources do we get from tropical rainforests?	Different Jobs	Recap on India Case Study	Introduction to climate	Climate change
Week 2	Where are the rainforests?	Deforestation and its effects	Primary, secondary, tertiary, quaternary	Comparing the UK to India project	Climate Zones and studying climate graphs	Sustainability and climate change
Week 3	Structure of a tropical rainforest	Deforestation and its effects	Primary, secondary, tertiary, quaternary	Comparing the UK to India project	Climate Zones and studying climate graphs	Global responsibility for climate change
Week 4	Nutrient cycle in a tropical rainforest	Sustainability	Case study: India	Physical geography of the UK	Weather	National responsibility for climate change
Week 5	People of the tropical rainforests	Should we protect or exploit the rainforests?	Development Indicators	Human geography of the UK	Recording the weather	Personal responsibility for climate change
Week 6	Case study: Brazil	Should we protect or exploit the rainforests?	Assessment Week	Assessment Week	Assessment Week	Assessment Week
Week 7	Assessment Week	Assessment Week				

# History: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Who are the Georgians?	America under British rule	Who was Queen Victoria?	What is slavery?	What was the industrial revolution?	Recap on Industrial revolution
Week 2	What did Britons think of the Georgians?	British taxes on colonists	What was life like in Britain under Queen Victoria's reign?	What was the transatlantic slave trade?	Why did the industrial revolution happen?	What was life like working in the factories?
Week 3	Who is the Prince Regent?	The events in Boston	Life in Britain Project	Exploring the life of a slave	Changes in transport during the industrial revolution	What was it like for children working in the factories?
Week 4	Research Project/Character Study of the Prince Regent and his work in Brighton.	American War of Independence	Life in Britain Project	Life on a slave ship	Changes in transport during the industrial revolution	What was it like for children working in the factories?
Week 5	Research Project/Character Study of the Prince Regent and his work in Brighton.	Why did America win the war?	What was the British Empire?	The revolt against slavery	Design and build a new technology	Changes in factory laws
Week 6	Presentation of Research Project	How did life improve for the colonists?	What did the British Empire do for Britain?	Assessment Week	Design and build a new technology	Assessment Week
Week 7	Presentation of Research Project	Assessment Week	Assessment Week		Design and build a new technology	



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Mapping World Religion	Religion and the impact it has on family life and relationships	Christian Marriage	Relationships and Marriage through the lens of different religions	Religion and human rights	Role of religion in local communities
Week 2	Hinduism – Beliefs and Practice	Religion and the impact it has on family life and relationships	Cohabitation	Relationships and Marriage through the lens of different religions	Religion and social justice	Festivals and celebrations
Week 3	Hinduism – Beliefs and Practice	The revelation	Religion and Contraception	Divorce and the religious perspective on divorce	Religion and peace and conflict	Festivals and celebrations
Week 4	Sikhism – Beliefs and Practice	Humanism	Sex outside of marriage	Divorce and the religious perspective on divorce	Religion and crime and punishment	Festivals and celebrations
Week 5	Sikhism – Beliefs and Practice	Humanism	Same sex marriage	Comparing and contrasting different religious viewpoints on marriage, divorce and family life	Religion and racism/prejudice	Festivals and celebrations
Week 6	Assessment Week	Assessment Week	Assessment Week	Assessment Week	Assessment Week	Assessment Week
Week 7	Assessment Week	Assessment Week				

Year 9

Geography: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1				Coastal Erosion	The Geography of crime	Ocean Crime
Week 2				Transportation	Crime and place	Rainforest crime
Week 3				Deposition	Fear of crime	The Heroibn Trail
Week 4				Landforms	Mapping crime	Civil War
Week 5				Floods and Coastal Defences	Designing out crime	Civil War
Week 6				Assessment Week	Jack the Ripper	Assessment Week
Week 7						

# History: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Intro to World War 1	Soldiers returning from WW1	What started WW2?	Comparisons between WW1 and WW2	Post War study of USA	John F Kennedy and his life story
Week 2	Causes of World War 1	Life between the wars	Why was WWII a global war? Key events timeline	Comparisons between WW1 and WW2	The Space Race	John F Kennedy and his life story
Week 3	Causes of World War 1	Life between the wars	Evacuation	Personal research project on aspect of world wars	The Space Race	Vietnam War
Week 4	Life in the Trenches	Life in the USA and the movement of people	Battle of Britain	Personal research project on aspect of world wars	The Space Race	Vietnam War
Week 5	Christmas Ceasefire	Life in the USA and the movement of people	Pearl harbour	Presentation of research projects	Martin Luther King	9/11
Week 6	Effect on home life during WW1	Financial Implications	End of the war	Presentation of research projects	Martin Luther King	Assessment Week
Week 7	End of WW1 and Treaty of Versailles				Martin Luther King	

RE: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Introduction to families, children and family life	The importance of animals in different religions			Introduction to the notion of forgiveness and reconciliation	Recap on last terms studies
Week 2	When does life begin?	Animal experimentation			Forgiveness and religious perspectives	Terrorism and the religious implication
Week 3	Abortion and religious perspectives	Religion and animal rights			What if forgiveness and reconciliation doesn't work?	Terrorism and the religious implication
Week 4	Abortion and religious perspectives				Religious combat and wars? Is it right to blame religion?	
Week 5	Euthanasia and religious perspectives				Religious combat and wars? Is it right to blame religion?	
Week 6	Euthanasia and religious perspectives	Assessment Week			Just War Theory	Assessment Week
Week 7	Research project showing knowledge				Pacifism	

Year 10 Humanities

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Intro to Rights and Responsibilities: what are basic human rights?	Recap of basic human rights and responsibilities	Intro to Crime and Punishment	Intro to types of punishment	Intro to climate change	Recap on climate change
Week 2	The right to an education and what this looks like across the world	What is Asylum and who has the right to asylum?	The Penal System in England	The differences between restorative and retributive practice	How is climate change affecting the world?	What are the climate change government policies?
Week 3	The right to an education and what this looks like across the world	Research Project on the history of asylum	The right to a fair trial and what this looks like	The prison system in England and other countries	Who is responsible for causing and solving climate change?	What are charities doing to combat climate change?
Week 4	The right to freedom of expression and what this looks like across the world	Research Project on the history of asylum	What are the pros and cons of legalisation of drugs?	The prison system in England and other countries	Big changes vs small changes that we can all make	What is the UN doing to combat climate change in our world?
Week 5	The right to freedom of expression and what this looks like across the world	Class debate on asylum: 'should everyone have the right to asylum?'	What are the pros and cons of legalisation of drugs?	What is justice and what does it look like?	Independent research on one aspect of climate change	How do people make change in this world? What are the options?
Week 6	The right to freedom of thought, belief and religion and what this looks like across the world	Class debate on asylum: 'should everyone have the right to asylum?'	Mock Class Trial about legalisation of drugs	Comparing school wellbeing policies to real world laws	Independent research on one aspect of climate change	Assessment Week
Week 7	The right to freedom of thought, belief and religion and what this looks like across the world	Comparing human rights to responsibilities	Mock Class Trial about legalisation of drugs	Comparing school wellbeing policies to real world laws	Individual presentation on aspect of climate change	

Year 11 Humanities

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Intro to prejudice and persecution	Intro to neurodiversity and disabilities	Intro to democracy and rule of law	Recap of voting systems in the UK		
Week 2	What are stereotypes?	History of Autism	What is voting and why is it important?	What is first past the post vs proportional representation?		
Week 3	Why do people have prejudice and persecute people?	Physical disabilities and their history.	What is communism, capitalism, liberalism?	What is popularism and the history behind it?		
Week 4	Racism persecution and prejudice. How do we challenge stereotypes?	Representation of people with disabilities in the media	Who are the political parties in the UK and what are their policies?	Right to protest decisions we do not agreed with; what does this look like?		
Week 5	Religious persecution and prejudice. How do we challenge stereotypes?	How is the modern world made accessible to people with disabilities/learning difficulties?	Looking into local government and their policies	What are do protests look like and what are the pros and cons?		
Week 6	LGBTQ+ persecution and prejudice. How do we challenge stereotypes?	Research project into suggestion needed to improve the accessibility of the modern world.	Writing our own government policies for changes we would like to see: focus on education, climate and healthcare	Assessment Week		
Week 7	Assessment Week	Presentation of projects	Presenting policies			

## LVS HAS SOCKS: ART CURRICULUM

### Core Skills:

- develop ideas
- apply creative and cultural influences
- refine through experimentation
- record ideas, observations, insights and independent judgements
- realise personal intentions



Art is a key part of our curriculum offering at LVS Hassocks. It allows students to learn the importance of creating, evaluating and refining their own outcomes. Students at LVS Hassocks are encouraged to bring their own personality into their work, often being a creative outlet for their communication which can sometimes feel daunting. Across all year groups, students work with a range of mediums from drawing and painting to sculpture and printing. This diversity

At LVS Hassocks, art is integral to building students' cultural understanding of the world. Through different topics at Key Stage 3, students learn to appreciate the cultural outputs of a range of individuals, considering their impact on communities. In Key Stage 4, students have an opportunity to further develop their own artistic style, showing the influences of those artists previously studied. Students in Key Stage 5 have the option to complete Art A level should this be the most appropriate option for them.



# Key Stage 3 Art Assessment Grid

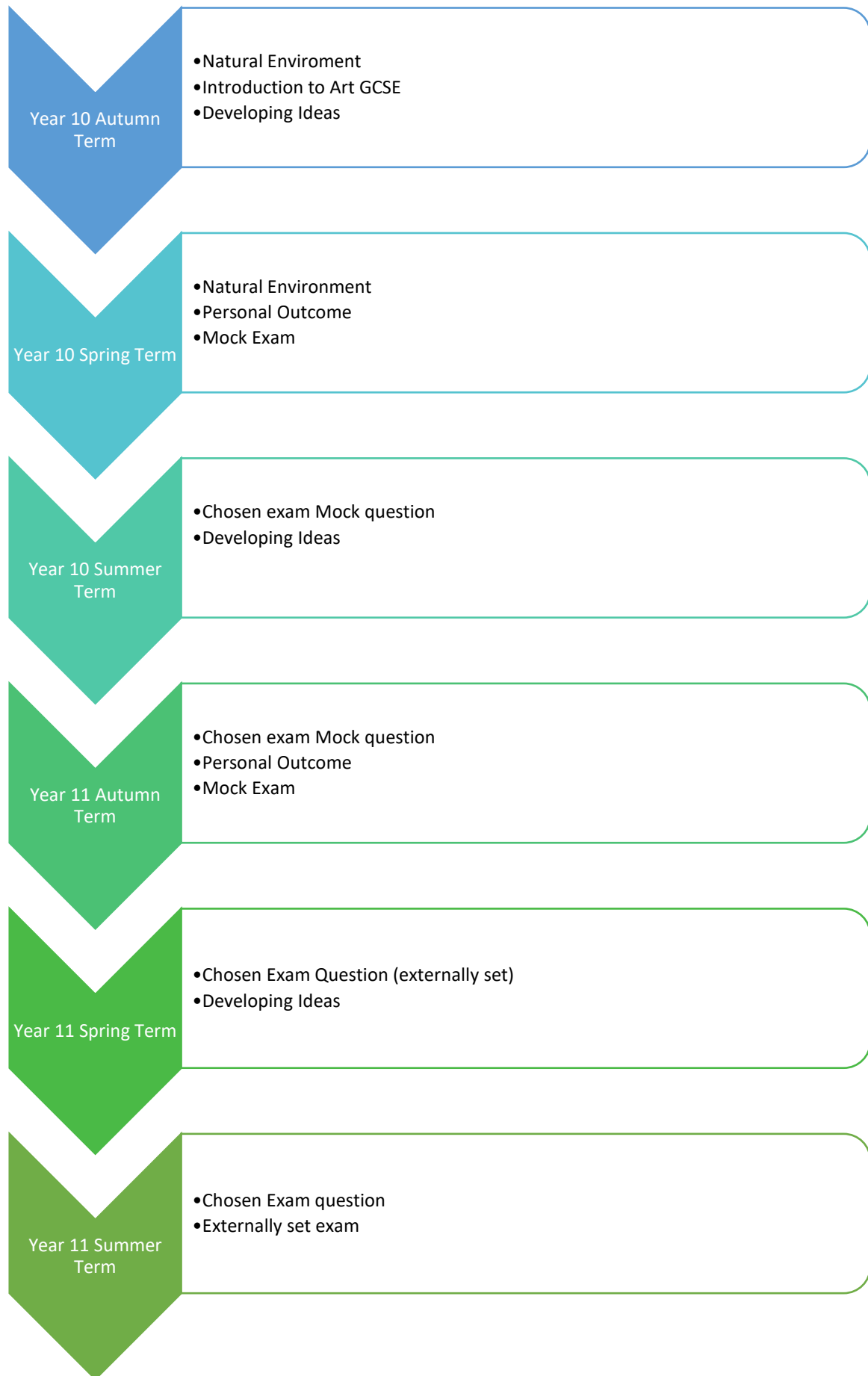
Assessment Objective	Descriptor	Student Progress	Key Stage 3 Grade descriptors
			1-50 points
AO1	Develop ideas through investigations, demonstrating critical understanding of sources	Working Towards	1-10
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Some competence	11-20
		Mostly competent	21-30
AO3	Record ideas, observations and insights relevant to intentions as work progresses	Highly competent	31-40
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Exceedingly competent	41-50



## Art Curriculum Map: Key Stage 3



## Art Curriculum Map: GCSE



### Year 7 Art: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Week 1</b>	Learning task: <ul style="list-style-type: none"> <li>Introduction to Art</li> <li>Start Elements of art booklet</li> </ul>	Learning task: <ul style="list-style-type: none"> <li>Learn about local artist Angie Lewin. Start a copy of her landscape artwork.</li> </ul>	Learning task: <ul style="list-style-type: none"> <li>Start an observational drawing of sweets or coke cans.</li> <li>Photocopy work</li> </ul>	Learning task: <ul style="list-style-type: none"> <li>Begin painting logo design on sweet sculpture.</li> </ul>	Learning Task: <ul style="list-style-type: none"> <li>Create a mood board of ideas relating to months, myths and legends.</li> </ul>	Learning Task: <ul style="list-style-type: none"> <li>Create the pattern for the Monster Plushie</li> </ul>
<b>Week 2</b>	Learning task: <ul style="list-style-type: none"> <li>Finish Elements of art information booklet</li> <li>Present in book</li> </ul>	Learning task: <ul style="list-style-type: none"> <li>Complete a copy of Angie Lewin landscape and present in book</li> </ul>	Learning task: <ul style="list-style-type: none"> <li>Complete observational drawing of sweets or coke can.</li> </ul>	Learning task: <ul style="list-style-type: none"> <li>Finish painting logo design on sweet sculpture.</li> </ul>	Learning Task: <ul style="list-style-type: none"> <li>Draw a 'monsters' from observation. Student can choose their own artwork to copy from</li> </ul>	Learning Task: <ul style="list-style-type: none"> <li>Create the pattern for the Monster Plushie</li> </ul>
<b>Week 3</b>	Complete a tonal ladder and start observational drawing of an orange.	Design a poly title using Angie Lewin as inspiration for an original design.	Learn about Andy Warhol  Use photoshop to change the colours of sweet drawing.	Finish painting logo design on sweet sculpture.	Product evaluation sheet of a plushie. Assessment: Marked worksheet	Cut out the plushie pieces from fabric.
<b>Week 4</b>	Complete observational drawing of orange Assessment: Written feedback WW/EBI	Print from a poly title using Angie Lewin as inspiration for an original design.	Learn about Roy Lichtenstein  Pop art background	Add foil to edges on the sweet sculpture.	Design a Monster themed plushie	Begin sewing the plushie using running and back stitch.
<b>Week 5</b>	Complete a pattern grid and start a line drawing of an orange slice.	Print from leaves using mono printing techniques.	Collage using outline from observational drawing in the style of Lichtenstein.	Wrap around 'Chocolate' /secure in place using ribbon.	Design a Monster themed plushie, add colour and annotations.	Continue sewing plushie using different stitches.
<b>Week 6</b>	Introduction to colour theory and watercolors. Start a colour wheel.	Create a ceramic leaf using a collected leaf.	Design a giant sweet. Annotate design.	Wrap around 'Chocolate' /secure in place using ribbon.	Practice sewing 5 different stiches.	Stuff plushie using wadding and sew up the holes.
<b>Week 7</b>	Colour theory  Finish colour wheel.	Print greeting cards using Lino stamps	Start sweet sculpture  Mark up A2 paper			Finishing details on the plushie.  Evaluation sheet

### Year 8 Art: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Create a mood board of ideas on Mexican Day of the dead festival.	Complete. Mood board of ideas on Masks	Create a mood board about insects and Art Nouveau Assessment: Verbal feedback	Arts Award part A	Arts Award part C	Learn about Lino printing  Start a Lino print design of a landscape using tracing paper. Assessment: Verbal feedback
Week 2	Begin observational drawing of sugar skull Assessment: Verbal feedback	Start an observational drawing of a mask using tone. Assessment: Verbal assessment	Draw an observational drawing of insects in the style of Art Nouveau Assessment: Written feedback	Arts Award part A	Arts Award part C	Transfer design  Start cutting using Lino tools. Assessment: Safety self-evaluation sheets
Week 3	Complete observational drawing of sugar skull Assessment: Verbal feedback /Peer assessment	Finish an observational drawing of a mask using tone. Assessment: Verbal assessment	Draw an observational drawing of insects in the style of E.A. Seguy Assessment: Verbal feedback	Arts Award part A	Arts Award part C	Continue Lino design cutting using Lino tools. Assessment: Safety self-evaluation sheets
Week 4	Design for a sugar skull.  Start sculpting skull. Assessment: Verbal feedback /Peer assessment	Complete a design for a mask based on the Venice mask festival. Assessment: Verbal/ Peer critique	Draw an observational drawing of insect using the ink and water process. Assessment: Verbal feedback	Arts Award part A	Arts Award part C	Continue Lino design cutting using Lino tools. Assessment: Safety self-evaluation sheets
Week 5	Continue to sculpt clay sugar skull. Assessment: Written feedback WW/EBI	Experiment using 3D materials and processes. Assessment: Peer critique	Design a ceramic relief insect with colour and annotations. Assessment: Written feedback	Arts Award part B	Arts Award part C	Finish Lino design cutting using Lino tools. Assessment: Safety self-evaluation sheets
Week 6	Make a skeleton puppet in the style of Jose Guadeloupe. Assessment: Verbal feedback	Start making a mask using cardboard and 3D materials and processes. Assessment: Verbal assessment	Making a ceramic insect using relief techniques.	Arts Award part B	Arts Award part D	Print using Lino onto various prepared surfaces. Assessment: Safety checklist / self-assessment
Week 7	Finish making paper puppet and add colour with paint or pen. Assessment: Verbal Feedback /Peer Assessment	Continue making a mask using cardboard and 3D materials and processes. Assessment: Verbal assessment	Making a ceramic insect using relief techniques.	Arts Award part B	Arts Award part D	Annotate work Assessment: Written feedback

## Year 9 Art: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Learning task: Learn about and surrealism Antonio Gaudi Start an artist copy of AR Brighton illustrations	Learning task: Create a 3D gingerbread house using 3D construction.	Learning task: Reading through the past exam papers, choosing a question.	Learning task: Choose 2nd artist from research to respond to	Learning task: Reading through the past exam papers, choosing a question.	Learning task: Continue response using the mediums of your choice.
Week 2	Learning task: Continue an artist copy of AG building in chosen medium.	Learning task: Create a 3D gingerbread house using 3D construction.	Learning task: Exploring artists and sources through internet/book research	Learning task: Finish your response using the mediums of your choice.	Learning task: Exploring artists and sources through internet/book research	Learning task: Finish your response using the mediums of your choice. Present in book with title
Week 3	Learning task: Finish an artist copy of AG building in chosen medium.	Learning task: Create a 3D gingerbread house using 3D construction.	Learning task: Exploring artists and sources through internet/book research	Learning task: Create an original artwork based on your chosen question.	Learning task: Exploring artists and sources through internet/book research	Learning task: Choose 2nd artist from research to respond to using the mediums of your choice.
Week 4	Learning task: Design a Gingerbread house using surrealism as inspiration	Learning task: <ul style="list-style-type: none"> <li>Create a 3D gingerbread house using 3D construction.</li> </ul> Assessment: Teacher feedback	Learning task: <ul style="list-style-type: none"> <li>Create a mind map/mood board of ideas from research.</li> </ul> Assessment: Verbal feedback	Learning task: <ul style="list-style-type: none"> <li>Continue an original artwork based on your chosen question.</li> </ul> Assessment: Verbal feedback:	Learning task: <ul style="list-style-type: none"> <li>Create a mind map/mood board of ideas from research.</li> </ul> Assessment: Verbal feedback	Learning task: <ul style="list-style-type: none"> <li>Finish your response using the mediums of your choice.</li> </ul> Assessment: Written feedback
Week 5	Learning task: <ul style="list-style-type: none"> <li>Annotate work</li> </ul> Assessment: Verbal Feedback	Learning task: <ul style="list-style-type: none"> <li>Create a 3D gingerbread house using 3D construction.</li> </ul> Assessment: Teacher feedback	Learning task: <ul style="list-style-type: none"> <li>Choose 1 artists from research to respond using the mediums of your choice.</li> </ul> Assessment: Peer assessment	Learning task: <ul style="list-style-type: none"> <li>Complete an original artwork based on your chosen question.</li> </ul> Assessment: Written feedback using KS4 assessment grid	L Learning task: <ul style="list-style-type: none"> <li>Create a mind map/mood board of ideas from research.</li> </ul> Assessment: Verbal feedback	Learning task: <ul style="list-style-type: none"> <li>Create an original artwork based on your chosen question.</li> </ul> Assessment: Verbal feedback:
Week 6		Learning task: <ul style="list-style-type: none"> <li>Create a 3D gingerbread house using 3D construction.</li> </ul> Assessment: Teacher feedback	Learning task: <ul style="list-style-type: none"> <li>Continue response using the mediums of your choice.</li> </ul> Assessment: Verbal feedback	Learning task: <ul style="list-style-type: none"> <li>Complete evaluation</li> </ul> Assessment: Written feedback using KS4 assessment grid	Learning task: <ul style="list-style-type: none"> <li>Choose 1 artists from research to respond using the mediums of your choice.</li> </ul> Assessment: Peer assessment	Learning task: <ul style="list-style-type: none"> <li>Continue an original artwork based on your chosen question.</li> </ul> Assessment: Verbal feedback:
Week 7		Learning task: <ul style="list-style-type: none"> <li>Create a 3D gingerbread house using 3D construction.</li> </ul> Assessment: Teacher feedback	Learning task: <ul style="list-style-type: none"> <li>Continue response using the mediums of your choice.</li> </ul> Assessment: Verbal feedback			Learning task: <ul style="list-style-type: none"> <li>Continue an original artwork based on your chosen question.</li> </ul> Assessment: Verbal feedback:

## Year 10 Art GCSE: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Introduction to Natural Environment Title Page/Mood board Observational drawing – Pencil	Artist 1 - Developing Ideas Artist response and presentation in book with research.	Artist 2 - Developing Ideas Artist response and presentation in book with research.	Developing final ideas Combining techniques	Learning task: • Reading through the past exam papers, choosing a question. Assessment: Verbal feedback	Learning task: • Choose 2nd artist from research to respond to using the mediums of your choice. Assessment: Peer assessment
Week 2	Natural objects- Observational drawing – Pencil /Biro/Line	Developing final ideas Combining techniques	Developing final ideas Combining techniques	Developing final ideas Combining techniques	Learning task: • Exploring artists and sources through internet/book research Assessment: Verbal feedback	Learning task: • Finish your response using the mediums of your choice. Assessment: Written feedback
Week 3	Natural objects- Observational drawing – Ink and water /Pen /Acetate	Developing final ideas Combining techniques	Developing final ideas Combining techniques	Developing final ideas Combining techniques	Learning task: • Exploring artists and sources through internet/book research Assessment: Written feedback	Learning task: • Create an original artwork based on your chosen question. Assessment: Verbal feedback:
Week 4	Dianne Rogers Response Acrylic Painting	Developing final ideas Combining techniques	Developing final ideas Combining techniques	Final Outcome – MOCK EXAM Presenting Ideas	Learning task: • Create a mind map/mood board of ideas from research. Assessment: Verbal feedback	Learning task: • Continue an original artwork based on your chosen question. Use inspiration from your 2 chosen artists to help inspire you. Assessment: Verbal feedback:
Week 5	Helen Brown Lino response Lino Cutting and printing	Developing final ideas Combining techniques	Developing final ideas Combining techniques	Final Outcome – MOCK EXAM Presenting Ideas	Learning task: • Choose 1 artists from research to respond using the mediums of your choice. Assessment: Peer assessment	Learning task: • Complete an original artwork based on your chosen question. Assessment: Written feedback using KS4 assessment grid
Week 6	Helen Brown Lino response Lino Cutting and printing	Developing final ideas Combining techniques	Artist 3 - Developing Ideas Artist response and presentation in book with research.	Final Outcome Presenting Ideas	Learning task: • Continue response using the mediums of your choice. Assessment: Verbal feedback	Learning task: • Choose 2nd artist from research to respond to using the mediums of your choice. Assessment: Peer assessment

## Year 11 Art GCSE: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Learning task: Reading through the past exam papers, choosing a question. Assessment: Verbal feedback	Learning task: Choose 2nd artist from research to respond to using the mediums of your choice.	Learning task: Reading through the past exam papers, choosing a question. Assessment: Verbal feedback	Learning task: Choose 2nd artist from research to respond to using the mediums of your choice.	Exam Preparation	
Week 2	Learning task: Exploring artists and sources through internet/book research Assessment: Verbal feedback	Learning task: Finish your response using the mediums of your choice. Assessment: Written feedback	Learning task: Exploring artists and sources through internet/book research Assessment: Verbal feedback	Learning task: Finish your response using the mediums of your choice. Assessment: Written feedback	Exam Preparation	
Week 3	Learning task: Exploring artists and sources through internet/book research Assessment: Written feedback	Learning task: Create an original artwork based on your chosen question. Assessment: Verbal feedback:	Learning task: Exploring artists and sources through internet/book research Assessment: Written feedback	Learning task: Create an original artwork based on your chosen question. Assessment: Verbal feedback:	Exam Preparation	
Week 4	Learning task: Create a mind map/mood board of ideas from research. Assessment: Verbal feedback	Learning task: Continue an original artwork based on your chosen question. Use inspiration from your 2 chosen artists to help inspire you. Assessment: Verbal feedback:	Learning task: Create a mind map/mood board of ideas from research. Assessment: Verbal feedback	Learning task: Continue an original artwork based on your chosen question. Use inspiration from your 2 chosen artists to help inspire you. Assessment: Verbal feedback:	Exam Preparation	
Week 5	Learning task: Choose 1 artists from research to respond using the mediums of your choice. Assessment: Peer assessment	Learning task: Complete an original artwork based on your chosen question. Assessment: Written feedback using KS4 assessment grid	Learning task: Choose 1 artists from research to respond using the mediums of your choice. Assessment: Peer assessment	Learning task: Complete an original artwork based on your chosen question. Assessment: Written feedback using KS4 assessment grid	Exam Preparation	
Week 6	Learning task: Continue response using the mediums of your choice. Assessment: Verbal feedback	Learning task: Choose 2nd artist from research to respond to using the mediums of your choice. Assessment: Peer assessment	Learning task: Continue response using the mediums of your choice. Assessment: Verbal feedback	Learning task: Choose 2nd artist from research to respond to using the mediums of your choice. Assessment: Peer assessment	Exam Preparation	

## LVS HASOCKS: FOOD TECHNOLOGY CURRICULUM

### Core Skills

- Preparation
- Practical skills
- Knife skills
- Refining technique

LVS Hassocks recognises the importance of a life-based curriculum. Food technology and cooking is a key elements of our offering, understanding that the basic skills of food preparation will set students up for the future. Students take pride in their work, often showcasing their fantastic talent in a range of different culinary activities.



We also recognise the importance of understanding food within the wider industry; links with outdoor learning means that students can see the journey from planting to produce to plate. This allows them to have a greater respect for their ingredients and appreciate the importance of sustainability.



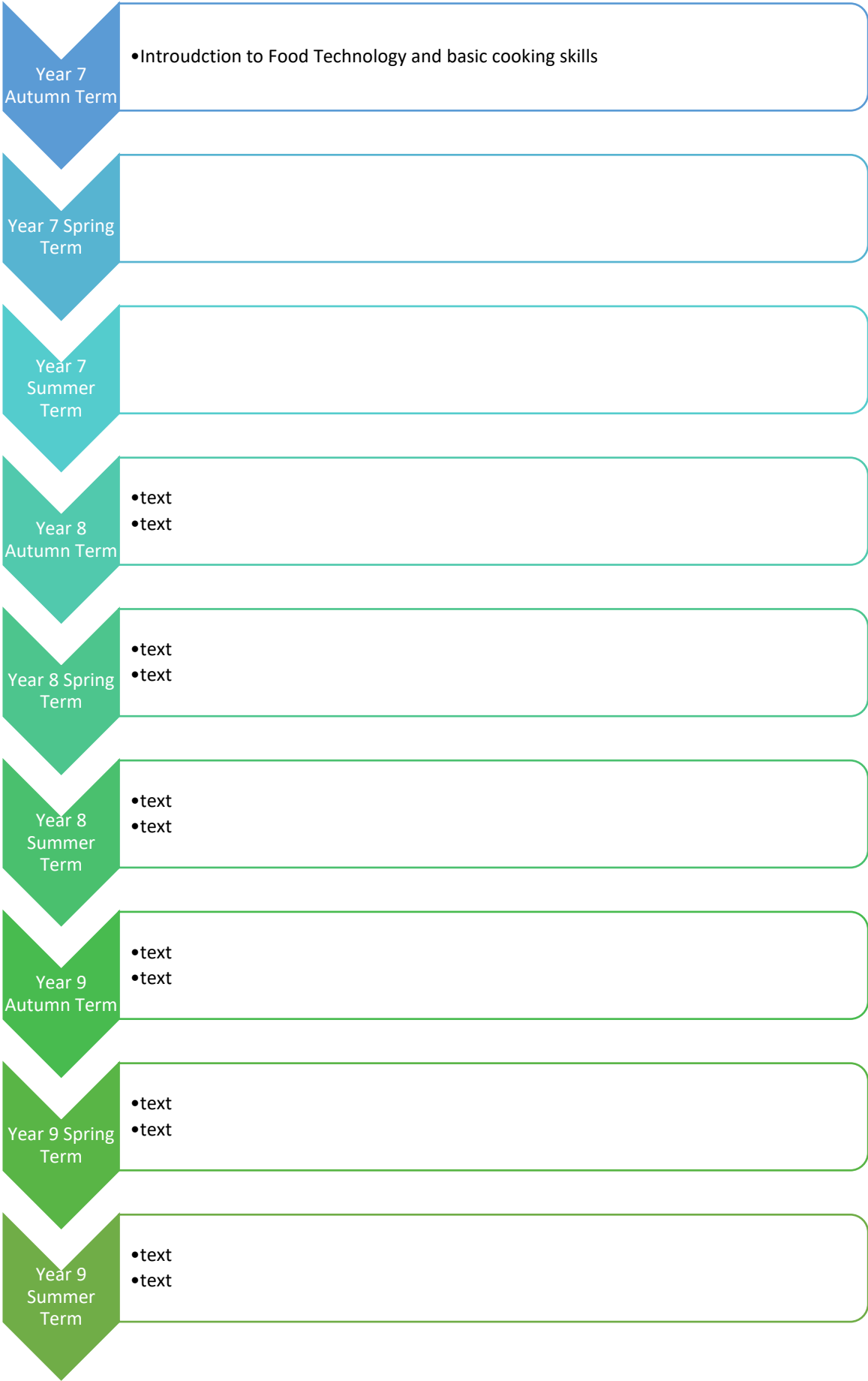
The BTEC Home Cooking course is highly effective for helping our students demonstrate creativity in their process; students complete the level 2 course in which they design and cook a meal for a set occasion. The students thrive in having the autonomy to design their own menu.



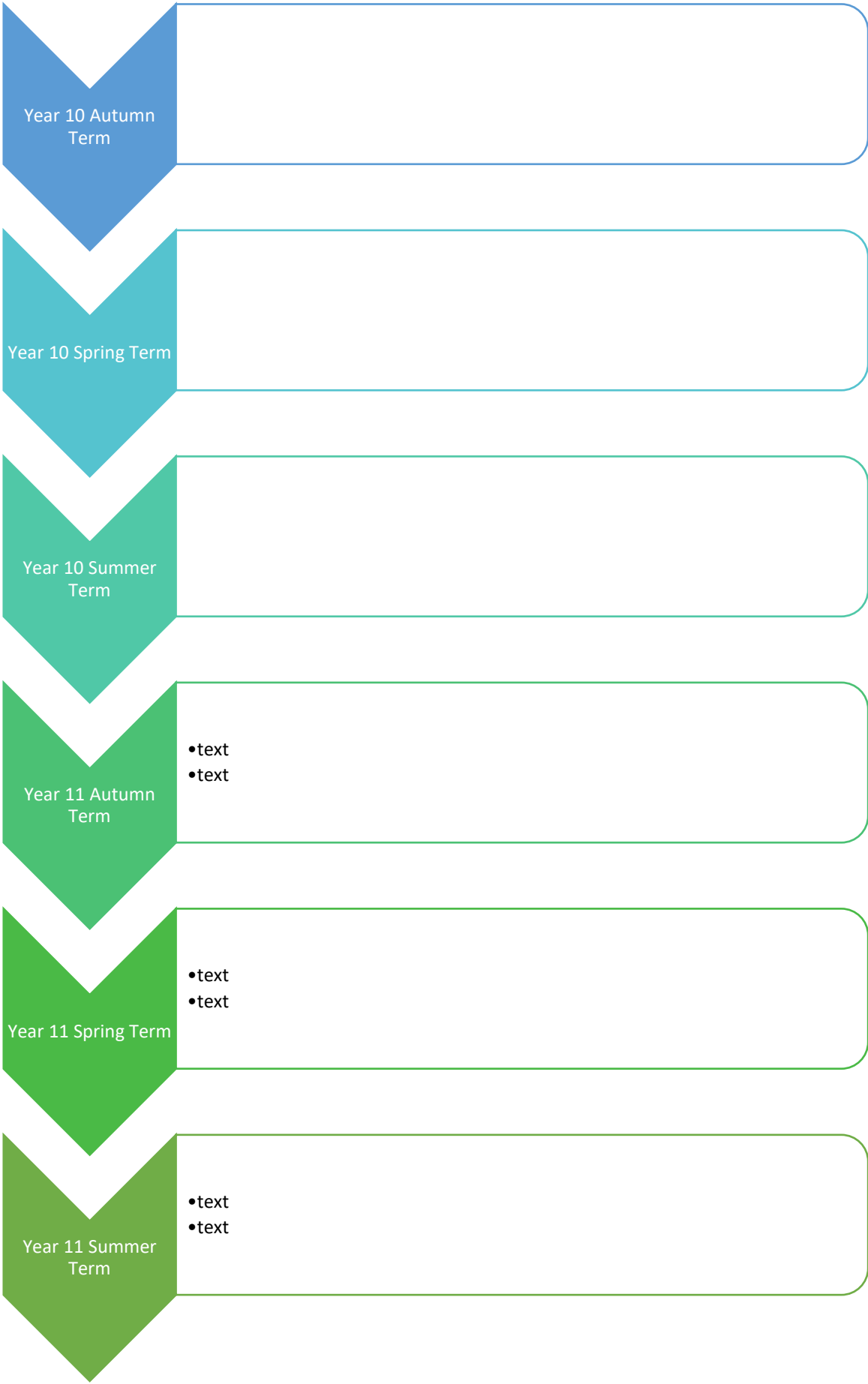
### Key Stage 3 Food Technology Assessment Grid

	Assessment Objective	Descriptor	Student Progress	Key Stage 3 Grade descriptors
				1-50 points
READING	AO1	Demonstrate knowledge and understanding of nutrition, food, cooking and preparation	Working Towards	1-10
	AO2	Apply knowledge and understanding of nutrition, food, cooking and preparation	Some competence	11-20
		Plan, prepare, cook and present dishes, combining appropriate techniques	Mostly competent	21-30
	AO3	Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others	Highly competent	31-40
	AO4		Exceedingly competent	41-50

Food Technology Curriculum Map: Key Stage 3



Food Technology Curriculum Map: BTEC Home Cooking Skills



## Year 7 Food Technology: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Week 1</b>	Orientation week	Be able to demonstrate weighing and mixing.  Be able to define roasting.  Chocolate brownies	Be able to demonstrate weighing and mixing.  Recognise the methods for working with sugar.  Millionaire's shortbread.	Be able to recall the ingredients in pancakes.  Be able to demonstrate weighing and mixing.  American pancakes, banana and chocolate sauce.	Be able to recall the ingredients in flapjacks.  Be able to demonstrate weighing and mixing.  Be able to apply baking as a technique.  Flapjacks	Be able to identify rice to water ratio.  Be able to execute a brunoises.  Understand the reasons for washing rice.  Be able to demonstrate dicing chicken.  Chicken curry and rice
<b>Week 2</b>	Introduction to the food technology room Health and safety. Food hygiene.  Courgette pasta	Be able to define frying.  Be able to identify ingredients suitable for frying.  Be able to demonstrate slicing and grating.  Flat bread pizza	Be able to recall the process of making a roux-based sauce.  Demonstrate mixing, grating, frying.  Croque monsieur/madam	Be able to identify classical knife cuts.  Be able to execute a brunoises.  Be able to demonstrate a roux-based sauce.  Tomato risotto	Be able to differentiate between different types of pastry.  Be able to demonstrate weighing and mixing.  Be able to demonstrate rolling, cutting and glazing puff pastry.  Sausage rolls and potato salad.	Be able to differentiate between different types of potato.  Be able to identify dry and fresh coriander.  Be able to demonstrate cutting a 1-inch dice  Sweet potato tagine
<b>Week 3</b>	Be able to demonstrate dicing and slicing  Be able to define boiling.  Be able to identify foods suitable for boiling.  Be able to apply the technique to a complete dish. Pasta bolognaise	Be able to demonstrate weighing and mixing and kneading.  Soda bread	Be able to demonstrate peeling and dicing a pear.  Be able to recall the ingredients in fresh custard.  Poached pear and custard.	Be able to explain the term al dente.  Demonstrate weighing and moulding minced beef.  Apply boiling and frying to a complete dish.  Execute a fine dice of onion  Meatballs and tomato sauce.	Be able to differentiate between deep and shallow frying.  Be able to identify risks associated with deep frying food.  Be able to demonstrate applying a coating to chicken.  Be able to execute finely sliced cabbage.  Fried chicken and coleslaw	Be able to identify the risks when working with eggs.  Be able to apply frying and baking to an egg dish.  Demonstrate whisking mixing and grating.  Frittata
<b>Week 4</b>	Be able to define baking.  Be able to identify ingredients suitable for baking.  Be able to apply the technique to a complete dish.  Be able to demonstrate slicing.	Be able to demonstrate weighing, mixing and dicing.  Be able to describe stewing as a method.  Apple crumble	Be able to identify the risks when cooking with eggs.  Be able to identify the nutrients in eggs.  Be able to demonstrate whisking and shallow frying.	Be able to identify classical knife cuts.  Be able to execute a macedoine cut.  Be able to demonstrate a roux-based sauce.	Be able to recognise different beans.  Be able to identify the correct core temperature to cook meat safely.  Be able to execute a brunoises.  Sausage and bean cassoulet	Be able to recall the ingredients of short crust pastry.  Be able to demonstrate making short crust pastry by hand.

	Cheese scones and onion marmalade		French toast and bacon	Demonstrate grating.  Tuna pasta bake		Be able to describe blind baking.  Be able to demonstrate making a cartouche.  Quiche Lorraine
Week 5	Be able to define poaching.  Be able to identify ingredients suitable for poaching.  Be able to apply the technique to a complete dish.  Poached eggs, sauté spinach and mushrooms on toast.	Be able to define roasting and boiling.  Be able to identify ingredients suitable for roasting and boiling.  Be able to apply the techniques to a complete dish.  Demonstrate a fine dice and moulding.  Shepherd's pie	Be able to differentiate between grilling and frying.  Be able to describe the health benefits of using grilling as a cooking technique  Grilled halloumi, flat bread and cucumber.	Be able to recall the term al dente.  Execute a fine dice of onion  Demonstrate slicing mushrooms.  Demonstrate grating.  Mushroom risotto	Be able to identify the risks when working with eggs.  Be able to apply frying to a sweet dish.  Demonstrate weighing and mixing.  French toast banana and toffee sauce	Be able to demonstrate filling a three-layer sandwich.  Be able to apply frying and grilling to a sandwich filling.  Club sandwich
Week 6	Be able to define roasting.  Be able to identify ingredients suitable for roasting.  Be able to apply the technique to a complete dish.  Roast chicken and Mediterranean vegetables	Be able to define roasting and frying.  Be able to apply the techniques to a complete dish.  Demonstrate a fine dice and moulding.  Beef burger	Be able to demonstrate, rolling, crimping and glazing puff pastry.  Be able to recognise the nutritional benefits of sweet potatoes.  Sweet potato and feta pasty.	Be able to identify rice to water ratio.  Be able to execute a brunoise.  Understand the reasons for washing kidney beans.  Chilli and rice	Be able to recall the term al dente.  Be able to recognise the shape of a lardon.  Be able to execute a bacon lardon.  Be able to identify cooking times for dry pasta.  Be able to differentiate between different pasta shapes.  Spaghetti carbonara	Be able to describe Parmentier potatoes.  Be able to execute a macedoine knife cut.  Demonstrate shallow frying potatoes and poaching an egg.  Parmentier potatoes, poached egg and parmesan.
Week 7	Be able to identify the ingredients in a roux.  Be able to recall the process of making a béchamel sauce.  Be able to demonstrate cutting florets  Be able to demonstrate making a roux-based sauce. cook cauliflower cheese	Demonstrate, weighing, mixing, grating and frying.  Be able to recall the process of making crepe batter.  Ham egg and cheese crepes	Be able to demonstrate, frying, slicing and dicing.  Be able to identify the risks when using raw chicken.  Chicken fajitas	Execute the cut required to produce a Hasselback potato.  Demonstrate de-seeding tomatoes.  Being able to differentiate between different salad dressings.  Hasselback potatoes and tomato salsa.	Be able to describe the pane method.  Be able to coat fish in breadcrumbs.  Be able to identify the correct core temperature for cooking fish. Pane cod and mushy peas	Summer sharing

## Year 8 Food Technology: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Introduction to the food technology room Health and safety. Food hygiene.	Be able to identify different types of dry pasta.  Be able to recall the process of making bechamel.  Be able to demonstrate making a roux.  Be able to execute a fine dice of vegetables.  lasagne	Be able to recall the risks associated with working with raw chicken.  Be able to demonstrate dicing chicken and slicing peppers.  Chicken and roast peppers wraps	Be able to identify different types of rice.  Be able to recognise different spices.  Be able to demonstrate dicing chicken, slicing onion Chicken curry	Be able to recognise the provenance of the recipe.  Be able to demonstrate slicing and dicing.  Be able to identify when rice is al dente.  Jambalaya	Be able to demonstrate a large dice.  Be able to recognise different pulses.  Be able to apply frying and boiling to a complete dish.  Chorizo and chickpea stew.
Week 2	Be able to demonstrate dicing and slicing  Be able to define boiling.  Be able to identify foods suitable for boiling.  Be able to apply the technique to a complete dish.	Be able to recall the ingredients in a pancake batter.  Demonstrate frying, grating weighing and mixing. Ham and cheese crepes	Be able to differentiate between croque madam and Croque monsieur.  Be able to demonstrate, grating, frying eggs.  Croque madam	Be able to recall the meaning of the term al dente.  Be able to demonstrate finely dicing onions.  Be able to describe a mirepoix knife cut.  Mushroom risotto	Be able to differentiate between cottage and Shepperd's pie.  Be able to demonstrate mashing, finely dicing and grating.  Shepherd's pie	Be able to demonstrate weighing, mixing and grating.  Be able to recall the ingredients for shortbread.  Millionaires' shortbread.
Week 3	Be able to define baking.  Be able to identify ingredients suitable for baking.  Be able to apply the technique to a complete dish. Be able to demonstrate slicing. Roast Mediterranean vegetables and flat bread. Chicken and leek pie	Be able to recognise different raising agents.  Be able to identify different nutrients.  Demonstrate, weighing, mixing, grating.  Carrot cake muffins	Be able to identify the risks associated with working with eggs.  Be able to demonstrate, grating, whisking and frying.  French omelettes and salad	Be able to differentiate between different types of pastry.  Be able to demonstrate glazing, rolling crimping.  Be able to demonstrate a fine dice.  Cheese and onion pasty	Be able to identify the risks associated with working with chicken.  Be able to demonstrate glazing meat.  Be able to apply frying and roasting to one dish.  Korean glazed chicken and rice.	Be able to recognise different pasta shapes.  Be able to apply frying and boiling to a complete dish.  Be able to demonstrate slicing and grating.  Mushroom tagliatelle
Week 4	Be able to define poaching.	Be able to apply frying and roasting to a complete dish.	Be able to recall the process to make an egg custard.	Be able to identify the ingredients in a roux.	Be able to identify the risks associated with working with pork.	Be able to demonstrate weighing, mixing, grating.

	<p>Be able to identify ingredients suitable for poaching.</p> <p>Be able to apply the technique to a complete dish.</p> <p>Apple strudel.</p>	<p>Demonstrate, weighing, mixing, whisking.</p> <p>Be able to identify the process that allows the dish to rise.</p> <p>Toad in the hole</p>	<p>Be able to demonstrate whisking, weighing and mixing.</p> <p>Marmalade pudding and custard</p>	<p>Be able to describe the term al dente.</p> <p>Be able to demonstrate grating, mixing and whisking.</p> <p>Macaroni cheese</p>	<p>Be able to demonstrate basting meat.</p> <p>Be able to apply frying and roasting to one dish.</p> <p>Be able to demonstrate coring and dicing an apple.</p> <p>Pork chop and apple sauce.</p>	<p>Be able apply frilling as a technique to a complete dish.</p> <p>Be able to demonstrate a fine slice.</p> <p>Be able to identify different vegetables.</p> <p>Tuna melt and coleslaw</p>
Week 5	<p>Be able to define roasting.</p> <p>Be able to identify ingredients suitable for roasting.</p> <p>Be able to apply the technique to a complete dish.</p> <p>Sausage rolls</p>	<p>Be able to describe the pane process.</p> <p>Be able to demonstrate applying breadcrumbs as a coating.</p> <p>Be able to describe the risks associated with working with raw fish.</p> <p>Fish finger sandwich</p>	<p>Be able to apply boiling, roasting and frying to a complete dish.</p> <p>Demonstrate peeling, mashing.</p> <p>Sausage and mash</p>	<p>Be able to demonstrate. dicing, slicing and grating.</p> <p>Be able to identify different food groups using the Eatwell plate.</p> <p>Tomato and mozzarella bruschetta</p>	<p>Be able to identify the risks associated with working with raw fish.</p> <p>Be able to demonstrate mashing and grating.</p> <p>Be able to apply frying, boiling, poaching and roasting to one dish.</p> <p>Be able to demonstrate making a roux-based sauce.</p> <p>Fish pie.</p>	<p>Be able to identify different types of meat.</p> <p>Be able to recognise the correct core temperature to cook minced meat safely.</p> <p>Be able to demonstrate weighing, peeling, moulding.</p> <p>Lamb kofta and cucumber salad.</p>
Week 6	<p>Be able to identify the ingredients in a roux.</p> <p>Be able to recall the process of making a béchamel sauce.</p> <p>Be able to demonstrate cutting florets</p> <p>Be able to demonstrate making a roux-based sauce.</p> <p>Cauliflower cheese</p>	<p>Be able to describe stewing as a method.</p> <p>Be able to demonstrate, weighing, peeling.</p> <p>Be able to recall the method for making a crumble topping.</p> <p>Fruit crumble and custard.</p>	<p>Be able to identify the different stages and terms in dough production.</p> <p>Be able to demonstrate, kneading, proving, knocking back and rolling.</p> <p>Be able to create different toppings.</p> <p>Pizza</p>	<p>Be able to identify the correct core temperature for cooking meat.</p> <p>Be able to describe the increased risk when cooking with minced meat.</p> <p>Be able to demonstrate weighing, mixing and moulding.</p> <p>Meatballs</p>	<p>Be able to identify different types of rice.</p> <p>Be able to apply boiling and frying to one dish.</p> <p>Be able to recognise different spices.</p> <p>Be able to demonstrate a fine dice.</p> <p>Vegetable chilli and rice.</p>	<p>Summer sharing</p>

Year 9 Food Technology: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	<b>Introduction to food room.</b> Food safety. Hygiene. Health and safety, Folders.	<b>Introduction:</b> Be able to Identify different lunch dishes.  Be able to identify eating habits in different cultures.  Be able to identify healthy lunch options.	<b>Introduction.</b> Be able to identify different bakery products.  Be able to identify differences in baked products in different cultures.  Be able to identify different raising agents.  Be able to identify different equipment used for baking.	<b>Introduction.</b> Identify different types of soup.  Identify different processes in bread making.  Identify different types of bread.  Identify different equipment.	<b>Introduction to different food cultures.</b>  Independent research on a specific food culture.	To be able to identify different salad ingredients.  To be able to identify the nutritional value of salads.  To be able to identify different equipment.
Week 2	<b>Eggs Theory.</b> Farming methods. British standards. Proteins and fats. Different uses. Aeration. Coagulation.	<b>Sandwiches.</b> Be able to identify different types of sandwich.  <b>Practical.</b> Panini. Club. Croque monsieur.	<b>Scones:</b> Shortening. Rubbing. Flour to fat ratios.  <b>Practical.</b> Fruit scones. Cheese scones.	<b>Broth/ rolls.</b> Identify the paysane knife cut. French cuisine. <b>Practical.</b> Pottage paysane. Sesame seed rolls.	<b>France.</b> Regional cookery.  Cultural food habits and routines. Famous dishes. <b>Practical:</b> Crepes. Coq au vin	<b>Compound salads.</b> Definition and different types.  <b>Practical:</b> Russian salad. Niçoise salad.
Week 3	<b>Different techniques.</b> Practical: Scrambled, fried, poached, boiled.	<b>Wraps.</b> The origin of flour tortilla. How to make a tortilla.  Tuna and roast vegetable wrap.	<b>Enriched doughs.</b> Kneading Proving. Knocking back. Icing Glazing	<b>Roux method. Soda bread.</b> Identify the macedoine knife cut.  <b>Practical:</b>	<b>Spain.</b> Regional cookery.  Cultural food habits and routines.	<b>Compound salads.</b> Definition and different types.  <b>Practical:</b>



		Spicy chicken wrap.	<b>Practical.</b>  Chelsea buns. Iced buns.	Leek and potato soup.  Soda bread.	Famous dishes.  <b>Practical:</b>  Paella.	Walldorf salad.  Tuna bean and artichoke salad.
Week 4	<b>French omelettes.</b> Practical.	<b>Chips.</b> <b>History.</b> Cooking techniques. Deep frying. shallow frying.  Cajun chicken and fries.  Fish and chips.	<b>Pastry.</b>  Shortening. Blind baking. Fats and oils.  <b>Practical:</b>  Quiche Loraine.  Backwell tart.	<b>Roux method.</b> <b>Pastry.</b>  <b>Practical.</b>  Cream of tomato.  Cheese straws.	<b>Germany:</b>  Regional cookery.  Cultural food habits and routines.  Famous dishes.  <b>Practical:</b>  Sour kraut.  Schnitzel	<b>Mixed. Salads.</b>  Definition and different types.  <b>Practical.</b>  Broccoli and blue cheese. Butternut squash and feta.
Week 5	<b>Frittata.</b> Practical.	<b>Different flat breads.</b>  Types of flour. Baking powder. Dry frying.  <b>Practical;</b>  Roast vegetable and haloumi flat bread.  Spinach and fried egg flat bread.	<b>Sponges.</b> Pound cake. Genoise. Aeration. Creaming. Roulade.  <b>Practical:</b>  Iced fairy cakes. Swiss roll.	<b>Puree method.</b> <b>Wholemeal.</b>  <b>Practical:</b>  Carrot and coriander.  Wholemeal bloomer.	Italy.  Regional cookery.  Cultural food habits and routines.  Famous dishes.  Practical:  Bruschetta.  Risotto.	<b>Classic salads.</b>  <b>Practical</b>  Caesar  Greek salad.
Week 6	<b>Tortilla.</b> Practical.	<b>Christmas dishes.</b> <b>Practical:</b>	<b>Filo pastry.</b> Origin.	<b>Dark broth.</b> <b>Enriched dough.</b>		<b>Fruit salads.</b>

		<p>Chestnut and mushroom wellington.</p> <p>Iced ginger biscuits.</p>	<p>Technique.</p> <p>Fat content.</p> <p>French cuisine.</p> <p>Greek cuisine.</p> <p><b>Practical</b></p> <p>Spanakopita.</p> <p>Mille-feuille.</p>	<p><b>Practical:</b></p> <p>French onion soup.</p> <p>French stick.</p>		<p>Practical.</p> <p>Watermelon and octopus.</p> <p>Florida salad.</p>
Week 7	<p><b>Baked Turkish eggs.</b></p> <p>Practical</p>	<p><b>Christmas dishes.</b></p> <p><b>Practical:</b></p> <p>Stuffed turkey breast, roast potatoes and vegetables.</p> <p>Christmas pudding ice cream.</p>	<p><b>Sponges.</b></p> <p>Pound cake.</p> <p>Genoise.</p> <p>Aeration.</p> <p>Creaming.</p> <p>Roulade.</p> <p>Practical:</p> <p>Iced fairy cakes.</p> <p>Swiss roll.</p>			

## Year 10 BTEC Home Cooking: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Week 1</b>	Introduction to the food technology room Health and safety. Food hygiene.	Be able to match cooking techniques to different egg dishes.  Be able to describe the quality points when cooking eggs.  Be able to apply different cooking techniques to eggs.  French omelettes	Be able to recall the processes required to produce an enriched dough.  Be able to demonstrate slicing onions.  Be able to demonstrate a macedoine knife cut.  caramelised onion focaccia and ratatouille	<b>Practical assessment</b>  2.1 Select and prepare ingredients for recipes for a nutritious, two-course meal 2.2 Use cooking skills when following the recipes 2.3 Demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 Apply presentation skills when serving the meal	Be able to recognise the different stages in producing short crust pastry.  Be able to demonstrate rolling pastry, making a cartouche, blind baking.  Be able to demonstrate cutting lardons.  Quiche Lorraine	Be able to recognise the provenance of dates.  Demonstrate weighing, mixing and whisking.  Be able to recall the ingredients in toffee sauce.
<b>Week 2</b>	Be able to prepare, cook and present a nutritious, home cooked meal using basic ingredients.  Be able to define griddled and barbequed food types.  Be able to demonstrate how to cook meat using a grill pan.  Be able to apply the same cooking technique to vegetables.  Flat bread, chicken and vegetable	Be able to match cooking techniques to different egg dishes.  Be able to describe the quality points when cooking eggs.  Be able to apply different cooking techniques to eggs.  scrambled eggs, American pancakes and bacon.	Planning for assessment  1.1 • Planning: selecting recipes for courses e.g. starter, main course, dessert; nutrition e.g. eatwell plate (fruit and vegetables, meat, fish, eggs and beans, milk and dairy produce, bread, rice potatoes and pasta, high fat/sugar food), contribution to five-a-day initiative; asking advice; timings e.g. for preparation, cooking; assembling ingredients and equipment	<b>Practical assessment</b>  2.1 Select and prepare ingredients for recipes for a nutritious, two-course meal 2.2 Use cooking skills when following the recipes 2.3 Demonstrate food safety and hygiene throughout the preparation and cooking process 2.4 Apply presentation skills when serving the meal	Be able to recognise the different stages in producing sweet short crust pastry.  Be able to demonstrate rolling pastry, making a cartouche, blind baking.  Custard tart	Be able to recognise suitable ingredients for an afternoon tea.  Demonstrate weighing, mixing, making sandwiches.  Be able to identify suitable garnishes.
<b>Week 3</b>	Be able to prepare, cook and present a nutritious, home cooked meal using basic ingredients.  Be able to identify the ingredients in puff/shortcrust pastry and be able to	Be able to recall the process of making a roux.  Be able to apply frying as a technique to a sandwich dish.  croque madam and celeriac remoulade	Planning for assessment. 1.1 • Planning: selecting recipes for courses e.g. starter, main course, dessert; nutrition e.g. eatwell plate (fruit and vegetables, meat, fish, eggs and beans, milk and dairy produce, bread, rice potatoes and pasta, high	<b>Practical assessment</b>  2.1 Select and prepare ingredients for recipes for a nutritious, two-course meal 2.2 Use cooking skills when following the recipes 2.3 Demonstrate food safety and hygiene throughout the preparation and cooking	Be able to identify the elements required to activate yeast.  Be able to recognise the stages of bread production.  Be able to assemble pizza topics.	Be able to recognise suitable temperatures for baking meringues.  Demonstrate, slicing, whisking, weighing and piping.

	<p>differentiate between the preparation methods.</p> <p>Be able to understand how to cook economically at home.</p> <p>Sweet potato, red onion and feta pasty with potato salad.</p>		<p>fat/sugar food), contribution to five-a-day initiative; asking advice; timings e.g. for preparation, cooking; assembling ingredients and equipment</p>	<p>process 2.4 Apply presentation skills when serving the meal</p>	<p>Pizza</p>	<p>Pavlova</p>
<p><b>Week 4</b></p>	<p>Be able to prepare, cook and present a nutritious, home cooked meal using basic ingredients.</p> <p>Be able to differentiate between food safety and health and safety.</p> <p>Recall the ingredients from a cottage pie.</p> <p>Be able to demonstrate a brunoise knife cut.</p> <p>Cottage pie with garlic ciabatta</p>	<p>Be able to recall the process of making fresh mayonnaise.</p> <p>Be able to apply boiling as a technique to a sandwich dish.</p> <p>Be able to identify the elements required to activate yeast.</p> <p>Be able to apply baking as a technique to a sandwich dish.</p> <p>Egg mayonnaise, 6 rolls and sliced cucumber.</p>	<p>Planning for assessment.</p> <p>Poster making.</p> <p>3.1 • Cooking economically: meal planning, buy food in season; plan ahead; buy in larger quantities to cook and freeze e.g. mince for Bolognese sauce; use leftovers e.g. potato salad, chicken sandwich; ask advice when shopping e.g. from butcher about alternative cuts of meat.</p>	<p>Be able to identify the elements required to activate yeast.</p> <p>Be able to recognise the stages of bread production.</p> <p>Be able to assemble pizza topics.</p> <p>Mini pizza and variety of toppings</p>	<p>Be able to identify the elements required to activate yeast.</p> <p>Be able to recognise the stages of bread production.</p> <p>Be able to demonstrate slicing onions.</p> <p>Hot dogs, fresh buns, caramelised onion.</p>	<p>Be able to recognise the stages of bread production.</p> <p>Be able to demonstrate slicing vegetables.</p> <p>Be able to identify safe practices when working with raw chicken.</p> <p>Chicken shish and pita bread.</p>
<p><b>Week 5</b></p>	<p>Be able to recall the benefits of stewing food.</p> <p>Be able to demonstrate a mirepoix of vegetables.</p> <p>Be able to present food in adherence with discussed quality points.</p> <p>Prepare and cook: Chicken and chickpea stew with herb couscous</p>	<p>Be able to apply boiling as a technique to a lunch dish.</p> <p>Be able to identify the elements required to activate yeast.</p> <p>Be able to describe a paysanne knife cut.</p> <p>Be able to demonstrate a paysanne knife cut.</p> <p>Vegetable stock, minestrone soup, poppy seed loaf.</p>	<p>Planning for assessment.</p> <p>Poster making.</p> <p>4.1 • Ways to pass on information: inspire others; share recipes e.g. written, email; cook with family members e.g. children; cook for friends and family; 'cook and eat' groups; lunch clubs</p>	<p>Be able to prepare, cook and present a nutritious, home cooked meal using basic ingredients.</p> <p>Be able to apply poaching as a technique to a dressed salad.</p> <p>Be able to define an emulsion.</p> <p>Be able to demonstrate making an emulsified salad dressing.</p> <p>Caesar salad.</p>	<p>Be able to recall the ingredients of egg pasta.</p> <p>Be able to recognise cooking times for fresh/filled pasta.</p> <p>Be able to demonstrate filling fresh pasta.</p> <p>Spinach and ricotta ravioli.</p>	<p>Be able to recall the ingredients in a savoury pancake mix.</p> <p>Demonstrate weighing, mixing, roughly chopping and grating.</p> <p>Be able to describe the process of gratinating.</p> <p>Spinach and ricotta pancakes.</p>
<p><b>Week 6</b></p>	<p>Be able to recall the method for making fresh custard.</p>	<p>Be able to apply boiling as a technique to a compound salad.</p>	<p>Planning for assessment</p> <p>1.1 • Planning: selecting recipes for courses e.g.</p>			<p>Summer sharing</p>

	<p>Be able to apply stewing as a method to cook fruit.</p> <p>Be able to demonstrate making a cartouche and blind baking pastry</p> <p>Prepare and cook-apple pie and custard</p>	<p>Be able to define an emulsion.</p> <p>Be able to demonstrate making an emulsified salad dressing.</p> <p>Prepare and cook- niçoise salad</p>	<p>starter, main course, dessert; nutrition e.g. eatwell plate (fruit and vegetables, meat, fish, eggs and beans, milk and dairy produce, bread, rice potatoes and pasta, high fat/sugar food), contribution to five-a-day initiative; asking advice; timings e.g. for preparation, cooking; assembling ingredients and equipment</p>			
Week 7						

### Year 11 BTEC Home Cooking: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1		<p>Be able to match cooking techniques to different egg dishes.</p> <p>Be able to describe the quality points when cooking eggs.</p> <p>Be able to apply different cooking techniques to eggs.</p> <p>French omelettes</p>	<p>Be able to recall the processes required to produce an enriched dough.</p> <p>Be able to demonstrate slicing onions.</p> <p>Be able to demonstrate a macedoine knife cut.</p> <p>caramelised onion focaccia and ratatouille</p>	<p><b>Practical assessment</b></p> <p>2.1 Select and prepare ingredients for recipes for a nutritious, two-course meal</p> <p>2.2 Use cooking skills when following the recipes</p> <p>2.3 Demonstrate food safety and hygiene throughout the preparation and cooking process</p> <p>2.4 Apply presentation skills when serving the meal</p>	<p>Be able to recognise the different stages in producing short crust pastry.</p> <p>Be able to demonstrate rolling pastry, making a cartouche, blind baking.</p> <p>Be able to demonstrate cutting lardons.</p> <p>Quiche Lorraine</p>	<p>Be able to recognise the provenance of dates.</p> <p>Demonstrate weighing, mixing and whisking.</p> <p>Be able to recall the ingredients in toffee sauce.</p>
Week 2	<p>Be able to prepare, cook and present a nutritious, home cooked meal using basic ingredients.</p> <p>Be able to define griddled and barbequed food types.</p> <p>Be able to demonstrate how to cook meat using a grill pan.</p>	<p>Be able to match cooking techniques to different egg dishes.</p> <p>Be able to describe the quality points when cooking eggs.</p> <p>Be able to apply different cooking techniques to eggs.</p>	<p>Planning for assessment</p> <p>1.1 • Planning: selecting recipes for courses e.g. starter, main course, dessert; nutrition e.g. eatwell plate (fruit and vegetables, meat, fish, eggs and beans, milk and dairy produce, bread, rice potatoes and pasta, high fat/sugar food), contribution to five-a-day initiative; asking advice; timings e.g. for preparation, cooking;</p>	<p><b>Practical assessment</b></p> <p>2.1 Select and prepare ingredients for recipes for a nutritious, two-course meal</p> <p>2.2 Use cooking skills when following the recipes</p> <p>2.3 Demonstrate food safety and hygiene throughout the preparation and cooking process</p> <p>2.4 Apply presentation skills when serving the meal</p>	<p>Be able to recognise the different stages in producing sweet short crust pastry.</p> <p>Be able to demonstrate rolling pastry, making a cartouche, blind baking.</p> <p>Custard tart</p>	<p>Be able to recognise suitable ingredients for an afternoon tea.</p> <p>Demonstrate weighing, mixing, making sandwiches.</p> <p>Be able to identify suitable garnishes.</p>

	<p>Be able to apply the same cooking technique to vegetables.</p> <p>Flat bread, chicken and vegetable</p>	<p>scrambled eggs, American pancakes and bacon.</p>	<p>assembling ingredients and equipment</p>			
Week 3	<p>Be able to prepare, cook and present a nutritious, home cooked meal using basic ingredients.</p> <p>Be able to identify the ingredients in puff/shortcrust pastry and be able to differentiate between the preparation methods.</p> <p>Be able to understand how to cook economically at home.</p> <p>Sweet potato, red onion and feta pasty with potato salad.</p>	<p>Be able to recall the process of making a roux.</p> <p>Be able to apply frying as a technique to a sandwich dish.</p> <p>croque madam and celeriac remoulade</p>	<p>Planning for assessment.</p> <p>1.1 • Planning: selecting recipes for courses e.g. starter, main course, dessert; nutrition e.g. eatwell plate (fruit and vegetables, meat, fish, eggs and beans, milk and dairy produce, bread, rice potatoes and pasta, high fat/sugar food), contribution to five-a-day initiative; asking advice; timings e.g. for preparation, cooking; assembling ingredients and equipment</p>	<p><b>Practical assessment</b></p> <p>2.1 Select and prepare ingredients for recipes for a nutritious, two-course meal</p> <p>2.2 Use cooking skills when following the recipes</p> <p>2.3 Demonstrate food safety and hygiene throughout the preparation and cooking process</p> <p>2.4 Apply presentation skills when serving the mea</p>	<p>Be able to identify the elements required to activate yeast.</p> <p>Be able to recognise the stages of bread production.</p> <p>Be able to assemble pizza topics.</p> <p>Pizza</p>	<p>Be able to recognise suitable temperatures for baking meringues.</p> <p>Demonstrate, slicing, whisking, weighing and piping.</p> <p>Pavlova</p>
Week 4	<p>Be able to prepare, cook and present a nutritious, home cooked meal using basic ingredients.</p> <p>Be able to differentiate between food safety and health and safety.</p> <p>Recall the ingredients from a cottage pie.</p> <p>Be able to demonstrate a brunoises knife cut.</p> <p>Cottage pie with garlic ciabatta</p>	<p>Be able to recall the process of making fresh mayonnaise.</p> <p>Be able to apply boiling as a technique to a sandwich dish.</p> <p>Be able to identify the elements required to activate yeast.</p> <p>Be able to apply baking as a technique to a sandwich dish.</p> <p>Egg mayonnaise, 6 rolls and sliced cucumber.</p>	<p>Planning for assessment.</p> <p>Poster making.</p> <p>3.1 • Cooking economically: meal planning, buy food in season; plan ahead; buy in larger quantities to cook and freeze e.g. mince for Bolognese sauce; use leftovers e.g. potato salad, chicken sandwich; ask advice when shopping e.g. from butcher about alternative cuts of meat.</p>	<p>Be able to identify the elements required to activate yeast.</p> <p>Be able to recognise the stages of bread production.</p> <p>Be able to assemble pizza topics.</p> <p>Mini pizza and variety of toppings</p>	<p>Be able to identify the elements required to activate yeast.</p> <p>Be able to recognise the stages of bread production.</p> <p>Be able to demonstrate slicing onions.</p> <p>Hot dogs, fresh buns, caramelised onion.</p>	<p>Be able to recognise the stages of bread production.</p> <p>Be able to demonstrate slicing vegetables.</p> <p>Be able to identify safe practices when working with raw chicken.</p> <p>Chicken shish and pita bread.</p>
Week 5	<p>Be able to recall the benefits of stewing food.</p> <p>Be able to demonstrate a mirepoix of vegetables.</p>	<p>Be able to apply boiling as a technique to a lunch dish.</p>	<p>Planning for assessment.</p> <p>Poster making.</p>	<p>Be able to identify the elements required to activate yeast.</p>	<p>Be able to recall the ingredients of egg pasta.</p> <p>Be able to recognise cooking times for fresh/filled pasta.</p>	<p>Be able to recall the ingredients in a savoury pancake mix.</p>

	<p>Be able to present food in adherence with discussed quality points.</p> <p>Prepare and cook: Chicken and chickpea stew with herb couscou</p>	<p>Be able to identify the elements required to activate yeast.</p> <p>Be able to describe a paysanne knife cut.</p> <p>Be able to demonstrate a paysanne knife cut.</p> <p>Vegetable stock, minestrone soup, poppy seed loaf.</p>	<p>4.1 • Ways to pass on information: inspire others; share recipes e.g. written, email; cook with family members e.g. children; cook for friends and family; ‘cook and eat’ groups; lunch clubs</p>	<p>Be able to recognise the stages of bread production.</p> <p>Be able to assemble pizza topics.</p> <p>Mini pizza and variety of toppings</p>	<p>Be able to demonstrate filling fresh pasta.</p> <p>Spinach and ricotta ravioli.</p>	<p>Demonstrate weighing, mixing, roughly chopping and grating.</p> <p>Be able to describe the process of gratinating.</p> <p>Spinach and ricotta pancakes.</p>
Week 6	<p>Be able to recall the method for making fresh custard.</p> <p>Be able to apply stewing as a method to cook fruit.</p> <p>Be able to demonstrate making a cartouche and blind baking pastry</p> <p>Prepare and cook-apple pie and custard</p>	<p>Be able to apply boiling as a technique to a compound salad.</p> <p>Be able to define an emulsion.</p> <p>Be able to demonstrate making an emulsified salad dressing.</p> <p>Prepare and cook- niçoise salad</p>	<p>Planning for assessment</p> <p>1.1 • Planning: selecting recipes for courses e.g. starter, main course, dessert; nutrition e.g. eatwell plate (fruit and vegetables, meat, fish, eggs and beans, milk and dairy produce, bread, rice potatoes and pasta, high fat/sugar food), contribution to five-a-day initiative; asking advice; timings e.g. for preparation, cooking; assembling ingredients and equipment</p>	<p>Be able to prepare, cook and present a nutritious, home cooked meal using basic ingredients.</p> <p>Be able to apply poaching as a technique to a dressed salad.</p> <p>Be able to define an emulsion.</p> <p>Be able to demonstrate making an emulsified salad dressing.</p> <p>Caesar salad.</p>	<p>Be able to identify the elements required to activate yeast.</p> <p>Be able to recognise the stages of bread production.</p> <p>Be able to demonstrate slicing mushrooms and grating cheese.</p>	<p>Summer sharing</p>
Week 7						

## LVS HAS SOCKS: OUTDOOR LEARNING CURRICULUM

### Core Skills:

- Preparation
- Planting
- Maintenance
- Climate awareness



Outdoor learning is a key skill for students at LVS Hassocks. Through practical learning, students are encouraged to develop their understanding of the natural world. All students are expected to undertake the essential jobs to keep the horticulture area thriving, whether it be preparing beds, planting and sowing new plants, maintaining the ground or designing new ideas. Students are able to see progression through growth and can take pride in their work.

Outdoor learning also provides an understanding of the climate and sustainability; students plant vegetables and fruit which are used in the food technology classroom. They are encouraged to consider the importance and value of food, agriculture and the processes involved in providing ingredients. Students are given autonomy over the horticulture area so that they can make suggestions about what they want to grow and, through curious minds, can explore which plants work best and why.

Outdoor learning expands beyond plants: we have resident chickens and the students are expected to look after them. This builds into the wider life curriculum, considering the importance of responsibility and accountability. Students, again, develop an appreciation for a link between nature and their own world.

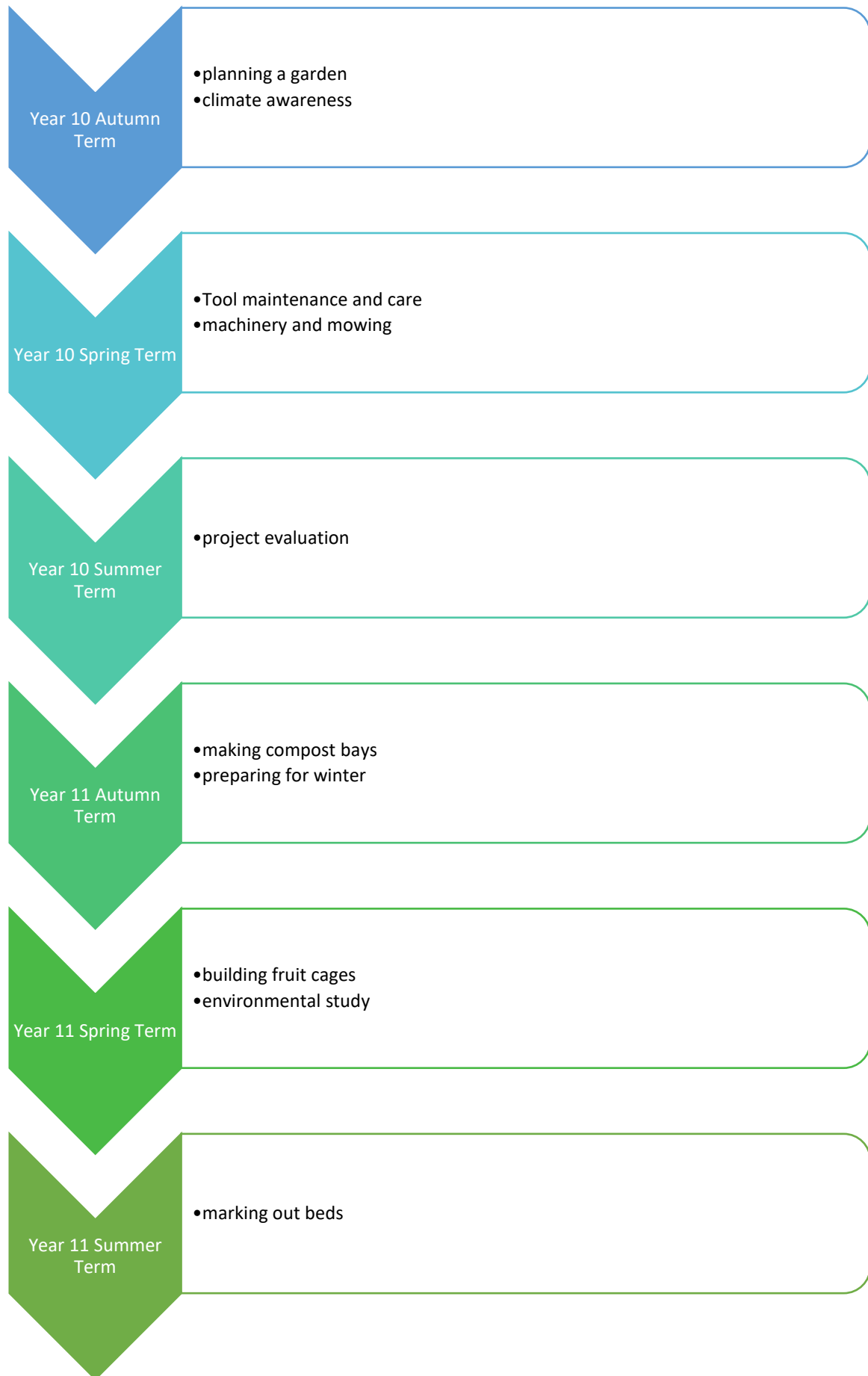




## Outdoor Learning Curriculum Map: Key Stage 3

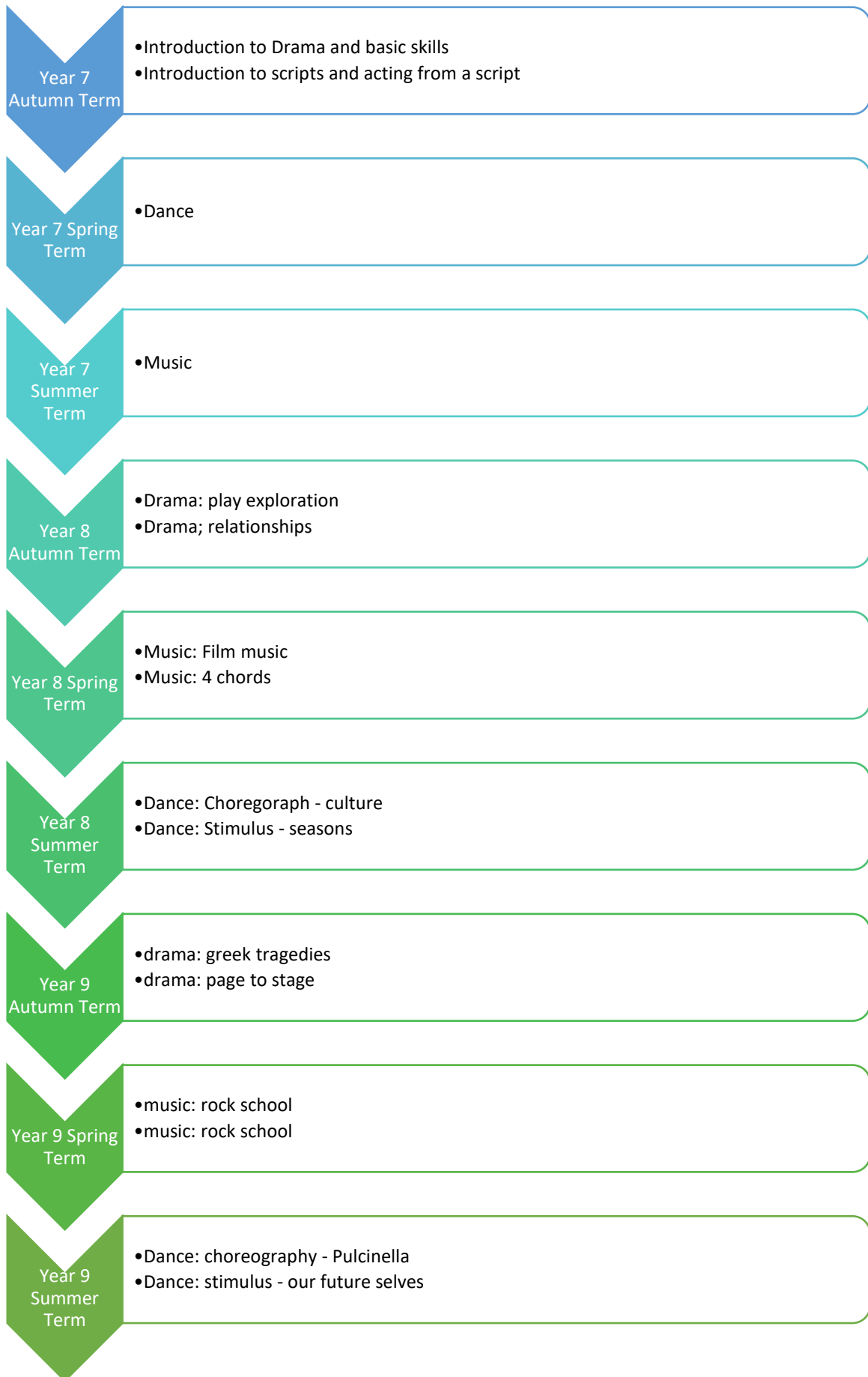


## Outdoor Learning Curriculum Map





## Performing Arts Curriculum Map: Key Stage 3



### Year 7 Performing Arts: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Introduction to Performing Arts & Drama	Introduction to scripts	Introduction to dance and types of dance	Introduction to Choreography	Introduction to Music	
Week 2	Exploring body language and posture	Understanding stage directions	Introduction to dance and types of dance	Learning choreography		
Week 3	Exploring tone of voice and volume	Understanding stage directions	Bollywood Dancing	Learning choreography		
Week 4	Exploring proximity and levels on stage	Responding to scripts and rehearsal	Line Dancing	Devising own dances		
Week 5	Responding to different stimuli to create still images	Responding to scripts and rehearsal	African Dancing	Devising own dances		
Week 6	Exploring still images	Responding to scripts and rehearsal	Assessment Week	Ballroom Dancing		
Week 7	Assessment Week	Assessment Week				

### Year 8 Performing Arts: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Introduction to Performing Arts & Drama	Introduction to comedy	Introduction to Dance		Recap of Music Knowledge	
Week 2	Introduction to dystopian worlds	Slapstick Comedy				
Week 3	Exploring The Hunger Games and how worlds are created	Physical Comedy				
Week 4	Exploring characters and how characters are made	Introduction Commedia Dell Arte				
Week 5	Exploring dystopian themes and tropes in films and texts	Creating Own Masks				

Week 6	Exploring dystopian images and creating still images	Devise performances uses masks	Assessment Week	Assessment Week	Assessment Week	Assessment Week
Week 7	Assessment Week	Assessment Week				

### Year 9 Performing Arts: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Introduction to Performing Arts & Drama	Introduction to Shakespeare as theatre	Introduction to Dance		Recap of Music Knowledge	
Week 2	What is 'I'm a Celebrity' and looking at stock characters in show	Comparing and Contrasting performances of Shakespeare				
Week 3	Creating characters for a reality TV show	Iambic Pentameter				
Week 4	Exploring physicality and emotions as characters	Select Shakespeare Scene for groups to rehearse				
Week 5	Planning and writing monologue as characters	Scene Rehearsal				
Week 6	Rehearsing monologues	Scene Rehearsal	Assessment Week	Assessment Week	Assessment Week	Assessment Week
Week 7	Assessment Week	Assessment Week				

## LVS HAS SOCKS: PSHE CURRICULUM

### Core Skills:

- Self reflection
- Critical thinking
- Wider contextual awareness
- Social communication
- Emotional awareness

PSHE is a core part of the offering at LVS Hassocks. It is split into two different lessons; social studies and personal studies. Within this, the curriculum covers health and wellbeing, relationships and understanding of the wider world. Our students cover topics which ask them to think about the society in which they live, from the importance of friendships, to the impact of social media and beyond to their own emotional and physical wellbeing.



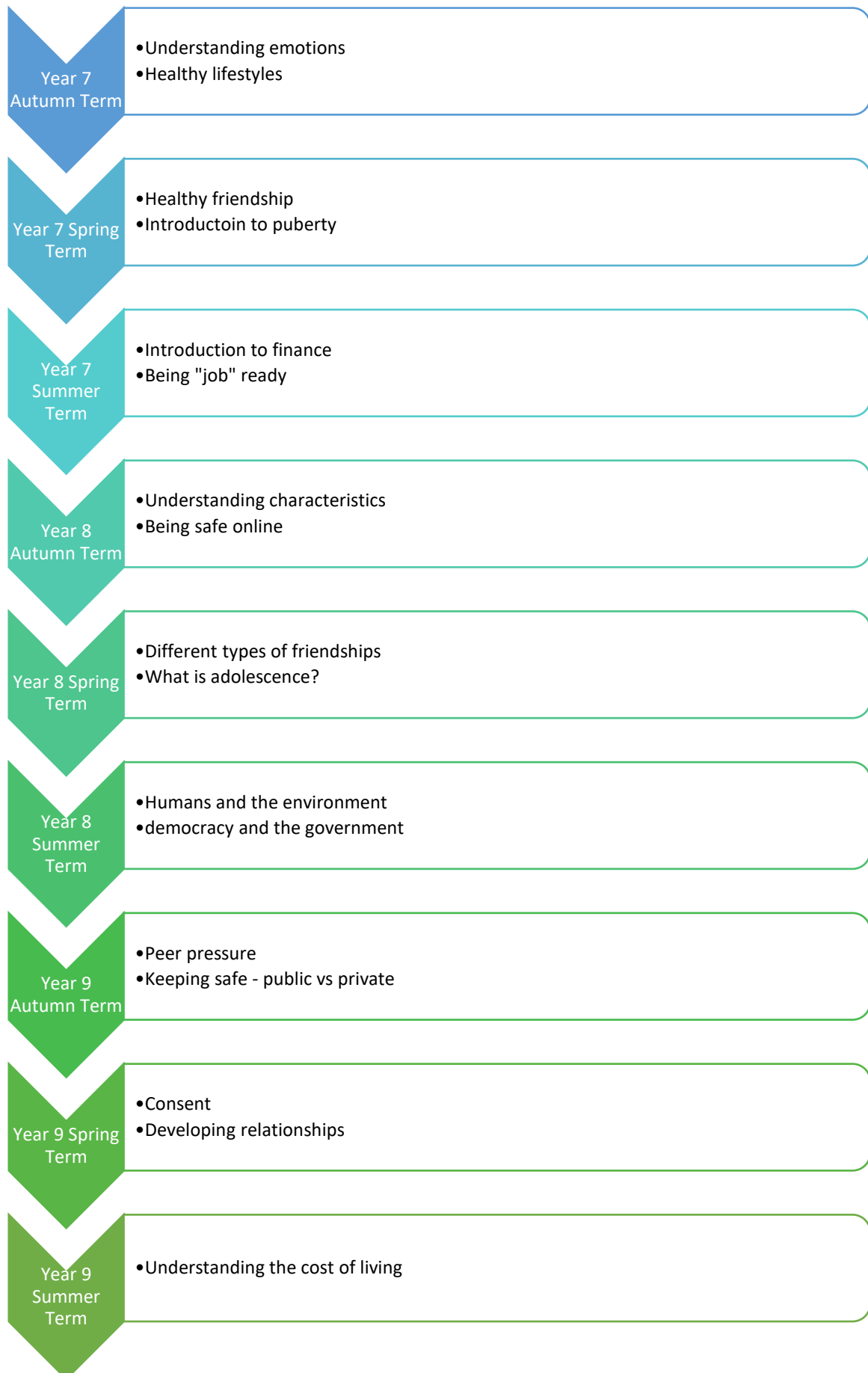
PSHE is a growing curriculum, responding to the needs of young people today. At LVS Hassocks, the social studies curriculum has been designed by the therapy team in order to help our students navigate some of the social difficulties they might encounter as part of their autism diagnosis. This is an opportunity to consider the complexities of social communication and then hidden social “rules” that people follow on a daily basis.

As students progress through the school, they also explore Relationships and Sex education (RSE) as part of the statutory requirements. Within this, they will consider the importance of sexual health as well as the issues around healthy and unhealthy relationships.

*Please note – if you have questions about the teaching of RSE, you can refer to our RSE policy on the school website. Alternatively, you are welcome to contact the school via reception who can pass your query to the appropriate member of staff.*

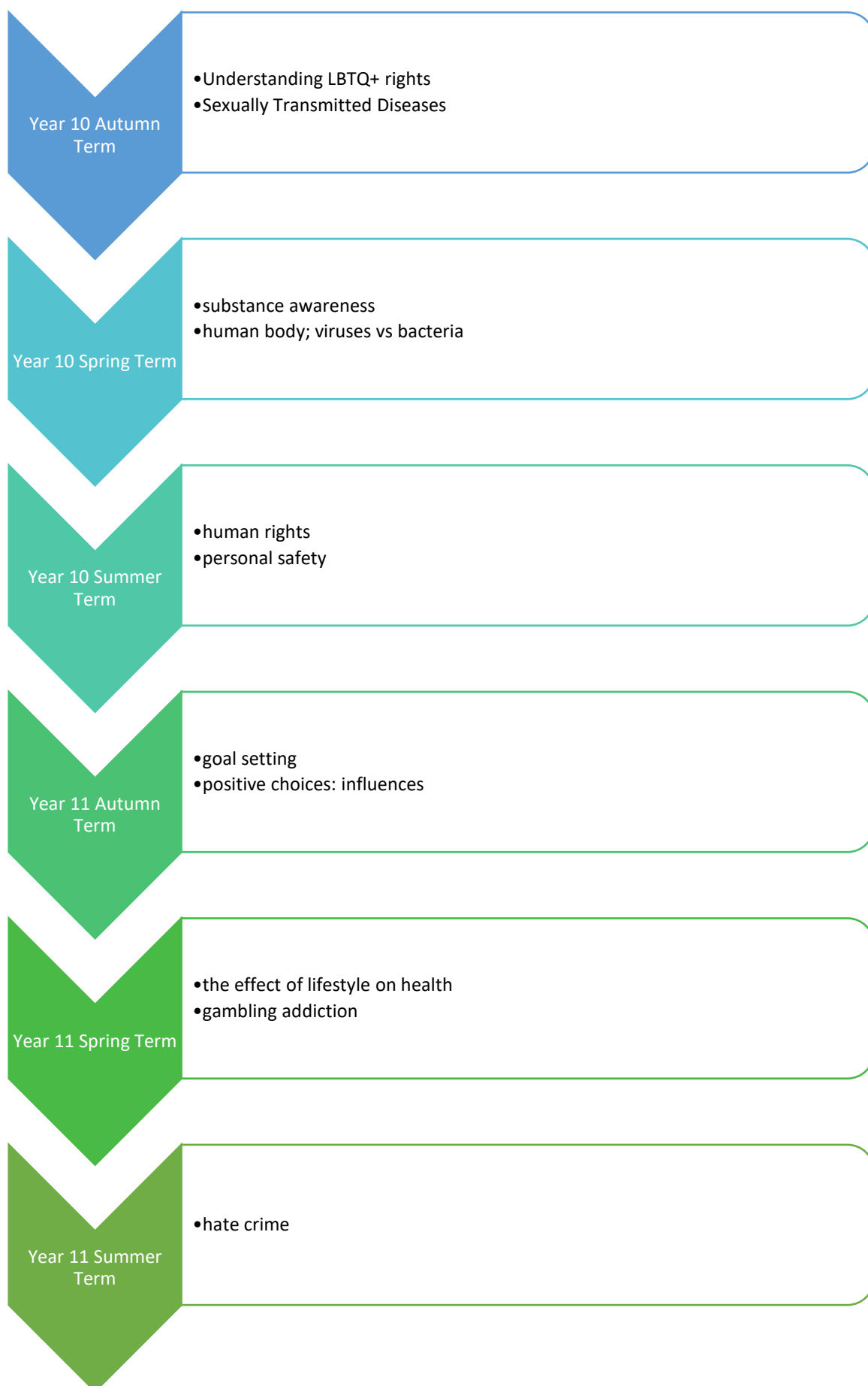


### PSHE Personal Studies Curriculum Map: Key Stage 3





## PSHE Personal Studies Curriculum Map: Key Stage 4





Year 7 PSHE Personal Studies: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Demonstrate how to talk about emotions	Demonstrate how to cope with being new	Show how to develop healthy friendships in different cultures and society	Explore what puberty means	Understand tax and national insurance	Skills and attributes of a good employee
Week 2	Show how being connected to others can improve emotional wellbeing	Explain current campaigns promoting happiness	Recognise how to manage emotions in different friendships	Emotional changes in puberty	Discover different forms of saving	What does it mean to be employable?
Week 3	Explain common types of mental ill health	Explain what constitutes healthy lifestyle	Understand what makes healthy friendships	Effects of puberty on friendships	How to manage debt	Personal attributes, aspirations and skills
Week 4	Recognise the early signs of poor mental health	Recognise what healthy eating looks like	Understand what makes for unhealthy friendships	Effects of puberty on family relationships	Recognise the importance of pensions	How to promote a personal brand
Week 5	Use strategies for maintaining positive health and wellbeing	Identify local health improvement services	Friendships assessment	Changing relationships assessment	Understanding how to rent accommodation	Create a CV
Week 6	Explain activities that can promote positive wellbeing	Identify risks to personal safety	Friendships assessment	Changing relationships assessment	Finance assessment	Create a CV

Year 8 PSHE Personal Studies: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	What is diversity?	Recap what “digital footprint” means	Explore the importance of having a range of friends with different personalities	Identify 3 changes in adolescence	Understand the human impact on the environment	Understand the meaning of democracy and British values
Week 2	Show an understanding that everyone has an identity	Explore how people can put information online	How to be a supportive friend and what is an unhealthy friendship	Understanding interests of adolescents	Identify three ways to look after the planet	Explore the pros and cons of democracy
Week 3	Explore how people can be treated unfairly due to their characteristics	Explore at least 2 dangers of sharing information online	How to apply healthy resolution tactics	Understand the importance of hygiene	Explore climate change and its debates	Understand the difference between local and central government
Week 4	How to support people and their protected characteristics	Recognise how to identify suitable websites	To identify bullies and how to respond to them	Understand the links between adolescence and sexuality	Explore the ethics of protest groups	Explore the responsibilities of local and central government
Week 5	Personal identity project	Recognise how to ask for help when accessing a website	To explore how to tackle difficult conversations	Discuss the changes of feelings between childhood and adulthood	Prepare for a climate change debate	Create a speech about the importance of democracy
Week 6	Personal identity project	How to identify unkind or unsafe behaviours online	Personal friendship reflection	Puberty and adolescence assessment	Take part in a climate change debate	Deliver speech about the importance of democracy

Year 9 PSHE Personal Studies: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Understand negative effects of peer pressure	Explore public and safe spaces in society	Understand the definition of consent	Recognise the differences between sexual and non sexual relationships	Understand the current standard of living costs	Understanding the difference between income and expenditure
Week 2	Understand the positive effects of peer influence	Understand the importance of privacy in places	Explore scenarios around consent	Understand positive and negative behaviours in sexual relationships	Understand how to maintain a standard of living	Identify weekly and occasional expenses
Week 3	Case study: peer pressure	Understand the importance of privacy in the home	Discuss how to get help with unwanted contact	Identify characteristics of a long term relationships	Understanding financial independent	Understand the different between fixed and flexible spends
Week 4	Exploring how to respond to peer pressure	Explore appropriate behaviour in public spaces	Develop a list of strategies for protecting personal boundaries	Understand how sex can lead to pregnancy and the long term consequences of pregnancy	Understand the difference between essential and non essential spends	Understand the pressures of debt
Week 5	Create a role play about peer pressure	explore the difference between appropriate and inappropriate touching	Consent assessment	Understand how to use contraception and how to get advice on sexual health	Explore how to save money for emergencies	Explore how to avoid debt
Week 6	Complete the role play on peer pressure	Understand how to get help with inappropriate touching	Consent assessment	Recap understanding of safe sex	Create a budget and spending plan	Review understanding of spending and debt

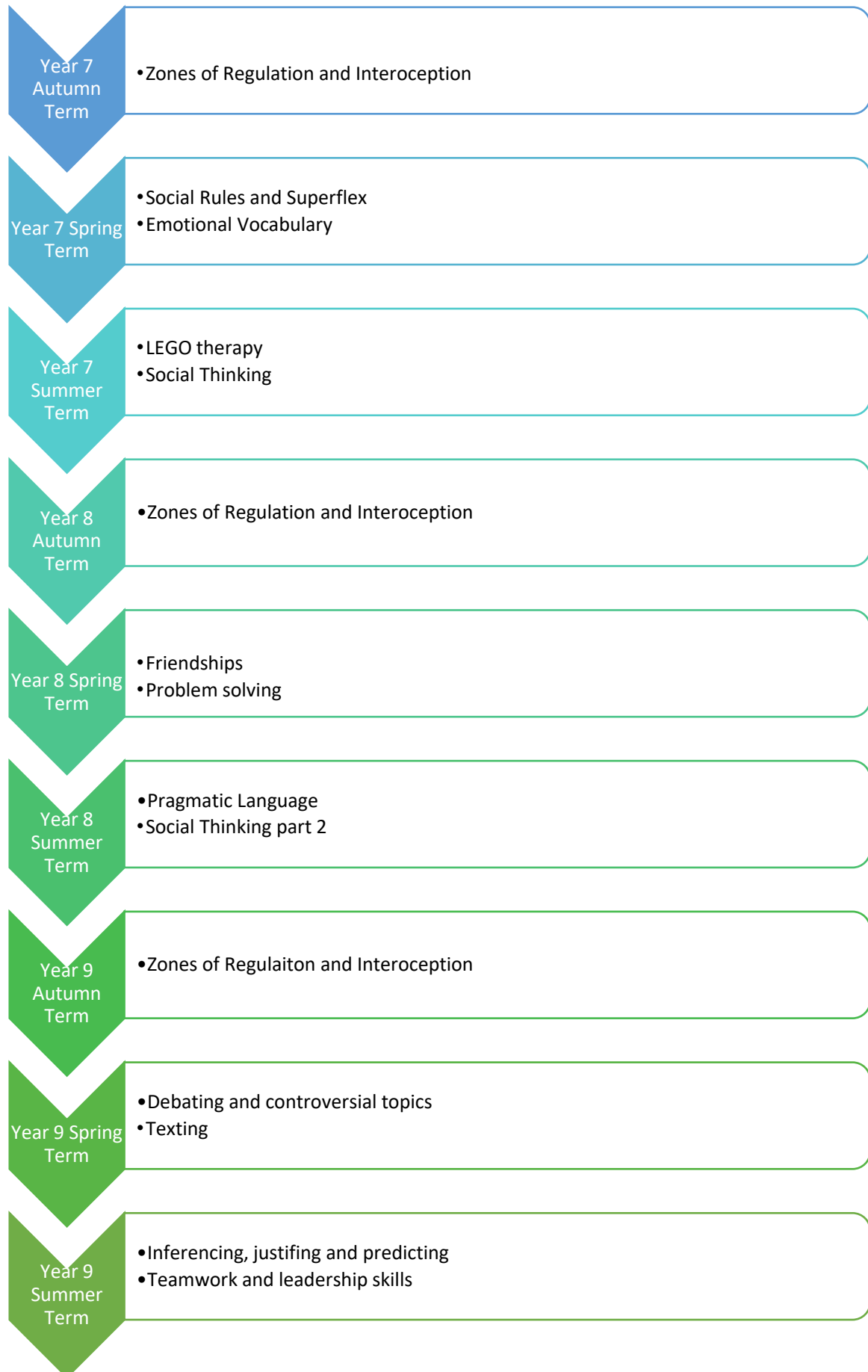
Year 10 PSHE Personal Studies: Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Understanding the importance of LGBTQ+ rights	What is an STI?	Understanding what "substance" means	Explore the differences between viruses and bacteria	Understand the European Convention of Human Rights	Personal safety in the workplace
Week 2	Stereotypes and myths vs discrimination	Support from STI testing services	Health risks linked to alcohol and illegal drugs	The importance of red blood cells in fighting infection	Legal vs moral rights and responsibilities	Risk assessments and why they are important
Week 3	The equality act	Misconceptions around STIs	Legal consequences of handling illegal drugs	Vaccinations: the importance and the debate	Case study: human rights breach	Safety online as an adult
Week 4	Support agencies for minority groups	Protection against STIs	Criminal activity associated with drugs	What are antibiotics?	Case study: human rights breach	Identity theft
Week 5	Role play: "Don't Discriminate"	Leaflet: how to stay safe	Role play: staying away from drugs	Debate: "all adults should have mandated vaccines"	Debate: "human rights only protect the rich"	Adult safety: presentation
Week 6	Role play: "Don't Discriminate"	Leaflet: how to stay safe	Role play: staying away from drugs	Debate: "all adults should have mandated vaccines"	Debate: "human rights only protect the rich"	Adult safety: presentation

Year 11 PSHE Personal Studies: Long Term Plan

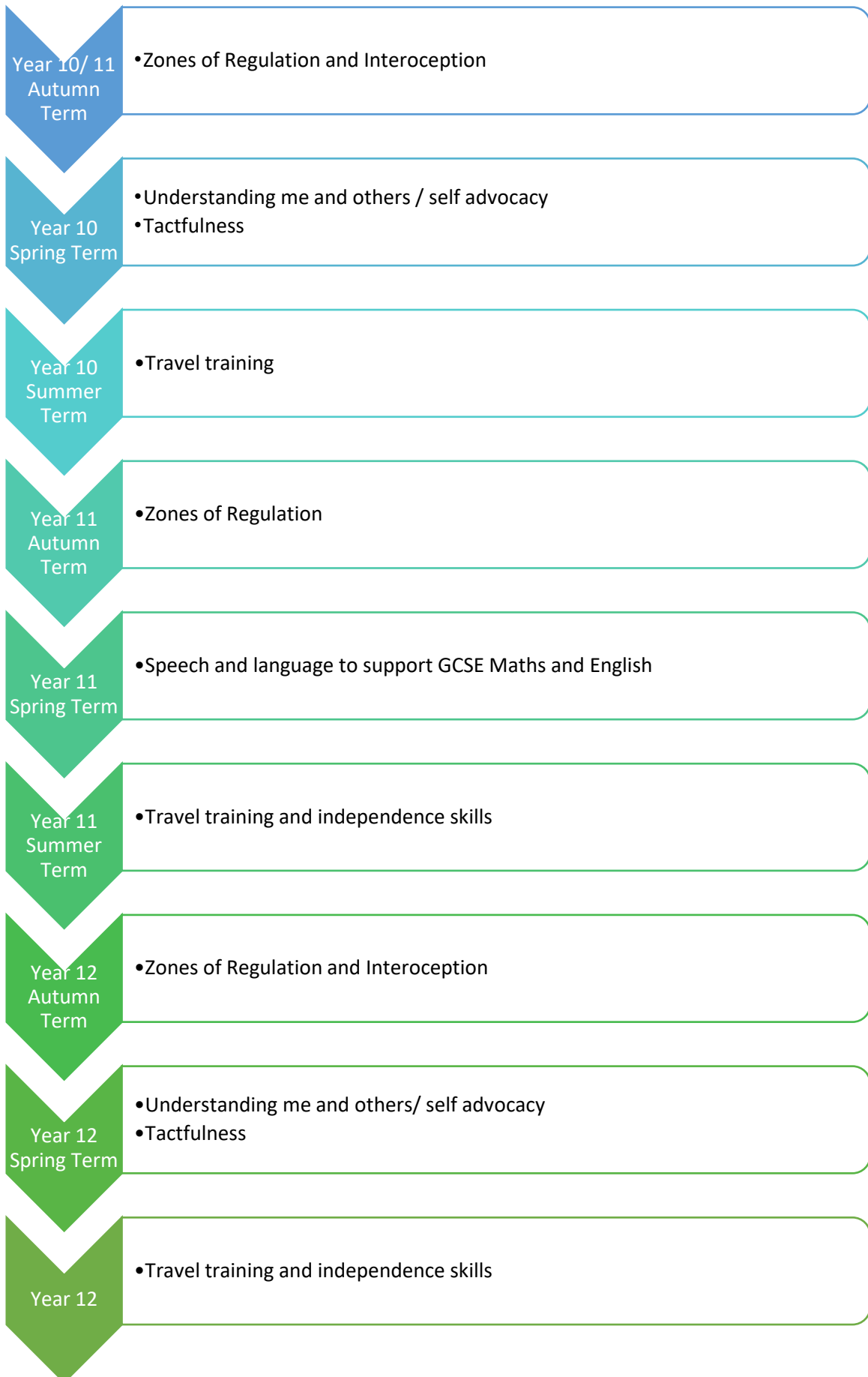
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1	Identifying SMART goals	Exploring positive choices and peer influence	Understanding healthy lifestyles as a young adult	Understand gambling and the law	Understand the term hate crime and identifying hate crimes in the UK	
Week 2	Listing strengths for a CV	Influences on decision making	Looking at healthy choices and food independence	Consider risk behaviour associated with gambling	Explore the reasons behind hate crime	
Week 3	Personal plans: setting goals for college and beyond	Influence of gang culture	Exploring physical health as a young adult	Exploring addiction	Legal consequences of hate crime in the UK	
Week 4	Measuring success: looking at progression	Exploring county lines	Exploring mental health as a young adult	Tackling addiction	Controversy of "free speech"	
Week 5	Creating a plan: revision ideas	Project: Standing Your Ground	Debate: "Post-18, no one else is responsible for your health but you"	Project: Staying safe whilst gambling	Debate: "You should be able to say what you like. It doesn't matter if people are offended"	
Week 6	Creating a plan: revision ideas	Project: Standing Your Ground	Debate: "Post-18, no one else is responsible for your health but you"	Project: Staying safe whilst gambling	Debate: "You should be able to say what you like. It doesn't matter if people are offended"	

### PSHE Social Studies Curriculum Map: Key Stage 3





## PSHE Social Studies Curriculum Map: Key Stage 4



Year 7 PSHE Social Studies: Long Term Plan

	Term 1: Zones of Regulation	Term 2: Zones of Regulation	Term 3: Social Thinking and Superflex	Term 4: Social Rules	Term 5: LEGO therapy	Term 6: Emotional Vocabulary
Week 1	<b>Zones of Regulation Lesson 1:</b> Introduction to zones and baseline assessment	<b>Zones of Regulation Lesson 5:</b> the yellow zone (strategy)	<b>Social Thinking Lesson 1:</b> we are all different and that's okay	<b>Social Rules:</b> Lesson 1 and baseline assessment	Baseline and introduction to LEGO therapy	<b>Emotion vocab Lesson 1:</b> intro and baseline assessment
Week 2	<b>Zones of Regulation Lesson 2:</b> learning about strategies-completing sensory profile	<b>Zones of Regulation Lesson 6:</b> the red zone (theory and body maps)	<b>Social Thinking lesson 2:</b> Whole body listening	<b>Social Rules Lesson 2:</b> Talking about special interests	Set targets and complete LEGO therapy	<b>Emotion vocab lesson 2:</b> 2-3 emotion words
Week 3	<b>Zones of Regulation Lesson 2:</b> learning about strategies-completing autism profile	<b>Zones of Regulation Lesson 6:</b> the red zone (autistic meltdown and strategy)	<b>Social Thinking lesson 3:</b> Thinking with your eyes	<b>Social Rules Lesson 3:</b> Telling Jokes	LEGO therapy	<b>Emotion vocab lesson 2:</b> 2-3 emotion words
Week 4	<b>Zones of Regulation Lesson 3:</b> the green zone	<b>Zones of Regulation Lesson 7:</b> Alexithymia	<b>Social Thinking lesson 4:</b> hidden rules	<b>Social Rules Lesson 3:</b> telling jokes	LEGO therapy	<b>Emotion vocab lesson 2:</b> 2-3 emotion words
Week 5	<b>Zones of Regulation Lesson 4:</b> the blue zone	<b>Zones of Regulation Lesson 8:</b> inner critic and inner coach	<b>Social Thinking Lesson 5:</b> the group plan	<b>Social Rules Lesson 4:</b> Formal language	LEGO therapy	<b>Emotion vocab lesson 2:</b> 2-3 emotion words
Week 6	<b>Zones of Regulation Lesson 5:</b> the yellow zone (theory and body map)	<b>Zones of Regulation Lesson 9:</b> strategy making	<b>Social Thinking Lesson 6:</b> Superflex	<b>Social Rules Lesson 5:</b> Winning and Losing	Baseline and review	<b>Emotion vocab lesson 2:</b> 2-3 emotion words
Week 7	<b>Zones of Regulation Lesson 5:</b> the yellow zone (anxiety)	<b>Zones of Regulation Lesson 9:</b> recapping and finishing off	<b>Social Thinking Lesson 6:</b> Superflex	<b>Social Rules Lesson 6:</b> growth and fixed mindset and reassessment		Reassessment

Year 8 PSHE Social Studies: Long Term Plan

	Term 1: Zones of Regulation	Term 2: Zones of Regulation	Term 3: friendships	Term 4: friendships and problem solving	Term 5	Term 6: Social thinking part 2
Week 1	<b>Lesson 1:</b> Introduction to zones and baseline assessment	<b>Lesson 5:</b> the yellow zone (strategy)	<b>Friendships Lesson 1:</b> Outline and baseline	<b>Friendships Lesson 9:</b> the social fake	Pragmatics Lesson 1: idioms	<b>Social thinking 1:</b> intro
Week 2	<b>Lesson 2:</b> learning about strategies-completing sensory profile	<b>Lesson 6:</b> the red zone (theory and body maps)	<b>Friendships Lesson 2:</b> skills and qualities of a friend	<b>Friendships Lesson 10:</b> being bossy	Pragmatic lesson 2: idioms	<b>Social thinking 2:</b> perspective taking
Week 3	<b>Lesson 2:</b> learning about strategies-completing autism profile	<b>Lesson 6:</b> the red zone (autistic meltdown and strategy)	<b>Friendships Lesson 3:</b> Levels of friendships	<b>Friendships Lesson 11:</b> end session	Pragmatic lesson 3: sarcasm	<b>Social thinking 3:</b> perspective taking
Week 4	<b>Lesson 3:</b> the green zone	<b>Lesson 7:</b> Alexithymia	<b>Friendships Lesson 4:</b> conversation skills with friends	Problem solving 1: what is a problem	Pragmatics lesson 4: exaggeration	<b>Social thinking 4:</b> perspective taking
Week 5	<b>Lesson 4:</b> the blue zone	<b>Lesson 8:</b> inner critic and inner coach	<b>Friendships Lesson 5 and 6:</b> first impressions	Problem solving 2: theory	Pragmatics lesson 5: irony	<b>Social thinking 5:</b> perspective taking
Week 6	<b>Lesson 5:</b> the yellow zone (theory and body map)	<b>Lesson 9:</b> strategy making	<b>Friendships Lesson 7:</b> arguing and holding grudges	Problem solving 3: solving problems	Pragmatics lesson: double meaning words	<b>Social thinking 6:</b> smart guessing
Week 7	<b>Lesson 5:</b> the yellow zone (anxiety)	<b>Lesson 9:</b> recapping and finishing off	<b>Friendships Lesson 8:</b> negotiation	Problem solving 4: solving problems	Pragmatic language: reassessment	<b>Social thinking 7-8:</b> smart guessing

Year 9 PSHE Social Studies: Long Term Plan

	<b>Term 1: zones of regulation</b>	<b>Term 2: zones of regulation</b>	<b>Term 3: controversial conversations and debating</b>	<b>Term 4: texting and social media</b>	<b>Term 5: inferencing, justifying and predicting</b>	<b>Term 6: teamwork and leadership</b>
Week 1	<b>Lesson 1:</b> Introduction to zones and baseline assessment	<b>Lesson 5:</b> the yellow zone (strategy)	Baseline	Social media and texting: baseline	Baseline	<b>Teamwork and leadership 1:</b> baseline assessment
Week 2	<b>Lesson 2:</b> learning about strategies-completing sensory profile	<b>Lesson 6:</b> the red zone (theory and body maps)	Why do people have different opinions?	Social media and texting: intro	Inferencing from pictures	<b>Teamwork and leadership 2:</b> what makes a good leader?
Week 3	<b>Lesson 2:</b> learning about strategies-completing autism profile	<b>Lesson 6:</b> the red zone (autistic meltdown and strategy)	Agreeing to disagree	Social media and texting: texting part 1	Inferencing from sentences	<b>Teamwork and leadership 3:</b> what makes a good team worker?
Week 4	<b>Lesson 3:</b> the green zone	<b>Lesson 7:</b> Alexithymia	How to have a debate respectfully	Social media and texting part 2	Inferencing from movies	<b>Teamwork and leadership:</b> practice
Week 5	<b>Lesson 4:</b> the blue zone	<b>Lesson 8:</b> inner critic and inner coach	Debating	Social media and texting: reassessment	Predicting	<b>Teamwork and leadership:</b> practice
Week 6	<b>Lesson 5:</b> the yellow zone (theory and body map)	<b>Lesson 9:</b> strategy making	Debating		Justifying	<b>Teamwork and leadership:</b> practice
Week 7	<b>Lesson 5:</b> the yellow zone (anxiety)	<b>Lesson 9:</b> recapping and finishing off	Baseline reassessment		Justifying	

Year 10 PSHE Social Studies: Long Term Plan

	<b>Term 1: zones of regulation</b>	<b>Term 2: zones of regulation</b>	<b>Term 3: understanding my autism and anxiety</b>	<b>Term 4: tactfulness</b>	<b>Term 5: travel training</b>	<b>Term 6: travel training</b>
Week 1	<b>Lesson 1:</b> Introduction to zones and baseline assessment	<b>Lesson 5:</b> the yellow zone (strategy)	Baseline	Baseline	Baseline	Using the bus
Week 2	<b>Lesson 2:</b> learning about strategies-completing sensory profile	<b>Lesson 6:</b> the red zone (theory and body maps)	What is anxiety?	Intro to tact	3 step process	Using the train
Week 3	<b>Lesson 2:</b> learning about strategies-completing autism profile	<b>Lesson 6:</b> the red zone (autistic meltdown and strategy)	Calming techniques	Polite phrases	3 step process	What to do if something goes wrong
Week 4	<b>Lesson 3:</b> the green zone	<b>Lesson 7:</b> Alexithymia	Planning and lists	Polite vs being real	Planning journeys	Self advocacy in the community
Week 5	<b>Lesson 4:</b> the blue zone	<b>Lesson 8:</b> inner critic and inner coach	Organisation	Thinking vs speaking	Planning journeys	Self advocacy in the community
Week 6	<b>Lesson 5:</b> the yellow zone (theory and body map)	<b>Lesson 9:</b> strategy making	Size of the problem	Practicing	Planning journeys	Any skills that need practicing
Week 7	<b>Lesson 5:</b> the yellow zone (anxiety)	<b>Lesson 9:</b> recapping and finishing off	Reassessment	Reassessment	Bus	Reassessment

Year 11 PSHE Social Studies: Long Term Plan

	<b>Term 1: Zones of Regulation</b>	<b>Term 2: Zones of Regulation</b>	<b>Term 3: SLT strategies to support in exams</b>	<b>Term 4: anxiety support</b>	<b>Term 5: self-advocacy</b>	<b>Term 6: independence skills</b>
Week 1	<b>Lesson 1:</b> Introduction to zones and baseline assessment	<b>Lesson 5:</b> the yellow zone (strategy)	Baseline	Baseline	Baseline	<b>Independence skills:</b> baseline
Week 2	<b>Lesson 2:</b> learning about strategies-completing sensory profile	<b>Lesson 6:</b> the red zone (theory and body maps)	RUCCS	What is anxiety?	What is self advocacy	<b>Independence skills:</b> booking an appointment
Week 3	<b>Lesson 2:</b> learning about strategies-completing autism profile	<b>Lesson 6:</b> the red zone (autistic meltdown and strategy)	RUCCS	Calming techniques	How self advocacy has been used in history	<b>Independence skills:</b> knowing your medical information
Week 4	<b>Lesson 3:</b> the green zone	<b>Lesson 7:</b> Alexithymia	RUCCS	Planning and lists	Why it is so hard	<b>Independence skills:</b> knowing how to advocate for yourself in the community
Week 5	<b>Lesson 4:</b> the blue zone	<b>Lesson 8:</b> inner critic and inner coach	QUACK	Organisation	Practicing using it at school	<b>Independence skills:</b> writing emails to people
Week 6	<b>Lesson 5:</b> the yellow zone (theory and body map)	<b>Lesson 9:</b> strategy making	QUACK	Size of the problem	How to use it in the community	<b>Independence skills:</b> applying for a job
Week 7	<b>Lesson 5:</b> the yellow zone (anxiety)	<b>Lesson 9:</b> recapping and finishing off	QUACK	Reassessment	Reassessment	

## LVS HASOCKS: PHYSICAL EDUCATION AND SPORT CURRICULUM

Core skills:

- Competence
- Performance
- Teamwork



Students at LVS Hassocks are encouraged to take part in regular physical activity. This is to promote healthy lifestyles and understand the importance of activity for mental wellbeing. Students have two P.E. lessons a week in Key Stage 3 with an additional session with Brighton and Hove Albion on a Wednesday. Students are encouraged to take part in a range of sports through the year. In each topic, there is an opportunity to improve coordination, motor skills as well as looking at teamwork and improving performance. Students at LVS Hassocks are encouraged to develop a sense of resilience through sport, learning to support their classmates as well as accepting wins/losses graciously.

Culturally, sport is a subject which teaches pride; a characteristic we want to foster in all young people. Understanding the mentality around sport is a skill that can be applied to different areas in life, and these

transferable skills are useful in supporting all our students with their social communication.

LVS Hassocks encourages students to take part in inter-school competitions as well as activities such as the Duke of Edinburgh award. These opportunities develop a diverse curriculum which gives students some autonomy over their learning.

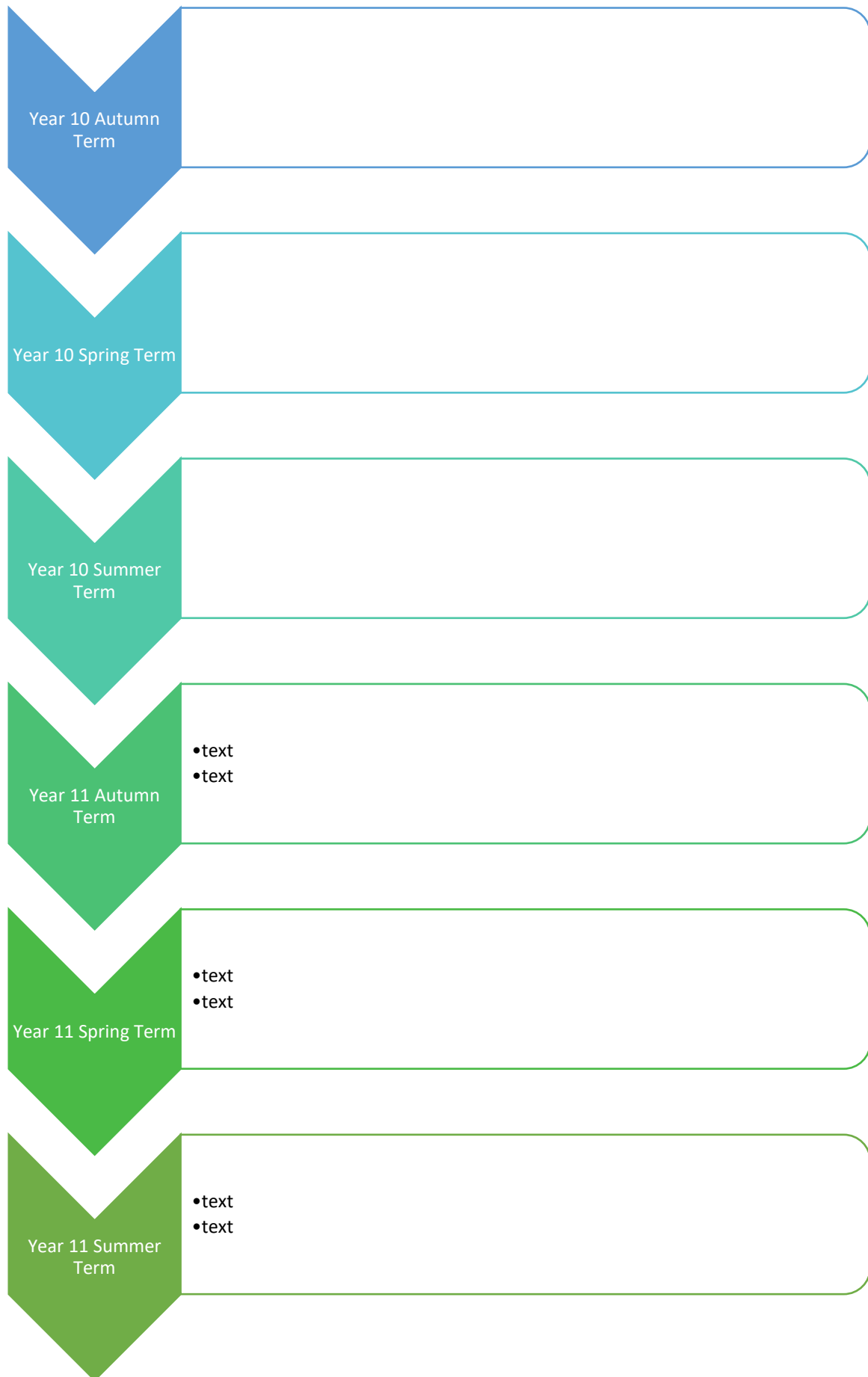


## Physical Education Curriculum Map: Key Stage 3





## Sport Curriculum Map: Key Stage 4



# Year 7 Physical Education: Long Term Plan

Term 1 (7 weeks)		Term 2 (7 weeks)		Term 3 (6 weeks)		Term 4 (6 weeks)		Term 5 (5 weeks)		Term 6 (7 weeks)	
Basketball (OL) Indoor cricket (HC) (Teamwork & isolation techniques)		Volleyball (OL) Badminton (HC) (Net games + individual games)		Football (OL) Tag rugby (HC) (Team games, tactics and decision making)		Team games (Warm up and cool downs)		Field (OL) Track (HC) (Athletics)		Rounders Softball (Striking and fielding)	
Week 1	Introduce basic rules and basic techniques. Throwing, catching etc. Introducing referee signals for basic rules.	Week 1	To learn the basics of volleyball including techniques and rules To be able to demonstrate an underarm serve	Week 1	Learn the basic rules of football Learn the rules of tag rugby	Week 1	Explore rules of at least one game	Week 1	To understand how to use all equipment safely and the importance of warming up.	Week 1	To be able to demonstrate correct bowling technique and consistently strike the ball when batting
Week 2	To dribble with their preferred hand and perform three different manoeuvres (Pivot, jump and stop & pass and cut). Throwing basics- underarm throws and overarm throws, targeting stumps unopposed.	Week 2	To be able to play a basic dig shot to keep the ball up To be able to serve and return a shot using various techniques.	Week 2	Learn how to pass the football in an unopposed setting Learn to pass and catch the ball	Week 2	Lead in a team game with others	Week 2	To demonstrate correct stance and techniques in javelin To learn techniques for longer distance running & competing as a team.	Week 2	To be able to accurately to throw and catch over varying distances.
Week 3	To perform a chest, two handed bounce one handed bounce and overhead pass.	Week 3	To be able to create a rally of at	Week 3	Learn how to dribble a football in an unopposed setting.	Week 3	Practice refereeing a team game	Week 3	To demonstrate correct stance and techniques in discus	Week 3	To use techniques to outwit opponents and work as a team when fielding.

	Catching basics- Two different catching techniques (Pinkie fingers crossed & thumbs together into your body.		least 5 shots. To be able to use the correct footwork when performing a shot.		Learn to work as a member of a team				To demonstrate correct technique and improve personal best in hurdles		
Week 4	Perform a set and a lay-up shot with preferred hand. Fielding- Long barrier introduced and fielding on the run.	Week 4	To be able to serve to an opponent and return a simple shot. To be able to play a game of singles	Week 4	Learn how to tackle effectively in a safe way. Learn to take a tag from another opponent	Week 4	Compete in a small team game tournament	Week 4	To improve shot put technique and learn correct stance. Sprint start games & To improve personal best in 100m sprint.	Week 4	To play a competitive game led by adults
Week 5	Defending in a person-to-person style as well as playing small, sided game 'turn-overs'. Batting- Basic batting technique, with small, sided batting games.	Week 5	To learn a 'set' shot, and perform one in an un-opposed setting. To be able to play a game of doubles	Week 5	Games practice assessment	Week 5	Create a small team game tournament-assessment	Week 5	To learn techniques for longer distance running & competing as a team.	Week 5	To captain a team during a competitive game
Week 6	To complete a full game of basketball. 'Quick cricket'	Week 6	To be able to implement skills learned into a small, sided game. To be able to follow and implement rules in a competitive game.	Week 6	Game practice assessment	Week 6	Create a small team game tournament-assessment	Week 6	Olympics- Competition between all years.	Week 6	To be able to self asses own performance throughout term.

Year 8 Physical Education: Long Term Plan

SUBJECT		P.E		Year		2022-23		Teacher		Harvey & Olivia	
Term 1 (7 weeks)	Basketball (OL) Indoor cricket (HC) (Teamwork & isolation techniques)	Term 2 (7 weeks)	Volleyball (OL) Badminton (HC) (Net games + individual games)	Term 3 (6 weeks)	Football (OL) Tag rugby (HC) (Team games, tactics and decision making)	Term 4 (6 weeks)	Team games (Warm up and cool downs)	Term 5 (5 weeks)	Field (OL) Track (HC) (Athletics)	Term 6 (7 weeks)	Rounders Softball (Striking and fielding)
Week 1	Re-introduce basic rules and basic techniques. Throwing, catching etc. Re-introducing referee signals for basic rules. Throwing and catching opposed.	Week 1	To recap the basics of volleyball including techniques and rules. To be able to demonstrate an underarm serve in a match setting.	Week 1	Recap the basic rules of football, and implement them into a small, sided game. Some to referee. Recap the rules of tag rugby and referee a small, sided game.	Week 1	Explore rules of at least one game	Week 1	To recap the safe use of equipment and to be able to explain why we warm up	Week 1	To be able to demonstrate correct bowling technique and consistently strike the ball when batting
Week 2	To dribble with their preferred hand and perform three different manoeuvres (Pivot, jump and stop & pass and cut), in opposed settings. Throwing basics- underarm throws and overarm throws, targeting stumps opposed.	Week 2	To be able to play a basic dig shot to keep the ball up. To explain why the dig shot is effective when defending. To be able to serve and return a shot using various techniques. To be able to identify an area of the court that is beneficial to stand on when returning a shot.	Week 2	Learn how to pass the football in an opposed setting, with defenders trying to intercept. Learn to pass and catch the ball in opposed settings.	Week 2	Lead in a team game with others	Week 2	To demonstrate knowledge of javelin technique e.g correct grip, stance and run up  To explain how technique differs for long distance runs and how to work as a team in relay running	Week 2	To be able to accurately to throw and catch over varying distances.

Wee ek 3	To perform a chest, two handed bounce one handed bounce and overhead pass, in an opposed setting. Catching basics- Two different catching techniques (Pinkie fingers crossed & thumbs together into your body). Combine skills of throwing and catching in a game-style situation.	Wee k 3	To be able to create a rally of at least 5 shots, including three different types of shot. To be able to use the correct footwork when performing a shot. To identify why the footwork is important in a match situation.	Wee ek 3	Learn how to dribble a football in an opposed setting, with tacklers. Learn to work as a member of a team	Wee ek 3	<b>Practice refereeing a team game</b>	Wee ek 3	To demonstrate knowledge of discus technique e.g correct grip, stance and run up  To show understanding of correct technique in hurdles and to improve personal best time	Wee ek 3	To use techniques to outwit opponents and work as a team when fielding.
Wee k 4	Perform a set and a lay-up shot with preferred hand, in a small, sided game-style activity. Fielding- Long barrier introduced and fielding on the run. Fielding at longer distances, with a target to aim at (Game-style setting).	Week 4	To be able to serve to an opponent and return a simple shot, in a game situation. To identify why we serve in different ways. To be able to play a game of singles and include a variety of different shot techniques.	Wee k 4	Recap how to tackle effectively in a safe way, use two different tackling techniques in a match. Learn to tackle a tackle bag.	Wee k 4	Compete in a small team game tournament	Wee ek 4	To demonstrate knowledge of shotput technique e.g correct grip, stance and run up  To show understanding of sprint starts and to improve personal best in 100m sprint.	Wee k 4	To play a competitive game led by adults
Wee ek 5	Defending in a person-to-person style as well as playing small, sided game 'turn-overs'. Explain why we would defend in person-to-person setting. Batting- Basic batting technique, with small, sided batting games.	Wee k 5	To learn a 'set' shot and perform one in an opposed setting. To be able to play a game of doubles and identify two different ways of positioning yourself in a doubles match.	Wee ek 5	Games practice assessment	Wee ek 5	Create a small team game tournament-assessment	Wee ek 5	To learn techniques for longer distance running & competing as a team.	Wee ek 5	To captain a team during a competitive game
Wee ek 6	To complete a full game of basketball. 'Quick cricket'	Wee k 6	To be able to implement skills learned into a small, sided game.	Wee ek 6	Game practice assessment	Wee ek 6	Create a small team game tournament-assessment	Wee ek 6	Olympics- Competition between all years.	Wee ek 6	To be able to self asses own performance throughout term.

			To be able to follow and implement rules in a competitive game.							
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# Year 9 Physical Education: Long Term Plan

SUBJECT		P.E		Year		2023-24		Teacher		Harvey	
Term 1 (7 weeks)	Indoor cricket (HC)  (Teamwork & isolation techniques)	Term 2 (7 weeks)	Volleyball	Term 3 (6 weeks)	Football	Term 4 (6 weeks)	Tag rugby (HC)  (Team games, tactics and decision making)	Term 5 (5 weeks)	Field  Track (Athletics)	Term 6 (7 weeks)	Rounders  Softball (Striking and fielding)
Week 1	Re-introduce basic rules and basic techniques.  Throwing, catching etc.  Re-introducing referee signals for basic rules.  Throwing and catching opposed.	Week 1	To recap the basics of volleyball including techniques and rules.	Week 1	Recap the basic rules of football, and implement them into a small, sided game. All to referee.  Some to coach in small groups	Week 1	Recap the rules of tag rugby and referee a small, sided game.	Week 1	To recap the safe use of equipment and to be able to explain why we warm up	Week 1	To be able to demonstrate correct bowling technique and consistently strike the ball when batting
Week 2	Throwing basics-underarm throws and overarm throws, targeting stumps opposed.  Small coaching groups, peer led.	Week 2	To be able to play a basic dig shot to keep the ball up. To explain why the dig shot is effective when defending.  To use multiple defensive shots	Week 2	Pass the football in an opposed setting, with defenders trying to intercept.  Variety of opposed passing drills, leading to a match situation.	Week 2	Learn anticipation passing, to pass as late as possible in a match situation.	Week 2	To demonstrate knowledge of javelin technique e.g correct grip, stance and run up  To explain how technique differs for long distance runs	Week 2	To be able to accurately to throw and catch over varying distances.

			within a game situation.						and how to work as a team in relay running			
Week 3	Two different catching techniques (Pinkie fingers crossed & thumbs together into your body). Combine skills of throwing and catching in a game-style situation.  Small coaching groups, peer led	Week 3	To be able to create a rally of at least 5 shots, including three different types of shot in a game situation.  Dig, spike and set.	Week 3	Dribble a football in an opposed setting, with tacklers. Apply this to a match situations.	Week 3	<b>Learn how to tackle using a rugby tackle bag.</b>	Week 3	To demonstrate knowledge of discus technique e.g correct grip, stance and run up  To show understanding of correct technique in hurdles and to improve personal best time	Week 3	To use techniques to outwit opponents and work as a team when fielding.	
Week 4	Fielding- Long barrier and fielding on the run. Fielding at longer distances, with a target to aim at (Game-style setting).  Small coaching groups, peer led	Week 4	To be able to serve to an opponent and return a simple shot, in a game situation.  To identify why we serve in different ways.  Attack different areas of the court with the serve.	Week 4	Recap how to tackle effectively in a safe way, use two different tackling techniques in a match.	Week 4	Compete in a small team game tournament	Week 4	To demonstrate knowledge of shotput technique e.g correct grip, stance and run up  To show understanding of sprint starts and to improve personal best in 100m sprint.	Week 4	To play a competitive game led by adults	



Week 5	Batting- Basic batting technique, with whole group batting games.  Small coaching groups, peer led coaching points.	Week 5	To perform a 'set' shot and perform one in an opposed setting. To then transfer this skill into a match situation for extra points.	Week 5	Games practice assessment	Week 5	Create a small team game tournament-assessment	Week 5	To learn techniques for longer distance running & competing as a team.	Week 5	To captain a team during a competitive game	
Week 6	To complete a full game of 'Quick cricket'	Week 6	To be able to implement skills learned into a small, sided game.  To be able to follow and implement rules in a competitive game.	Week 6	Game practice assessment	Week 6	Create a small team game tournament-assessment	Week 6	Olympics- Competition between all years.	Week 6	To be able to self asses own performance throughout term.	

### Year 10 Sport: Long Term Plan

SUBJECT		BTEC SPORT		Year		10/11		Teacher		Matt Males	
Term 1 (7 weeks)	UNIT 2  Sports Rules, Regulations & Scoring Systems	Term 2 (7 weeks)	UNIT 2  Sports Coaching Company	Term 3 (6 weeks)	UNIT 2  Sports Performance Review	Term 4 (6 weeks)	UNIT 3  My personal fitness programme to get fit quick!	Term 5 (6 weeks)	UNIT 3  The body systems and how they respond to fitness training	Term 6 (7 weeks)	UNIT 3  My training diary: training for success!
7 <sup>th</sup> Sept	Understand the rules, regulations and scoring systems for selected sports	2 <sup>nd</sup> Nov	Components of physical fitness	4 <sup>th</sup> Jan	Review performance in selected sports using video analysis: <ul style="list-style-type: none"> <li>components of physical fitness</li> <li>tactical demands of sport</li> </ul>	28 <sup>th</sup> Feb	Design a personal fitness training programme  Design a safe four-week personal fitness training programme to meet an activity/sport goal taking into consideration personal information, with guidance	25 <sup>th</sup> April	Programme design  Use personal information to aid training programme design.  Selection of appropriate training method/activity for improving/maintaining the selected component of fitness, e.g. flexibility, strength, muscular endurance and power, aerobic endurance, speed	6 <sup>th</sup> June	Implement a self-designed personal fitness training programme to achieve own goals and objectives  Safely implement a personal fitness training programme using an appropriate training method (e.g. taking part in planned sessions), performing to the best of your ability, gaining agreement from coach/trainer for any missed sessions, understanding the importance of commitment session.
14 <sup>th</sup> Sept	Regulations for players and participants, equipment, playing surface, facilities, health and safety, time, officials (referee, umpire, judge, starter, timekeeper)	9 <sup>th</sup> Nov	Technical demands  These are the skills and techniques required. For example, continuous skills (such as running), serial skills (such as high jump), discrete skills (such as a golf swing), movement, use of equipment, communication, other demands specific to sport.	10 <sup>th</sup> Jan	Technical demands of sport (skills and techniques) production of a checklist suitable for self-analysis of performance in selected sports	7 <sup>th</sup> March	Personal goals: specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER): short-term goals (set over a short period of time, between one day and one month)  medium-term goals (should give progressive support towards achievement of long-term goals)	2 <sup>nd</sup> May	Selection of appropriate activities for warm-up (light, continuous physical activity to prepare the body for exercise)  Selection of appropriate activities for cool down (light, continuous physical activity to reduce heart rate, remove lactic acid and prevent blood pooling)	13 <sup>th</sup> June	Training diary for each session  Date, time and location for training undertaken.  Aims and objectives for each session.  Session duration.  Type of training undertaken – selected method/activity.

							long-term goals (what they want to achieve in the long term, and the best way of doing this)				
21st Sept	<b>Scoring systems</b> and the method of scoring goals or points, method and/or requirements of victory	16 <sup>th</sup> Nov	<b>Tactical demands</b>  Decision making and strategies to overcome an opponent, including using personal strengths Use of relevant tactics, e.g. defending and attacking, choice and use of shots or strokes, variation, conditions, use of space, other demands specific to sport	17 <sup>th</sup> Jan	<b>Tactical demands of sport</b>  The tactics relevant to the selected sport and practice/situation	14 <sup>th</sup> March	<b>Aims</b>  (details of what they would like to achieve for the selected activity/sport)  Objectives (how they intend to meet their aims using an appropriate component of fitness and method of training).	9 <sup>rd</sup> May	<b>Application of the basic principles of training</b>  Frequency, Intensity, Time and Type (FITT).  Application of the additional principles of training.	20 <sup>th</sup> June	<b>Benefits of motivation and self-confidence to successfully complete a fitness training programme.</b>  Motivation for training, including details in the diary of personal feelings before, during and after each training session.
28 <sup>th</sup> Sept	<b>Application of the rules/laws of sports in different situations:</b> a goal is scored when a player is in an offside position in football, leg before wicket (lbw) in cricket, charging in lead up to scoring in basketball, forward pass resulting in a try in rugby	23 <sup>rd</sup> Nov	<b>Safe and appropriate participation</b>  The demonstration of skills, techniques and tactics within a controlled environment, for example no competition, drills, set plays.  Adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport	24 <sup>th</sup> Jan	<b>Review performance</b> - Strengths and areas for improvement - components of fitness, skills and techniques, specific to the sport and non-specific, e.g. fitness  Self-analysis: completion of observation checklist, e.g. use of video.	21 <sup>st</sup> March	<b>Medical history questionnaire</b>	16 <sup>th</sup> May	<b>Musculoskeletal system</b>  Location of the major muscles: deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior.  Location of the major bones: cranium, clavicle, scapula, ribs, sternum, humerus, radius, ulna, pelvis, femur, patella, tibia, fibula,  Structure and function of the synovial joints at the hip, shoulder, knee, elbow.	27 <sup>th</sup> June	<b>Details of how the programme has been adapted to ensure continued commitment to training,</b> for example using a variation of activities/training methods. Achievement against personal aims, goals and objectives, for example how performance has been taken to a higher level.

5 <sup>th</sup> Oct	<b>Roles of officials:</b> the roles of umpires, referees, referees' assistants, judges, timekeeper, starters, table officials, third umpire, fourth official	30 <sup>th</sup> Nov	<b>Relevant skills and techniques</b>  The skills and techniques relevant to the selected sport and practice	31 <sup>st</sup> Jan	<b>Strengths and areas for improvement:</b> tactics, the effectiveness of decision making	28 <sup>th</sup> March		23 <sup>rd</sup> May	<b>Cardiorespiratory system</b>  Structures of the cardiovascular system: atria, ventricles, aorta, vena cava, pulmonary artery, pulmonary vein.	4 <sup>th</sup> July	<b>Evidence of modifying the programme to achieve planned personal goals</b>  Strengths: areas of the programme where and how personal aims and objectives have been achieved with reference to measures of success.  Areas for improvement: where outcomes do not meet planned goals.
12 <sup>th</sup> Oct	Responsibilities of officials: appearance, equipment, fitness, qualifications, interpretation and application of rules, control of players, accountability to spectators, health and safety (equipment, facilities, players), fair play, use of technology, effective communication (voice, whistle, signals)	7 <sup>th</sup> Dec	<b>Effective use of skills, techniques and tactics</b>  The use of skills and techniques within conditioned and competitive situations, and effective decision making and selection of skills, techniques and tactics when under pressure from opponents	8 <sup>th</sup> Feb	Activities to improve performance (short-term and long-term goals): e.g. training programmes, use of technology, attending courses, where to seek help and advice	4 <sup>th</sup> April				11 <sup>th</sup> July	<b>Review a personal fitness training programme</b>  including short term physiological effects, improvements as a result of the programme to meet the activity/sport goal.
19 <sup>th</sup> Oct	Being able to identify different sports.	14 <sup>th</sup> Dec	<b>Conditioned practices</b>  small-sided games, a limited number of touches, a set number of defenders or attackers	14 <sup>th</sup> Feb	<b>Components of fitness</b>  <ul style="list-style-type: none"> <li>• Skill</li> <li>• Health</li> <li>• Physical</li> </ul>						

## Year 11 Sport: Long Term Plan