

Science

Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 7 to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

	Knowledge, skills and understanding to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
YEAR 7	<p>Heroes and adventures from around the world (Myths and Legends)</p> <p>Through exploration of Myths and Legends, knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning recognising a range of poetic conventions and understanding how these have been used.</p>	<p>Moral Issues & 'The Tempest'</p> <p>Through the exploration of Shakespeare play 'The Tempest', students will explore the writer's craft, stagecraft, language and structure. This will form a basis for transactional writing exploring moral issues in society today building towards English Language Paper 2 skills.</p>	<p>War Fiction text: 'Private Peaceful'.</p> <p>Exploration of KS3 novel exploring interpretations, language and structure analysis as well as context of the text</p>
YEAR 8	<p>Prejudice & Inequality 'Of Mice and Men' + poetry</p> <p>Explore not only the way in which a writer shapes plot, character and theme but also to encourage students to appreciate the significance of texts in their cultural contexts.</p>	<p>Greek Tragedy: 'Othello'</p> <p>Students will explore Shakespearean tragedy 'Othello' and the conventions of tragedy. Students will analyse the play to evaluate and challenge ideas about class, race and the conformity of women.</p>	<p>English Language Paper 1: Explorations in creative reading and writing.</p> <p>Exploration of extracts from fiction texts which will form a basis for students to develop creative writing skills for narrative / description.</p>
YEAR 9	<p>Gothic fiction 'A Woman in Black' and 19th Century short stories/extracts</p> <p>Students will explore a range of Gothic texts to explore gothic conventions and evaluate how writers use these conventions to construct characters, themes and ideas in gothic fiction.</p>	<p>Politics & power- 'Animal Farm'</p> <p>Developing critical reading skills and evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact.</p>	<p>English Literature Paper 2: Power and Conflict & Unseen</p> <p>To develop a thorough and detailed understanding of war and conflict poetry and link these ideas to the Shakespeare play Macbeth.</p>
YEAR 10	<p>Power and Conflict poetry (remaining 9 poems) & Unseen</p>	<p>Literature Paper 1: Macbeth</p>	<p>English Literature 19th Century Novel: 'A Christmas Carol' / 'Jekyll and Hyde'</p>
YEAR 11	<p>English Language Paper 1: Explorations in creative reading and writing</p>	<p>English Literature 19th Century Novel: 'A Christmas Carol' / 'Jekyll and Hyde'</p>	<p>English Language Paper 2: Writers' Viewpoints and Perspectives</p>

*A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).



Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

