NORTHAMPTON SCHOOL FOR GIRLS

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Y8: Subject Curriculum Outline

Year 8 Subjects	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Mathematics	**Number** • Use written and mental methods for the four operations, including with decimals and negative numbers • Estimate answers and apply divisibility rules • Calculate with squares, cubes, roots, and index form (including combinations and bounds) • Write numbers as products of prime factors and use them to find HCF and LCM) **Area & Volume** • Derive and use area formulas for triangles, parallelograms, trapezia, and compound shapes • Calculate volume and surface area of cubes, cuboids, and compound 3D shapes • Draw and interpret nets, isometric views, plans, and elevations of 3D solids • Solve real-life problems involving measures, including converting between metric and imperial units for area, volume, and capacity	**Statistics, graphs & Charts** • Interpret and draw pie charts, line graphs, stem-and-leaf diagrams, and scatter graphs (including lines of best fit and correlation) • Use and interpret frequency tables, grouped data, and two-way tables • Calculate averages (e.g. mean) and compare data sets using statistics or graph shapes • Identify and explain misleading graphs and charts **Expressions & equations** • Use and simplify expressions involving powers and brackets • Expand and factorise algebraic expressions • Write, simplify, and solve equations (including one- and two-step, using function machines or balancing) • Find the inverse of simple functions and solve related problems	**Real-life graphs** • Plot and interpret conversion, distance-time, and line graphs (including non-linear and curved) • Use graphs to solve problems and identify trends from data and descriptions **Decimals & Ratio** • Round numbers to a given number of decimal places, significant figures, or appropriate accuracy • Order positive and negative decimals • Multiply and divide whole numbers and decimals (including by 0.1 and 0.01) • Solve problems using decimals and all four operations • Use ratios and proportions, including with decimals and unit ratios • Divide quantities in a given ratio	**Lines & Angles** • Classify and solve problems using properties of quadrilaterals • Use angle facts and identify alternate and corresponding angles • Solve problems involving angles in parallel and intersecting lines • Calculate and use interior and exterior angles of polygons • Use reasoning and equations to solve geometrical angle problems	**Calculating with fractions** • Compare and order fractions • Add, subtract, multiply, and divide fractions (including with mixed numbers and any denominators) • Use appropriate methods and strategies for fraction operations • Convert between mixed numbers and improper fractions • Find the reciprocal of a number **Straight line graphs** • Recognise and use direct proportion, with or without graphs • Plot and interpret linear graphs to solve problems • Understand, calculate and use the gradient and equation of a straight line (y = mx + c)	**Percentages, decimals and fractions** • Recall and find equivalent fractions, decimals, and percentages • Recognise and convert between recurring and terminating decimals • Compare and order fractions, decimals, and percentages • Convert time to decimal hours • Express one quantity as a percentage of another (including with different units) • Calculate percentage increases and decreases using mental strategies, multipliers, or the unitary method

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Science	**Health and lifestyle** **Core Knowledge:** • Introduced to the components of a balanced diet and its importance in maintaining health. • Understand the process of digestion including the role of enzymes, bacteria, and some of the main organs in the digestive system. • Explore the effects of drugs on the body, focusing on smoking and alcohol. **The Periodic Table** **Core Knowledge:** • Develop knowledge about elements, learning how to distinguish between metal and non-metal elements. Learning about the chemical/physical properties and uses of some typical metals and non-metals, including elements in Group 1, 7, and 0 of periodic table.	**Electricity and magnetism** **Core Knowledge:** • Introduction to electric fields, current, and magnetism. • Learn how to build simple circuits and take measurements of current and potential difference • Explore electromagnets and plan how to investigate the shape of magnetic fields. **Biological processes** **Core Knowledge:** • Understand the process of photosynthesis and how leaves are adapted to maximise this process, and its importance for all life on Earth. • Explore the effects of minerals on plant growth. Understand the process of respiration including comparing aerobic with anaerobic respiration in animals and plants.	**Separation techniques** **Core Knowledge:** • Learn about pure substances and mixtures and how to determine if a substance is pure. • Learn about the differences between the terms solute, solvent, solution, and solubility. • Compare mixtures and compounds and learn about different ways to separate the substances in a mixture and when each is appropriate, including filtration, evaporation, distillation, and chromatography. **Energy** **Core Knowledge** • Introduction to energy resources, stores, and transfers. • Explore how electricity is generated by renewable and non-renewable resources. Study the links between energy, work done, and power, and develop mathematical skills to real-life scenarios when calculating work done, power, and the cost of using domestic appliances.	**Ecosystems and Adaptations** **Core Knowledge:** • Looking at the feeding relationships within food chains and webs, and how this can result in bioaccumulation. • Study the interdependence of organisms by looking at what happens to the population of one organism when the population of another is changed. Explore the adaptations of a number of organisms that enable them to survive in harsh and changing environments.	**Metal and other materials** **Core Knowledge:** • Explore the reactions of metals with acids, with oxygen, and with water, and write word equations for these reactions. • Describe and use reactivity series in helping understand what displacement reactions are. • Explore the properties of ceramics, some polymers, and some composites, and explain how the properties make them suitable for their uses. **Motion and pressure** **Core Knowledge:** • Introduction to speed, pressure, and turning forces. • Explore how motion can be described using distance-time graphs. • Understand pressure in gases, in liquids, and on solids. Develop mathematical skills by using equations to calculate speed and pressure.	**Inheritance** **Core Knowledge:** • Determine whether characteristics within a species is a result of inherited variation, environmental variation, or both. • Explore how characteristics are inherited through chromosomes. • Learn about the process of natural selection including why some organisms become extinct. **The Earth** **Core Knowledge:** • Learn about the composition of the Earth and its atmosphere. • Understand the three different types of rocks (sedimentary, igneous, and metamorphic rocks) • Explore the rock cycle and carbon cycle to understand how materials are recycled naturally. Study the greenhouse effect, global heating, and climate change, and explore how to look after and protect the Earth.

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English	**Modern Play: The Crucible** Students will study the play, The Crucible, by Arthur Miller in its entirety and this will be supplemented by nonfiction extracts linked to religion and witchcraft	**Viewpoint Writing: Media and Nonfiction** Students will study a range of nonfiction texts and will produce their own nonfiction writing as well.	**Poetry: Social Justice** Students will study a collection of poems (and song lyrics) and explore the theme of social justice including issues surrounding race, sexuality, disability, age, poverty etc.	**Shakespeare Shorts:** Students will study a collection of extracts from different Shakespeare plays which all link to the theme of social justice.	**Contemporary Novel: Boy 87** Students will study a contemporary novel and explore the themes of social justice.	
History	**Civil War and Historical Interpretation** Explore the causes and key events of the English Civil War and develop skills in analysing interpretations using film and sources. **Core knowledge:** • Causes of the English Civil War • Key events: Charles I and Parliament • The arrest of the Five Members • Comparison of historical sources and the film *Cromwell* • Judging historical accuracy	**The Industrial Revolution in Northampton** Investigate how the Industrial Revolution transformed Northampton in terms of economy, transport, and urban life. **Core knowledge:** • Growth of the shoe-making industry • Impact of new transport systems (railways, canals) • Urbanisation and changes in living conditions • Industrial change and its local significance	**Causes of the First World War** Understand the complex long- and short-term causes of WWI and explore different historical interpretations of its origins. **Core knowledge:** • MAIN causes: Militarism, Alliances, Imperialism, Nationalism • Trigger event: Assassination of Archduke Franz Ferdinand • Long- vs short-term causes • Comparing and evaluating historical interpretations	**The First World War** Examine the experience of war for soldiers and civilians, using source analysis to assess reliability and usefulness. **Core knowledge:** • Trench warfare and daily life at the front • Weapons and new technology • Recruitment and propaganda • The role of medicine and casualty treatment • The Home Front • Analysing sources: usefulness and inference	**Empire, India, and Slavery** Explore British imperialism in India and the nature and abolition of the transatlantic slave trade. **Core knowledge:** • What the Empire was and how it grew • The British conquest and control of India • Economic, social, and cultural impacts of empire • Conditions of slavery and resistance • Abolition movement in Britain and key figures	**The Campaign for Votes: Suffragettes** Investigate the struggle for women's suffrage and the debates around protest methods and political change. **Core knowledge:** • Role of the Suffragists and Suffragettes • Tactics and impact of militant action • Government responses • The First World War and changing attitudes • Women gaining the vote
Geography	**Ecosystems** ● Study of the interdependence of living organisms, their environments, and the impact of human activities on the natural world **Core knowledge:** - Components of an ecosystem e.g. biotic, abiotic - Types of ecosystem	**Population** ● Exploration of how population size, distribution, and migration impact resources, development, and global challenges. **Core knowledge:** - Population density and distribution - Population growth - Population theories	**Politics** ● How political systems and decisions influence regional and global issues **Core knowledge:** - Political systems - Role of governments - National and local policies	**Coasts** ● Understand coastal processes, landforms, and the impacts of human activity and natural events on coastal environments. **Core knowledge:** - Importance of coasts - Waves - Coastal processes - Landforms	**Regions** ● Understand the physical, human, and environmental characteristics that define different areas and how they interact on a global scale. **Core knowledge:** - Types of region - Regional characteristics	**AIB Practice** ● Applying interdisciplinary knowledge and critical thinking to analyse complex geographical issues and real-world challenges **Core knowledge:** - Case study practice (country/region) - Review of physical features

	- Structure of ecosystems - Energy flow in ecosystems - Nutrient cycling - Adaptations - Threats - Conservation	- Demographic transition model (DTM) - Population pyramids - Under and overpopulation - Case study: China's One Child Policy	- UK vs USA politics	- Management strategies - Case study e.g. Holderness, Happisburgh	- Global regions (Africa and Asia) - Culture - Challenges	- Review of human features - Level of development - Opportunities in region - Challenges in region - Data analysis - Application of geographical skills
Ethics and Philosophy	**Creation and mystery** • Explore different worldviews on the creation of the Earth • Consider the validity of different arguments **Core Knowledge:** • Creation stories • The Big Bang • Science vs religion	**Destiny and afterlife** • Explore different worldviews on the possible existence of life after death **Core Knowledge:** • Heaven and hell • Reincarnation Near death experiences	**Controversial Issues** • Explore the refugee crisis and the impact it has on everyone involved • Religious views surrounding helping refugees **Core Knowledge:** • Differences between a migrant and refugee The experiences of a refugee	**Islam** • Understand the religion of Islam, along with key beliefs and traditions **Core Knowledge:** • Belief in one God • The Five Pillars of Islam Ramadan	**Art in Heaven** • A National competition allowing students the opportunity to express themselves through art **Core Knowledge:** • The use of symbols • Islamic Art Meaning behind art	
Languages	**My past travels and holidays** • Talking about different holiday destinations and activities in the past tense. **Core Knowledge:** • Review of phonics. • Review of Y7 speaking questions. • Saying where you went and how you travelled. • Giving opinions on where you stayed. • Saying what you did on holiday.	**My hobbies and interests** • Expressing detailed opinions about our interests such as TV, films and music. **Core Knowledge:** • Further practice of phonics. • Giving opinions on types of films and music (media). • Saying what TV series you watch and why. • Reviewing present tense verbs. • Saying what your weekend plans are and	**My health part 1** • Discussing healthy and unhealthy lifestyles. **Core Knowledge:** • Further practice of phonics. • Describing your daily routine and using present tense reflexive verbs. • Talking about your diet and what you eat. • Using definite (the) and indefinite (a/an/some) articles correctly.	**My health part 2** • Further discussing healthy and unhealthy lifestyles and making health resolutions. **Core Knowledge:** • Further practice of phonics. • Expressing opinions on healthy and unhealthy lifestyles. • Saying what you could/would do to be healthier. • Using modal verbs like can/must/should.	**School and Future Plans** • Giving detailed opinions on key aspects of school life such as rules and uniform. • Talking about future career plans. **Core Knowledge:** • Further practice of phonics. • Saying what I do at school. • Talking about school rules and if you agree with them. • Describing your uniform.	**Embracing diversity** • Being globally aware and culturally sensitive, understanding and respecting diverse traditions and customs. **Core Knowledge:** • Reinforcing phonics and key sound patterns. • Reinforcing and Consolidating key grammar aspects covered over the year. • Exploring the French/Spanish speaking world.

	• Understanding how to use and conjugate key verbs into the past tense. • Reinforcing gender and adjectival agreements. Prepositional phrases.	expressing future wishes. Further practice of how to use and form verbs in the near future tense.		• Being introduced to the conditional tense. Understanding mealtimes and habits in the French/Spanish speaking world.	• Saying what your ideal job would be (revisiting the conditional tense). • Saying what you did in school last term (reviewing past tense verbs). Understanding the differences between French/Spanish school systems and our own.	Analysing and reviewing a French/Spanish film.
Art	**Theme:** Facial features/Portraits - focusing on proportion, accurate drawing and scaling techniques. **Artist Link:** Amy Smith **Core Knowledge:** Observation drawing skills using; lines, shapes, tone, and textured mark making. Stylising and simplifying. Artists analysis. **Media and techniques;** Pencil, graphite sticks, ink pens.	**Theme:** Portraits - focusing on collage and layering. **Artist Link:** Amy Smith and Sam Mitchell **Core Knowledge:** Observation drawing skills using; lines, shapes. Symbolism use, selecting appropriate images, symbols and patterns Exploration of media. Reviewing own ideas. **Media and techniques;** Black pen, wax resist, acrylic painting onto acetate, collage.	**Theme:** Landscapes - focusing on perspective, proportion, mark making. **Artist Link:** Van Gogh **Core Knowledge:** Observation drawing skills using; lines, tone, textured mark making, colour theory and atmospheric perspective. Consideration of foreground, midground and background. Artists analysis. **Media and techniques;** Pencil, pen and ink, oil pastels to blend colours and define shapes and textured detail.	**Theme:** Archways - focusing on proportion, accurate drawing and scaling techniques. **Artist Link:** Rosemary Pocock, Elena Yarovaya, Brabara Wilson, Beatrix Potter. **Core Knowledge:** Observation drawing skills using; lines, shapes, tone, and textured mark making. **Media and techniques;** Pencil, graphite sticks, ink pens.	**Theme:** Archways (Lino) prints - focusing on mark making and printing skills. **Artist Link:** Various lino artists including Liz Somerville and Ian O'Halloran **Core Knowledge:** Translating and simplifying a drawing into a lino print design. Cutting and printing lino. Developing prints. Artists analysis. **Media and techniques;** Lino, printing inks.	**Theme:** Architecture - focusing on key features in architecture, cultural architecture and patterns. **Artist Link:** Gaudi **Core Knowledge:** Making skills including collage mosaics, mixed media and relief. Consideration of pattern development. **Media and techniques;** Pencils, coloured papers, magazines, watercolours, cardboard, string, tissue paper, glue.
Dance	**Introduction to Dance** An introduction to the expectations and basics of dance movement, choreography and analysis **Core knowledge** ● Dance actions - space, dynamics and relationships ● Choreography	**Street dance** Exploring a variety of street dance styles with a focus on students technical performance skills **Core knowledge** ● Technical performance skills - flexibility, strength, coordination, stamina and balance	**Musicals** Using popular musicals to work on students expressive performance skills **Core knowledge** ● Expressive performance skills - focus, projection, musicality, timing, facial expression and	**Professional work - *Swansong* by Christopher Bruce** Students will learn to analyse professional repertoire through creating and performing **Core knowledge** ● Choreographic intention ● Stimulus	**Working from a brief** Using a brief to commission students to create a dance based on a given stimulus **Core knowledge** ● Using a brief/commision ● Rehearsal process ● Improvisation Team work	**Introduction to Dance** An introduction to the expectations and basics of dance movement, choreography and analysis **Core knowledge** ● Dance actions - space, dynamics and relationships ● Choreography

	Motif and choreographic devices	Tutting, waacking, house dance, break dance and locking	choreographic intention Demonstrating characters in Hairspray, Matilda, Six, Annie, Grease and Wicked	• Contact work Transitions		Motif and choreographic devices
Drama	**Genre** - The study of 5 different key genres in Drama, Naturalism, Immersive, Horror, Pantomime and Abstract **Core Knowledge:** • Performer skills of voice and body language • Audience Awareness • Key skills		**Comedy and Conflict** – A detailed exploration of the Comedy genre followed by application alongside conflict in Romeo and Juliet by William Shakespeare. **Core Knowledge:** • Physical Comedy • Use of Voice for Comedy • Shakespearean Language • Stage Combat		**Semiotics** - an exploration into the signs and symbols used in drama. CAREERS LINK - Designers. **Core Knowledge:** Symbolism and how it is used in drama - gesture, design and use of space	**Issue Based Drama** - practical exploration into issues affecting young people - i.e. mental health, bullying and prejudice • Use of dramatic techniques to explore issues • Discussion • Use of 5 C's
Music	**Reggae** Learn about contextual information and the stylistic features of Reggae music. Develop performance skills, particularly accuracy and timing. **Core Knowledge:** • Understand where Reggae music comes from and the way it is constructed. • Play/sing simple melodies/rhythms by ear and from notation.	**Night Music** Learn about the influence of the subject 'night time' on composers throughout history. Create a soundscape for a scenario/mood associated with night time. Learn to compose using western classical traditions by understanding how chords are created and how they relate to one another. Perform more complex melodies/accompaniments from notation **Core Knowledge:** • Understand how composers have written about 'the night time' in their works. • Develop composition skills and knowledge of chords and how they relate to one another. Develop collaboration skills and further improve performance skills when in an ensemble.		**Variations** Learn about the use of 'variation' in music. Develop variation skills on the theme of Frere Jaques. **Core Knowledge:** Students understand how to, and can, take an original melody and alter it by using several variation techniques, including retrograde, changing tempi, changing harmonies and tonalities, adding countermelodies, adding melodic notes, adding a canon and varying rhythmic values.		**Rock 'n' Roll** Learn about contextual information and the stylistic features of Rock 'n' Roll music. develop understanding of extended chords e.g. C7 Perform more complex melodies/accompaniments from notation **Core Knowledge:** • Understand where Rock 'n' Roll music comes from and the way it is constructed. • Can perform the 12 bar blues pattern (simple and extended) on a variety of instruments.

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Computer Science	**8.1 E-Safety** **Key Topics:** • Hacking • Malware • Prevention Methods • HTML & CSS • Safe use of AI **Core Knowledge:** ● Understand what hacking and malware are, their impact, and why prevention is important. ● Explore methods to prevent hacking and malware attacks. ● Learn the basics of HTML and CSS for building websites. ● Understand the importance of user experience (UX) and implement advanced HTML/CSS features. ● Learn about the safe use of AI and risks in the context of Cyber Security	**8.2 Programming** **Key Topics:** • Syntax • Variables • Data types • Input/output • Basic debugging **Core Knowledge:** Python IDE • Printing, and simple calculations. • Variables and Data Types: Working with strings, integers, and floats. • User Input: Interactive programs using input(). • Conditional Statements: if, else, and elif. • Loops (Part 1): Introduction to while loops. • Loops (Part 2): Introduction to for loops.	**8.3 Computer Systems and Networks** **Key Topics:** • Explaining how data moves across networks • Identifying network components • Understanding cybersecurity basics. **Core Knowledge:** ● Introduction to Networks ● How Data Travels ● Network Topologies ● Cybersecurity Basics .	**8.4 Algorithms, Data representation, and Logic** **Key Topics:** • Using truth tables • Combining logic gates • Applying Boolean logic to real-world problems. **Core Knowledge:** **Introduction to Boolean Logic** • What is Boolean logic, and why is it important? • Introducing basic gates: AND, OR, NOT. **Truth Tables** • Constructing and interpreting truth tables for single gates. • Understanding logical outcomes. **Combining Logic Gates** • Building more complex circuits by combining multiple gates. • Examples of combined logic (e.g., XOR and NAND). **Applications of Boolean Logic**	**8.5 Programming** **Key Topics:** • Lists • Functions • Simple algorithms **Core Knowledge:** • Lists and Indexing: Creating and manipulating lists. • Functions (Part 1): Defining and using basic functions. • Functions (Part 2): Functions with parameters and return values. • Simple Algorithms: Basic number guessing or sorting exercises. **Combining Concepts** Mini-project integrating lists and functions. **Final Project** Developing a basic text-based game or application.	**8.6 Ethical, Environmental, Legal, Future Tech** **Key Topics:** • Awareness of personal data • Critical evaluation of online services • Understanding legal frameworks **Core Knowledge:** What is Privacy? Defining privacy in the context of technology and the digital world. • Discussing why privacy matters for individuals and society. **Personal Data and Tracking** • How personal data is collected, stored, and used. • Exploring cookies, tracking pixels, and targeted advertising. • Legal Frameworks and GDPR • An introduction to data protection laws like GDPR. • Rights individuals have over their data. **The Ethics of Data Use**

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Year 8: Design Technology Curriculum

NB: Specialisms are taught on a rotating basis so students will experience each specialism at differing points of the year			
Food	**Graphics**	**Textiles**	**Timbers**
Food Project: Focus on building practical skills, understanding the functional and chemical properties of ingredients, and developing knowledge of nutrition, diet, and health. **Practical Skills:** • Students will develop their cooking skills through practical lessons, preparing a variety of dishes. • They will learn about different cooking techniques, including how to prepare ingredients, use utensils, apply heat, and combine ingredients. • They will also learn how to adapt and modify existing recipes. • Burgers; pizza; Thai green curry; apple pasties; fish cakes. **Core Knowledge:** • Food safety (prevent cross contamination) • Using equipment safely e.g. cookers • Food nutrition (8 healthy eating guidelines) • Food processes • Food provenance - how food is caught and reared	**Graphics Project: Film Poster** • Introduction to typography– Crating, Layout lines, Rendering • Drawing a hand lettering techniques • Using photoshop to compose and create poster with hand drawn lettering based on a film genre. **Core Knowledge** • Product Analysis • Specification Writing • Typography Design • Rendering • Annotation • Composition • Photoshop skills • Image research and creation	**Textiles: Cushion Cover** • Recapping on the design process - Research, Specification, Design Ideas, Planning, Manufacture, Evaluation. • Reflection on H&S in a Textiles classroom - Safe use of sewing machines, sharp equipment and hazard awareness. • Concept of resistance using paper mandalas and screen printing. • Understanding of and use of rotational symmetry within design. **Core Knowledge** • Using a sewing machine, following different guides, • When and how to use straight and zig zag stitches and altering stitch width and length, • How to screen print, • Machine couching, • Developing hand embroidery skills, • Understanding what a seam allowance it and how to accommodate in within the design, • Annotating designs and using subject specific vocabulary, • Construction of cushion cover.	Timbers – Desk Tidy • Introduction to isometric drawing – Crating, Layout lines, Rendering • Wood jointing techniques – Finger / Comb joints – marking out, cutting & fitting • Working with Thermoforming plastics to create a Phone stand on the Hot wire strip heater Core Knowledge • Product Analysis • Specification Writing • Isometric Drawing • Rendering • Annotation • Marking out • Hand tool skills • Machine Skills

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Year 8: PE Curriculum

Year 8 Subjects	Invasion/Team games	Striking & Fielding Activities	Performing at Maximal Levels	Fitness	Racquet Activities	Swimming	Gymnastics/ Trampolining	OAA
Physical Education	**Activities Covered:** Netball / Basketball / Football	**Activities Covered:** Cricket / Rounders	**Activities Covered:** Athletics	**Activities Covered:** Fitness Training Methods	**Activities Covered:** Badminton/ Table Tennis / Tennis / Pickleball	**Activities Covered:** Strokes / Waterpolo / Personal Survival / Life Saving	**Activities Covered:** Gymnastics / Trampolining	**Activities Covered:** Team Building / Orienteering
	Core Knowledge: **Skill Refinement** Develop greater control and consistency in key techniques: passing, shooting, tackling, and movement. **Advanced Tactics & Decision-Making** Apply attacking and defensive strategies and make quicker, more effective decisions in-game. **Game Understanding & Roles** Deeper understanding of rules, positions, and team roles **Team Communication & Leadership** Use verbal and non-verbal communication; begin to take on leadership roles within the team.	**Core Knowledge:** **Skill Development and Precision** Improve consistency in batting, bowling/throwing, catching, and fielding with better technique and accuracy. **Tactical Awareness** Apply strategies like field placement, shot selection, and decision-making when batting or fielding. **Rules, Roles, and Responsibilities** Understand and apply more complex rules; take on varied team roles such as captain, bowler, wicketkeeper, etc. **Communication and Teamwork** Use clear and effective communication in the field to coordinate plays and support teammates.	**Core Knowledge:** **Technique Refinement** Improve technical accuracy in running (sprint and middle-distance), jumping, and throwing events. **Event-Specific Skills** Develop greater understanding of phase elements in events (e.g. sprint start, take-off in long jump, release angle in throws). **Rules and Competition** Apply correct rules for each discipline; understand heats, finals, and official timing/measuring. **Performance Awareness** Use personal bests to set goals; recognise what affects performance (e.g., pacing, form, rhythm). **Health, Safety, and Preparation**	**Core Knowledge:** **Components of Fitness** Deepen understanding of key components: muscular strength, muscular endurance, cardiovascular fitness, flexibility, and body composition. **Methods of Training** Learn and apply different types of training: circuit, interval, continuous, and resistance training. **Training Principles** Apply key principles: FITT (Frequency, Intensity, Time, Type), overload, and progression. **Health and Lifestyle Benefits** Understand how fitness impacts long-term physical, mental, and social health. **Monitoring and**	**Core Knowledge:** **Skill Progression** Improve consistency and accuracy in key shots: serves, volleys, smashes, and backhands. **Footwork and Positioning** Develop efficient movement around the court and recover quickly after shots. **Tactics and Shot Selection** Use tactical awareness to vary shot type, placement, and exploit opponent weaknesses. **Rules and Match Play** Apply more complex rules and scoring systems confidently in singles and doubles games. **Performance Evaluation** Analyse personal and opponent	**Core Knowledge:** **Stroke Development** Refine technique and efficiency in front crawl, backstroke, breaststroke, and basic butterfly. **Breathing and Timing** Improve coordination of breathing with strokes and develop rhythm and pacing. **Water Confidence and Safety** Practise safe entries/exits, survival strokes, and basic self-rescue techniques in deeper or open water conditions. **Starts, Turns, and Finishes** Learn and apply correct techniques for racing starts, tumble turns, and strong finishes. **Assessment and Goal Setting** Use timing and	**Core Knowledge:** **Skill Progression and Control** Refine key movements (e.g. rolls, balances, jumps, landings) with improved accuracy, control, and fluency. **Sequencing and Creativity** Create and perform more complex sequences or routines, showing variety, flow, and transitions between elements. **Trampolining Techniques** Develop safe and controlled basic moves: straight jump, tuck, pike, straddle, seat drop, and half twist. **Safety and Equipment Use** Understand spotting, mat placement, use of springboards and trampolines, and follow safety	**Core Knowledge:** **Navigation Skills** Use maps and compasses with greater accuracy; introduce basic grid references and route planning. **Strategic Thinking and Problem Solving** Tackle more complex team challenges and physical tasks using planning, risk assessment, and adaptability. **Leadership and Roles** Take on leadership roles, delegate tasks, and support group decision-making. **Communication and Teamwork** Develop trust, clear verbal/non-verbal communication, and collaboration under pressure. **Safety, Responsibility, and Reflection** Demonstrate

	Performance Analysis & Improvement Evaluate individual and team performance using tactical and technical feedback; set improvement targets.	**Analysis and Feedback** Begin to analyse individual and team performance with more specific feedback; use it to refine tactics and skills.	Follow warm-up and cool-down routines properly; use equipment safely and understand injury prevention.	**Evaluating Performance** Use basic fitness testing (e.g., Cooper run, sit-ups, flexibility tests) to assess and track improvements.	performance to make strategic adjustments and improve.	distance challenges to assess progress and set personal improvement targets.	procedures consistently. **Performance Analysis and Feedback** Evaluate individual and peer routines using criteria (e.g. control, height, execution), and suggest ways to improve.	responsibility for personal and group safety; reflect on group performance and personal contribution.