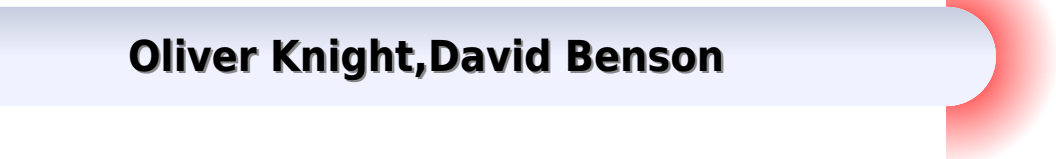


Yr8 2014-2015 Curriculum Map

	Girls 1 (Doubles)	Girls 2 (Doubles)	Girls 1&2 (Singles)	Boys 1 (Doubles)	Boys 2 (Doubles)	Boys 1&2 (Singles)
1. Sep – Oct	Netball (sportshall)	Gym	1 st Core skills/tennis 2 nd N & G	Rugby	Hockey	1 st R & H 2 nd Core Skills/tennis
2. Nov - Dec	Gym	Netball	1 st Fitness 2 nd G & N	Football	Volleyball	1 st F & V 2 nd Fitness
3. Jan - Feb	Hockey Football	Dance	1 st Basketball 2 nd H/F & D	Basketball	Aesthetics	1 st Fitness 2 nd B & A
4. Feb - Mar	Dance	Hockey Football	1 st Basketball 2 nd D & H/F	Aesthetics	Basketball	1 st Fitness 2 nd A & B
5. Apr - May	S&F Athletics	Racket Sports	Athletics	S&F Athletics	Racket Sports	Athletics
6. Jun - Jul	Racket Sports	S&F Athletics	Athletics	Racket Sports	S&F Athletics	Athletics

Curriculum Map Ks3 2014

Oliver Knight, David Benson



Curriculum Map Ks3 2014:

Hyper-Socialised: How Teachers Enact the Geography Curriculum in Late Capitalism David Mitchell, 2019-11-01
Hyper socialised explores the challenges of late capitalist times for education systems schools and teachers It looks at how trends of accountability teaching to the test using pupil voice and reliance on network technologies are all connected to powerful social and economic forces shaping the curriculum as it is taught in classrooms Such forces threaten to overwhelm teachers but in the right hands they can also be harnessed to create influence and teach a truly powerful curriculum for their students Presenting a historical view of curriculum change the book examines how society curriculum and teachers are linked Using geography as an illustrative subject the chapters investigate what influences teachers to what extent they are in control of the curriculum and what else is shaping it Divided into two parts it offers An in depth exploration of the relationship between society teachers and the curriculum including that what and how to teach remain wide open to debate Evidence based research into the significance and implications of hyper socialised curriculum enactment for teachers and teacher education Four case study portraits of geography departments and personal curriculum stories of each Head of Department Insights into the nature of teaching as a profession and how a crisis of teacher recruitment and retention may be addressed Written in clear and accessible terms this book is an essential resource for teacher educators subject teachers headteachers and educational researchers who want to understand how and why schools and teaching are changing and what this means for them

Creating Outstanding Classrooms Oliver Knight, David Benson, 2013-10-15 This timely new book outlines a whole school approach to embedding a sustainable model of teaching and learning that puts the learner at the heart of the system It provides an entire framework for ensuring all students achieve above their expectations incorporating school vision teacher professional development assessment models school culture leadership and management and core classroom practices It takes what the current research suggests does and does not work and builds it into a practical approach that has been tried tested and proven to work Each section incorporates the research a model of how this can be embedded across a school and then a training section that allows senior leaders in schools to teach the skill set to others to ensure it can be embedded and reviewed Covering all aspect of teaching and learning including curriculum design teacher practices assessment and leadership the book features a clear planning framework that is easy to implement subject based case studies to exemplify good practice diagrams to clarify and consolidate information training activities throughout each chapter also available to download at www.routledge.com 9780415831178 Designed to be used as a training tool for both new and established teachers this book is essential reading for senior leaders that want to equip their teachers with the skills and knowledge to create a school of outstanding classrooms

A Practical Guide to Teaching History in the Secondary School Dan Keates, Matt Stanford, Corinne Goullée, 2025-04-09 A Practical Guide to Teaching History in the Secondary School offers comprehensive advice inspiration and a wide range of tried and tested approaches to help you find

success in the secondary history classroom Covering all aspects of history teaching it is designed for you to dip in and out of and to enable you to focus on specific areas of teaching your programme or pupils learning This completely revised edition has been rewritten with new chapters reflecting recent work into curriculum thought different types of historical knowledge designing enquiry questions and decolonising the curriculum Emphasising the importance of pedagogy detailed subject knowledge a well informed and diverse curriculum evidence informed practice and a focus on building long term student understanding in the subject the chapters cover Curriculum design Teaching causation and consequence Teaching interpretation and significance Using evidence Delivering a more inclusive and representative history curriculum Progress and assessment Packed with ideas resources and practical teaching activities and underpinned by the latest research this is an essential companion for all training and early career history teachers

Mastering Primary Geography Anthony Barlow, Sarah Whitehouse, 2019-06-27 Mastering Primary Geography introduces the primary geography curriculum and helps trainees and teachers learn how to plan and teach inspiring lessons that make learning geography irresistible Topics covered include Current developments in geography Geography as an irresistible activity Geography as a practical activity Skills to develop in geography Promoting curiosity Assessing children in geography Practical issues This guide includes examples of children s work case studies readings to reflect upon and reflective questions that all help to show students and teachers what is considered to be best and most innovative practice and how they can use that knowledge in their own teaching to the greatest effect The book draws on the experience of two leading professionals in primary geography Anthony Barlow and Sarah Whitehouse to provide the essential guide to teaching geography for all trainee and qualified primary teachers

Building Networks for Critical and Altruistic Science Education John Lawrence Bencze, 2025-05-22 This edited volume provides theory based accounts often with practical examples of how educators from various jurisdictions in elementary secondary and tertiary formal education contexts as well as community based situations have helped students critically evaluate the relationships among science technology STEM society and the environment The goal is to develop and implement personal and sociopolitical actions to address concerns Collectively the perspectives and examples in the chapters form an expanding Foucauldian dispositif countering hegemonic mechanisms that favor a few elites at the expense of the wellbeing of most other living and nonliving things Many accounts draw on the STEPWISE project illustrating how a biotic and symbolic actants have been progressively assembled to promote more critical and altruistic citizenship

Learning to Teach Science in the Secondary School Lindsay Hetherington, Luke Graham, Darren Moore, 2024-06-27 Learning to Teach Science in the Secondary School is an indispensable guide to the process practice and reality of learning to teach science in a busy secondary school Written by experienced teachers and expert academics it explores core debates and topics in science education providing practical and insightful advice with research and theory to support your development as a teacher This fully updated fifth edition focuses on the knowledge and skills you will need to develop your science teaching including key

approaches to teaching physics chemistry and biology lesson and curriculum planning and assessment There are also new chapters on Safety in science teaching The science of learning for teaching science Mathematics and learning science Science for social justice Inclusive and adaptive science teaching Making use of research practical guidance for science teachers Written with university and school based initial teacher education in mind and including learning objectives lists of useful resources and specially designed tasks in every chapter Learning to Teach Science in the Secondary School offers all student and early career teachers accessible and comprehensive guidance to support the journey of becoming an effective science teacher *MasterClass in History Education* Christine Counsell, Katharine Burn, Arthur Chapman, 2016-10-06

MasterClass in History Education draws on international research and practice to present effective and engaging approaches for history teachers who want to explore the ways in which reading research and reflection can support the development of history teaching and learning in the classroom At the heart of the book is a series of professional enquiries carried out by experienced history teachers working in a range of contexts Each history teacher addresses clear questions arising from their practice and together they illustrate various approaches to data collection data analysis and argument These history teachers also show how they drew on diverse scholarship in history and history education including many publications by other history teachers In eight further chapters other experts ranging from practitioner scholars to researchers in diverse fields such as history history education teacher education teacher research and curriculum theory reflect on the distinctive insights that these teachers offer and explore connections with their own fields The combination of perspectives and the depth of knowledge of the varied contributors reveal the importance of different kinds of relationship between theory and practice The links between classroom realities and research and the critical use of different kinds of text will support history teachers in developing their practice and professional voice **Teaching Geography Creatively** Stephen

Scoffham, 2016-10-04 *Teaching Geography Creatively* was Winner of the Geographical Association Gold Award 2014 and Winner of the Geographical Association Silver Award 2017 This fully updated second edition of *Teaching Geography Creatively* is a stimulating source of guidance for busy trainee and experienced teachers Packed full of practical approaches for bringing the teaching of geography to life it offers a range of innovative ideas for exploring physical geography human geography and environmental issues Underpinned by the very latest research and theory expert authors from schools and universities explore the inter relationship between creativity and learning and consider how creativity can enhance pupils motivation self image and well being Two brand new chapters focus on creative approaches to learning about the physical world as well as the value of alternative learning settings Further imaginative ideas include games and starter activities as entry points for creative learning how to keep geography messy the outdoors and learning beyond the classroom how to teach geography using your local area the links between geography and other areas of the curriculum looking at geography creativity and the future fun and games in geography engaging with the world through picture books teaching about

sustainability With contemporary cutting edge practice at the forefront Teaching Geography Creatively is an essential read for all trainee and practicing teachers offering a variety of practical strategies to create a fun and stimulating learning environment In the process it offers a pedagogy that respects the integrity of children as joyful and imaginative learners and which offers a vision of how geography can contribute to constructing a better and more equitable world Learning to Teach Art and Design in the Secondary School Nicholas Addison, Lesley Burgess, 2024-12-03 Learning to Teach Art and Design in the Secondary School is the key text for all those preparing to become art and design teachers in secondary school It explores a range of approaches to teaching and learning and provides a conceptual and practical framework for understanding the diverse nature of art and design in the secondary school curriculum Written by experts in the field it aims to inform and inspire challenge orthodoxies and encourage a freshness of vision It provides support and guidance for learning and teaching in art and design suggesting strategies to motivate and engage pupils in making discussing and evaluating visual and material culture This fourth edition has been comprehensively updated and re structured in light of the latest theory research and policy in the field and includes new chapters exploring diversity identity and inclusion attitudes to making and teaching as an artistic practice Essential topics include Ways of learning in art and design Teaching as an artistic practice Planning for teaching and learning Diversity and inclusion Sustainable design Assessment and examinations Critical studies Professional development in the gallery Supporting each chapter are suggestions for further reading and tasks designed to encourage you to reflect critically on your practice Learning to Teach Art and Design in the Secondary School addresses issues for all student teachers and mentors on initial teacher education courses in Art and Design It is also of relevance and value to teachers in schools with designated responsibility for supervision **Teaching Food Technology in Secondary School** Marion Rutland, 2014-04-08 The introduction of National Curriculum Technology moved away from teaching about food in the context of the home and domestic science towards commercial food technology This work offers an evaluation of this development and the required changes of emphasis for teaching **The Effective Teaching of Secondary Science** John Parkinson, 2014-06-03 The Effective Teaching of Secondary Science encourages the trainee teacher to develop effective skills for teaching science to secondary school pupils The comprehensive coverage of topics and issues provides good foundations for trainee teachers who are encouraged to test and evaluate different techniques Practical advice is offered in areas such as lesson planning the preparation of worksheets planning practical activities and safety in the laboratory The book also discusses the use of information technology as well as multicultural and gender issues and the teaching of pupils with special needs Much of the work covered is underpinned by areas of educational research such as educational theory and psychology and sociology of education Information on the requirements of the national curriculum and on post 16 science courses is given and includes a number of assessment techniques for the problematic area of assessing science attainment target 1 **Mastering Primary History** Karin Doull, Christopher Russell, Alison

Hales,2019-02-21 Series Editors Preface How to Use This Book Introduction 1 An Introduction to Primary History 2 Current Developments in History 3 History as an Irresistible Activity 4 History as a Practical Activity 5 Skills to Develop in History 6 Children s Ideas Promoting Curiosity 7 Assessing Children in History 8 Practical Issues Bibliography Index **What is Geography Teaching, Now?** Catherine Owen,Jennifer Monk,2025-09-19 What is Geography Teaching Now is a comprehensive guide compiling teaching methods for over 40 aspects of geography teaching from everyday topics such as assessment pedagogy and resources to the challenges facing modern geography teachers such as environmental education decolonising the geography curriculum and geography in relation to gender and sexuality Catherine Owen and Jennifer Monk have drawn on the classroom practice and experience of a range of practitioners to tackle the most difficult topics in a concise but enthralling manner highlighting the importance of professional development in the geography classroom Practical strategies are woven throughout the book alongside questions for reflection and suggestions for further research and reading making this must have volume perfect for geography teachers at any stage of their careers **Literacy in the Secondary School** Maureen Lewis,David Wray,2014-02-25 First Published in 2000 Literacy is on the agenda in a big way in the United Kingdom The principal target of the National Literacy Strategy from 1997 till the middle of 1999 was the practice of teaching literacy in primary classrooms From 1999 however the target has broadened and now clearly encompasses secondary school teaching as well Very few secondary teachers even of English have received any substantial training in literacy work and if they are to respond in the best way possible to current initiatives they need help help of a very practical nature which enables them to introduce more effective attention to literacy into their subject teaching The aim of this book is to provide an account of the good practice encountered by the authors and offer some valuable practical support to secondary schools and teachers Enabling Access Barry Carpenter,Chris Stevens,Keith Bovair,Rob Ashdown,2014-04-08 First Published in 1997 In special education we are at last in a good position to offer pupils a broad and balanced curriculum which is relevant to their needs and which is based on the same range of provision enjoyed by all pupils Such a curriculum can only be planned as a cohesive whole compartmentalizing aspects of the whole curriculum risks seeing one part as having more merit or worth than another The whole curriculum in ail schools will vary depending on local needs and opportunities In special education it is important that we embrace that whole curriculum using its diversity and opportunity to plan for breadth balance and relevance This book makes a significant contribution to the developments in planning for access to the whole curriculum **The Teaching of History in Primary Schools** Hilary Cooper,2014-05-22 Updated in response to the 2000 revision of the National Curriculum this text explores ways in which curriculum balance and coherence can be achieved and a rich and exciting primary history curriculum retained while not underestimating the demands of literacy numeracy and ICT **An Optymistic Guide to the National Curriculum** Barbara Young,1999 **Enabling Global Learning Through the KS3 Curriculum** Tide Global Learning,2009 **Understanding History KS3 Planning and Teaching Pack**

Updated Edition Sally Thorne, Lizzy Cross, Sally Burnham, Adele Fletcher, 2020-09-25 Deliver an outstanding KS3 curriculum using this photocopiable pack of carefully sequenced lesson plans and activity worksheets for the Understanding History course Pick up and teach the course with ease Every lesson in the Student Book has a detailed lesson plan with learning outcomes suggestions for stretch and challenge a lesson starter activities and a review plenary that includes a low stakes knowledge check and a deeper learning check Support build upon and go beyond the activities in the Student Book 177 ready made worksheets at least one per lesson help to develop pupils knowledge understanding vocabulary and writing skills as they progress through the course Use the Student Book flexibly for any length of KS3 The course planners provide an overview of how to teach the course in 6 or 9 terms so those following a 3 year curriculum can incorporate their existing favourite lessons

Bloomsbury CPD Library: Secondary Curriculum and Assessment Design Summer Turner, Bloomsbury CPD Library, 2016-09-22 In the past few years the way we think about assessment has undergone a revolution From the re organisation of qualifications and examinations at national level including removing National Curriculum levels at secondary school to the increasing focus on active research to develop feedback strategies with a measurable impact assessment has never been so much at the forefront of educational thought While previously assessment was bound to the curriculum now there is a demand for schools to develop assessment systems that are merely driven by it Despite raising serious questions and challenges these dramatic changes provide a reason for teachers to evaluate their practice Simultaneously the nature of CPD has been reinvigorated in the digital age with teachers galvanised by online resources Twitter and educational blogs The result Teachers can take their development into their own hands and re professionalise teaching Bringing together these two movements this book provides an opportunity for teachers to grasp what formative assessment means how it complements the curriculum when used effectively how to employ it in their classroom and school and how they can improve their assessment systems and practice within the classroom Divided into two parts train yourself and teach others this book will dispel concerns and help teachers and school leaders to embrace and excel in all areas of formative assessment

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