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About This Curriculum Booklet

This booklet provides key information on the curriculum, which your son/daughter will follow in Key Stage 3 at Trinity Catholic High School. You will find details of the school curriculum vision, overviews of the curriculum and wider curriculum opportunities. In addition, this booklet highlights individual information on the intent, aims and learning outcomes of subjects at KS3, key independent learning resources, great reading recommendations and typical opportunities beyond the classroom.

School Curriculum Vision

'Schools should produce young people with ideas and dreams, with a vision of what they want to achieve in life, who have a strong sense of service, of care and compassion for those in need and who have above all else a love of life, a zest for living life to the full.' (Cardinal Hume).

'Education cannot be neutral. It is either positive or negative; either it enriches or it impoverishes; either it enables a person to grow or it lessens, even corrupts him. The mission of schools is to develop a sense of truth, of what is good and beautiful. And this occurs through a rich path made up of many ingredients. This is why there are so many subjects - because development is the result of different elements that act together and stimulate intelligence, knowledge, the emotions, the body, and so on.' (Pope Francis).

To provide a curriculum that:

- ❖ reflects the school's distinctive Catholic mission. Christ and the teachings of the Catholic Church are at the centre of students' education at Trinity.
- promotes the rights and the dignity of every human person, developing shared common values which contribute to authentic social cohesion.
- ❖ is committed to the holistic development of each child, growing the spiritual, intellectual, moral, cultural, social, mental and physical potential of students.
- ensures all students are valued and respected as individuals so that they may be helped to fulfil their unique role in creation.
- nurtures personal excellence, the capacity and wherewithal for continual development so that all can develop their talents to the full for their own sake as well as that of the global community.
- offers high expectations and high aspirations for all a curriculum that is stimulating, rich and rigorous that meets individual need, interests and aspirations.
- provides opportunities for a range of memorable and enriching experiences, building cultural capital and instilling a love of learning.
- ❖ is knowledge rich; where the grammar of each subject is given high status; the tradition and rigour of subjects respected so that students develop the disciplinary habits of mind that are required for sustained engagement and progression within the subject and the wider curriculum.
- is committed to social justice through access to a curriculum for all that is underpinned by powerful knowledge and deep-subject learning and that strives to combat barriers that could limit the potential of the individual.
- encourages a strong and informed sense of social and moral responsibility to serve the common good of society.
- prepares students for the opportunities and responsibilities for the next stages of their life and the adult world.
- ❖ is dynamic and flexible in an ever-changing world.

Collective Worship:

Collective worship remains a vital part of the school's distinctive Catholic ethos. It is critical to the spiritual life of the school and to students' moral and spiritual development. At Trinity, we believe that the centre of our life is the Eucharist through which we love God and also love our neighbour. Indeed, we hold the Eucharist as 'the source and summit' of our lives as Christians. Every effort is made to ensure the sacramental life of our school community is of paramount importance, with the greatly valued support of our local clergy. During the penitential seasons of Advent & Lent, students and staff are given the opportunity to celebrate the Sacrament of Penance and Reconciliation during confessions, and in the Marian months of October and May, each class is given the opportunity to pray the Holy Rosary together. Eucharistic Adoration of the Blessed Sacrament is also an important tradition within our school, where students and staff have the opportunity of private prayer and adoration.

Collective Worship in our school is practised in various ways:

- Whole school acts of Worship
- Year group or key stage acts of Worship
- Remote weekly assemblies
- Classroom prayers throughout the school day including the daily praying of Angelus, and the mercy prayer remembering Our Lords death, in addition to grace before meals.
- The Eucharist is celebrated each week on both sites
- Every lesson across every subject begins with a short 'acclamation':

"Lord High God,

Help me today to use my talents, to do your will;

nothing less, nothing more, nothing else.

We ask this through Brother Jesus who lives and reigns with you and the Holy Spirit,

one loving living God,

worlds without end.

Amen"

Curriculum Overview at Key Stage 3:

The start of KS3 marks an exciting time for our students – it is the bridge between primary school, building on the knowledge and skills gained there and the preparation for studies at GCSE and the establishment of pathways for students' future aspirations.

Our Key Stage 3 curriculum reflects the curriculum vision of the school in that we provide a learning environment of high expectations and high aspirations for all – a curriculum that is stimulating, rich and rigorous that meets the needs of each individual.

Our KS3 Curriculum is designed to be rich in knowledge across a wide range of subjects, ensuring that we not only fulfil the National Curriculum but also look to extend students' knowledge and develop skills that will equip them for further study at KS4 and importantly for when they leave school. At subject level, each curriculum has been designed to engage and inspire students, to peak their interest in the subject and get them to ask those "big questions", to highlight misunderstandings and to demonstrate tangible and meaningful connections with other subjects. It is a curriculum for all, accessible for all and challenging for all. In Year 7, our learning journeys clearly articulate to students what they are studying and why it is important that they are studying these topics – copies of these are given by each subject within the booklet and a copy of all the KS3 learning journeys can be found on our website.

It is our goal that our students are kind, compassionate and considerate individuals when they leave us; we look to educate the whole child. PSHE (Personal, Social and Health Education) and RSE (Relationships and Sex Education) at Trinity will help develop our students to be practising and active Christians as well as productive and responsible citizens. The education that they receive at Trinity will not only prepare students for the many challenges that they will face in their personal and professional lives but also help them understand that all aspects of life are connected and interdependent. We expect students to respect one another's views and to show respect when senior staff and visitors enter the room by standing and saying good morning/afternoon. As a community, we affirm the vision of the school by reciting the acclamation before the start of each lesson, praying together at the start of the day, before lunch and at 3 o'clock. Student-led fundraising takes place in the lead up to Advent and Lent encouraging students to develop their leadership skills, and to promote citizenship and equality. We encourage our KS3 students to take posts of responsibility within form such as "Liturgy Leaders", "Raphaelites" and members of our school council, from the moment they join us in Year 7.

We want our students to be knowledgeable, to question, to find out more (or indeed to understand that sometimes there is not an established answer to their question) and to be excellent communicators. At the forefront of this, is a school wide focus on reading through our dedicated reading period (years 7 -10), developing a love of reading – both fiction and non-fiction; The Guild of Bookworms; Literary Society with a KS3 Book Club; celebrating World Book Day and Banned Books to name but a few of our activities/events. Each department recommends "great reads" that are likely to inspire students and we would encourage parents to look at these recommendations as well – perhaps reading them together at home.

We look to share our cultural capital, to make it explicit and to give our students opportunities to enrich their lives in a variety of ways. Typically, extracurricular trips at KS3 include visits to museums, theatres, art galleries, religious places of worship, football stadia, concert venues, Epping Forest or indeed using our own Padua Woods. Year 9 students are also given the opportunity to take part in the Duke of Edinburgh Bronze Award. All year 8 and year 9 students study for a level 2 BTEC in Home Cooking Skills. Tuition in musical instruments and voice is available in all years. It is given by peripatetic music teachers from Redbridge Music School who offer tuition in voice and a range of musical instruments. At the moment, these are delivered through online lessons but typically students would obtain permission to leave part of a timetabled lesson to receive this tuition. Trinity has the benefit of Modern Languages Assistants in French and Spanish who assist within the MFL department for most of the academic year. PE: All students are expected to take part in the school's Physical Education programme. Students can only be excused from the practical aspect of PE lessons for medical reasons – a note from the parent/ guardian is required. In which case the student is required to assist in coaching and leading other students. For offsite PE activities, students will travel by coach to the Whitbread's field. Students may also travel by foot to Woodford Wells for tennis in the summer term.

Teachers share a commitment to the holistic development of each child, growing the spiritual, intellectual, moral, cultural, social, mental and physical potential of students. Our recovery curriculum ensures that intervention is in place to support students' academic and pastoral needs.

All students in Key Stage 3 study Religious Education, sharing their own faith and learning about other people's faith as part of their curriculum work. Through changes to the structure of our timetable, we have increased the amount of contact teaching time in RE at KS3 to ensure that students have the fullest opportunity to connect to their faith and its role within their lives and the wider world. We are fortunate at Trinity to have a chapel on each site and we are located next to St Thomas of Canterbury Catholic Church, where regular masses are attended by the student and staff body.

The National Curriculum is just one element in the education of every child – at Trinity we have a wide range of enrichment activities planned through the week to enhance and enrich the curriculum offer and masterclasses to inspire students to delve deeper into key areas, as you will see with the examples given within the handbook. In the current climate, these may be presented online to allow all students to access them.

Ultimately, we encourage students to be proud members of the school body, to appreciate the respectful and positive culture of the school that seeks for each individual to flourish and meet their full potential.

Reading:

We believe that active encouragement of reading for pleasure is a core part of every student's educational entitlement, whatever their background or attainment because extensive reading and exposure to a broad range of texts can contribute widely to each student's educational achievement. Staff at Trinity are required to be 'reading role models' for students, encouraging them to read widely through recommendations from their own reading; staff advertise, in teaching rooms and in offices around the school, the books that they are currently reading. Further to this, a 'Classic Read' is promoted on a termly basis that staff, students and parents are all encouraged to read.

All students in Years 7-9 are required to bring a book of their choice (of an appropriate reading level) to school with them each day. Students may spend 15 - 20 minutes reading in silence during the "Reading Period" prior to the start of the period 3 lesson. All classrooms on the lower site are

equipped with book bags/shelves should students not happen to have their reading book with them. Class teachers check daily to ensure that students have a reading book with them.

The aim of the initiative is to:

- a) give students the opportunity for quiet reading each day,
- b) encourage students to develop a love of reading,
- c) encourage students to develop an interest in a wide range of texts.

Once a half term, selected departments will provide subject specific wider reading material to KS3 students during the reading period. The themes for the reading week will fall under the umbrella of one of the following categories:

• Academic reading week; Journalistic reading week; Literary reading week.

The purpose of these reading weeks is to enrich the curriculum experience of our students by exposing them to the work of scholars, latest scientific findings, economic analysis, geographical / environmental findings etc. In addition, students are set the challenge of reading 50 books during the course of the year – students record these books within their journals and are rewarded for reaching this goal with a certificate and small prize.

At Trinity, we have a subscription to ePlatform, which allows students to borrow and read eBooks and listen to audiobooks on their own phone, tablet or computer. Students can access over 1,400 eBooks and over 700 audiobooks for free, as part of their school library. Additionally, students can access and reserve books from the school's Bethan Library through the following link: https://uk.accessit.online/trn16/#!dashboard. Through this link, students not only have access to the school's own vast library of texts, students also have access to our online subscription of Newsademic (academic articles written with students in mind); online exhibitions; a collection of webcams from around the world; free resources from Oxford University; links to the schools' "Word of the Week" literacy initiative.

Spelling:

We endeavour to enrich students' vocabulary by introducing them to new and challenging words through initiatives such as "Word of the Week" within English classes – students are encouraged to use these words within their written responses across the curriculum. Additionally, across all subjects at KS3 teachers are able to set spellings via a new online platform called SPELLZONE: this is a new platform for 2020. Spellings are set as subject specific homestudies on a half termly basis. Parents may wish to view the vocabulary booklets on the school website where subject specific vocabulary is given for each year group at KS3.

Relationships and Sex Education (RSE)

RSE is lifelong learning about emotional, social and cultural development of students and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

We are developing the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of our policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Our curriculum is underpinned by our Catholic ethos, and Catholic moral & social teaching as outlined in the post-synodal apostolic exhortation by Pope Francis 'Amoris Laetitia', which highlights our responsibility to teach our students "sensitivity to different expressions of love, mutual concern and care, loving respect and deeply meaningful communication", and through this we ensure students are taught about key themes, with appropriate information for their age group. Examples of the themes are, religious understanding, personal relationships, keeping safe, life cycles etc.

The delivery of RSE is predominantly taught within the religious education (RE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the PSHE curriculum, along with circle time initiatives and the pastoral support of the school, e.g. assemblies and 'Ten Ten' theatre productions and education in cinema. Specific relationship websites are recommended to the 6th form students. Our school will at times call upon guidance from outside agencies and health specialists to deliver aspects of RSE, to complement our curriculum and teacher led sessions. Any visitor must adhere to our code of practice developed in line with the Catholic Education Service (CES) guidance 'Protocol for Visitors to Catholic Schools'.

Careers Education:

Careers Education is delivered during lessons (through PSHE) by teachers (Y8-Y11), Connexions Careers PA, Head of Careers, Curriculum development team and outside specialists. Students are encouraged to follow career paths that suit their interests, skills and strengths. All students in all year groups will be introduced this year to Unifrog, this is a platform the school has bought into which is interactive and gives parents and students access to a huge range of resources. Equality and diversity are embedded in our Careers Programme and are at the heart of all we do.

Year 7 – When possible to do so safely all students and parents/carers will be invited to participate in the 'Bring Your Child to School Day'. Year 8 – The focus is self-assessment and an introduction to online advice and guidance via Unifrog. When safe to do so the Speed Networking activity will take place which enables students to meet and talk to a range of employers.

Year 9 - Career paths and Options Post 14 programmes will be delivered via Unifrog, video presentations and in house individual advice.

Remote Learning:

In such a situation that requires students to remain at home, the school has planned capacity to offer immediate remote education to ensure consistency, support student access to high-quality online and offline resources that are linked to the school's curriculum expectations, and work with families to deliver a broad and ambitious curriculum during remote learning.

The school will provide continuity of education mainly in the following ways for your child:

- a. Remote learning support in real-time through live lessons and alternatives through the use of streamed lessons.
- b. Access to high-quality online and offline resources that are linked to the school's curriculum expectations, including additional technologies that suit specific departments and students.

- c. Use of online tools in Microsoft Office 365 that will be consistently used across the school to allow interaction, and effective assessment and feedback.
- d. Provide printed resources, such as textbooks and work packs, for students who do not have suitable online access.
- e. Support students to work independently to improve learning outcomes.

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability.

Assessment at KS3:

The assessment system at Trinity focuses on the specific elements of the curriculum an individual has understood well (mastered) and those they have not. Teachers will aim to ensure that all students have developed a sound level of understanding of the key knowledge, skills and understanding in a unit of learning prior to moving onto the next unit. Those who do not reach the required level are provided with a range of additional in class interventions and support so that they can reach the expected level. This is a mastery approach to teaching.

The assessment system at Trinity is:

- cohesive, showing a mapped path from KS2 to KS4 through flightpaths.
- based on developing the key knowledge, skills and understanding required for success in the new KS4 curriculum.
- based upon high expected standards for all our students.
- based upon formative feedback and subsequent student response which allows all to succeed.
- structured to incorporate periodic summative assessments to support ongoing formative feedback and prepare students effectively for linear examinations.
- one that allows for specific high quality intervention targeted at students' misconceptions.
- flexible, allowing students to develop at their pace flight paths reassessed in light of performance and progress made i.e. not set in stone
- rigorous in terms of assessment and tracking students' progress.

Starting Points: We continue to incorporate many of the practices we have already used for many years to ensure students are being assessed meaningfully, focusing on what a student has mastered and what they need to do to reach their next steps. The use of pre-assessments, identifying the core skills to be taught and developed and post-assessments to measure progress made are built into schemes of learning. This allows for students to continually be developing their knowledge and skills within a subject area and not wasting time revisiting work covered the previous year.

All students in Year 7 will be sitting a cognitive ability test (CAT4 assessments from GL). It is an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – and it provides an objective perspective on potential student achievement.

It will provide the school with retrospective KS2 indicators as well as 9-1 GCSE indicators across a range of subjects. By using this data, along with teacher assessments, we can be sure of setting students aspirational targets.

In addition, Year 7 students will be sitting progress tests in English and mathematics in the autumn term – this information gives our teaching staff a very clear picture of which subject specific topics need revisiting and possibly re-teaching to ensure that students have a firm foundation from which to continue. By assessing students on entry, we can reassess them at the end of the academic year and show real progress within these core subjects.

Furthermore, during English lessons students will undertake a "Star Reader" assessment (Accelerated Reader) so that we can quickly identify students that may struggle with reading and look to provide appropriate interventions.

Using all the information obtained – teacher assessments, CAT4 tests, Progress tests etc. – students are then placed on a KS3 Flight Path – information is given in the table below:

| KS3 Flight Paths | KS2 Standardised Scores | GCSE (New grades) |
|------------------|----------------------------|-------------------------|
| Mastery | 111-120 | 9-7 |
| Secure | 105-110 | 5-6 |
| Developing | 98-104 | 5-4 |
| Emerging | 80-97 | 3-1 |

What do the flight paths mean? Each department identifies the core "Knowledge and Skills" that students will need to understand and *master* in order to be successful at GCSE. These are based on the knowledge and skills that subject staff know to be key to success in year 10 and 11 and from a thorough understanding of examination syllabi. All subjects studied at KS3 are fully compliant with the national curriculum for their subject areas. All subjects stretch and challenge students appropriately. We have high expectations for all our students and expect high standards of work from all. Descriptions for each of the flight paths are given below:

Emerging

Developing

Secure

Mastery

- •The student is just beginning to learn/understand the subject content/skills.
- •The student may require scaffolded work or regular support.

•The student is showing an increased understanding/skill level in the subject.

- •The student has accomplished some of the basic skills / has a sound understanding of the subject content.
- •The student may struggle with the more challenging aspects.

•The student has accomplished all of the basic skills and has a good understanding of the subject content.

- •The student attempts the more challenging work with guidance and support.
- •The student is beginning to ask questions about the work.
- •The student shows that they have mastered the key skills and have an excellent understanding of the subject content.
- •The student confidently attempts and completes the more challenging aspects of the work.
- •The student explores further opportunities and questions raised by the topic.
- •The student establishes links between topics and subjects.

Feedback: You will not find any grades in books for marking – neither for effort, nor attainment. You will however find written teacher feedback on *specific* pieces of work. The feedback will comment on the content and accuracy, literacy and presentation. Teachers will often use the codes WWW – what went well and EBI – even better if. In addition, students may be set a specific "Green Pen Question" to further develop / extend their understanding. In some subjects, work may be "highlighted" – green indicating a good point made and pink indicating that a section may need reworking. It is the **expectation** that students will correct work and respond to teacher feedback in green pen, **before** attempting the next piece of assessed home study.

Some activities that are set students will be quizzes that they complete on-line – these may be set on TEAMS or on eLearning sites such as Mathswatchvle, Kerboodle, Activelearn, Tassomai etc for students to complete. Immediate feedback will be given in these instances. Additionally, in some cases directed feedback alongside particular questions can be given such as for Mathswatchvle.

As more subjects make use of eLearning platforms there will be more places for feedback to be given and your son / daughter will be able to provide you with more information on this. Links to these websites can be found on the Digital Learning Hub on the school website.

Finally, please note that at Trinity we place a strong emphasis on assessment for learning (AFL) strategies in the classroom. AFL helps in making understanding and knowledge "more visible". It helps learners understand what excellence looks like and how students can develop their own work to reach that level. AFL activities may include questioning, mini whiteboards, traffic light (RAG) activities using their journals, multiple-choice activities, quizzes in class etc.

Note that on each exercise book, there is a sticker and this will indicate the flight path that students have been assigned within that subject.

Tracking Progress: Departments regularly assess progress made towards the schemes of learning:

- through home study tasks set and assessed.
- through low stakes testing built into lessons to help develop students' ability to recall information from previous units of work and so develop their long term memory.
- in class assessments, such as pre and post assessments, use of mini whiteboards and other assessment for learning activities built into
- through formal school assessments, undertaken at mid-year and at the end of year assessment points.

Progress is noted as follows:

| Indicator | |
|---------------------------|-----|
| Above Expected Progress | AEP |
| Meeting Expected Progress | MEP |
| Below Expected Progress | BEP |

It must be stressed that a student **meeting expected progress is making good progress**. A student can be "Secure" in year 7, 8 and 9 and still be making progress towards the criteria explicitly noted by departments.

Reporting to Parents: After the main assessment points (at mid-year and at the end of year), reports go home to parents. Each report indicates whether students are on the Mastery, Secure, Developing or Emerging flight path or "Track"—it reports the level of progress made as either "Below expected progress"; "Making Expected Progress" or "Above Expected Progress" in terms of the formal tests and in terms of classwork / home study. In addition, teachers award a grade for 'Home study Effort' and a grade for 'Behaviour' — both grades are on a scale of 1-5, with 1 being outstanding.

Teachers give **verbal feedback** on students' strengths of knowledge and skills and areas for further development and how these can be addressed at the parents' evening following in the mid-year assessments.

After the "End of Year" assessments, the reports that go home to parents are in a similar format and written feedback is given on "Progress" and "Action" going forward. In addition, on all reports that are sent home we indicate the percentage attendance rate and how many times a student has been late. Reports are emailed home to parents.

Home study:

Home study refers to tasks given to students by their teachers to be completed outside of usual lessons. Home study plays a vital role in consolidating and extending learning, develops independent learning skills, raises standards of achievement and is fundamental to both success as a student and in adult life. At Trinity, home study is an integral part of the curriculum, planned and prepared alongside schemes of work to instill in all students the importance of life-long learning, meet curriculum objectives and facilitate progression to the next stage of a student's educational journey, for all groups of students.

Students must carefully record the home study tasks set by teachers and staff will check that this is recorded either during the lesson or at the end of the lesson as students are dismissed from class.

Students need to have somewhere quiet, away from distractions, where they can work on their home study. We suggest a golden hour where the TV is turned off and mobile phones are handed to parents to have until the work has been completed. If students do get stuck on their home study then they should inform their class teacher before work is due to be submitted and get help to ensure that they can complete the activity set to the best of their ability. Students must maintain a focus on presentation and pride in work undertaken. The "Expectations of Written Work" which can be found in students' books and in their journals, sets out what the school expects from every student in terms of their work and presentation. Students submitting poor quality home study will be required to re-do the home study.

Home study activities may take a variety of forms such as:

- Independent learning.
- · Flipped learning and forward planning.
- Pre-learning activities such as reading or notetaking.
- Specific tasks that consolidate and extend understanding, knowledge and skills from class to improve fluency and confidence.
- Preparation for formal or informal oral presentations to develop public speaking and spoken literacy skills.
- Consolidating knowledge and skills through online eLearning resources such as Pinpoint Learning; Mathswatchvle; Tassomai; Kerboodle etc.
- Extended writing activities.
- Simple experiments.
- Academic reading.
- Research work, fact-finding, gathering information, gathering or analysing sources, evaluating evidence, forming judgements.
- Interviewing.
- Evaluating learning.
- Extended projects/ structured tasks within extended projects.
- Designing.
- Making models.
- Practising a particular skill.
- Listening to/watching a particular relevant broadcast or film.
- Revision for formal tests, mock examinations and low stakes testing.
- Learning spellings.

Some home study will be set using eLearning platforms and marked remotely – feedback being given immediately to students. This will also be the case if students are set quizzes on TEAMS. Please note that most packages give students the opportunity to repeat activities and so improve their marks.

Some home study will be within students' exercise books and staff will mark students work here. Note that students are expected to respond to teachers' marking in green pen. In some instances this might be by writing out incorrectly spelt words 3 times and learning them, in others it might be re-writing a conclusion, etc.

On occasions, home study will have to be uploaded to Office 365 TEAMS and feedback will be given to students on their work there and so may not be evident in the class books. Again the expectation is that students respond to the teachers' comments and work can be resent to teachers to show improved work.

In summary, students should:

- fully follow the 'Expectations of Written Work' document in student books before submission.
- listen carefully to home study instructions in class and ensure that they have clearly understood the task/ activity set.
- ensure that they have recorded it in their journal and allow enough time to ensure a high quality response.
- ensure that home study is completed and handed in to meet the deadline.
- attempt all work and give their best effort.
- meet/email the class teacher for support in advance of the deadline should there be any difficulty with home study.
- act on the advice given to them through the teacher comments. These may be signposted using EBI (Even Better If...) by making a response to those areas highlighted and thereby engaging in a positive and ongoing learning dialogue with the teacher.
- submit work on time, adequately attending to interim draft and final deadlines without exception.
- follow deadlines for large assignments to ensure adequate progress and so maximise potential.
- catch up on all class work and home study when absent.

Parents can assist by:

- providing a table, chair and a quiet place to work.
- ensuring that there is a golden hour when home study is completed without the distractions of phones, TV etc.
- checking the time spent on individual tasks.
- ensuring that outside activities/ clubs whilst important do not hamper a child's quality of work and put the child under undue pressure.
- checking the presentation and where possible the content of all home study.

- Where possible, to support students with learning activities by testing students at home.
- signing the journal each week.
- letting the school know if there are any problems with home study that cannot be resolved. Perhaps the child seems to be doing too much, or not enough, or is finding it too easy or difficult. Help can be sought by contacting the form tutor in the first instance.

NOTE: In Year 7, for the first half term, home study will only be set by RE, English, Maths, Science and MFL. All other subjects start after half term.

| Year 7 Home Study Timetable | | | |
|------------------------------------|-----------------------------------|--|--|
| Department | Frequency | | |
| English | Every Lesson | | |
| Maths | Once a week | | |
| Science | Once a week | | |
| RE | Once a week | | |
| Art | Half termly projects to complete. | | |
| Computing | Fortnightly | | |
| Design and Technology | Fortnightly | | |
| Food Technology and Textiles | Written home study fortnightly | | |
| Geography | Fortnightly | | |
| History | Fortnightly | | |
| MFL – French & Spanish | | | |
| Music Once every two lessons | | | |
| PE | Termly home study activities set. | | |

The time necessary to complete home study tasks will range in times, but on average will take from 30 to 40 minutes per subject to complete. Students will be directed by their teachers as to how long each piece of work will take.

| Year 8 Home Study Timetable | | | |
|------------------------------------|-----------------------------------|--|--|
| Department | Frequency | | |
| English | Every Lesson | | |
| Maths | Once a week | | |
| Science | Once a week | | |
| RE | Once a week | | |
| Art | Half termly projects to complete. | | |
| Computing | Fortnightly | | |
| Design and Technology | Fortnightly | | |
| Food Technology and Textiles | | | |
| Geography | Geography Fortnightly | | |
| History | Fortnightly | | |

| MFL – French & Spanish | Every Lesson |
|---------------------------|-----------------------------------|
| Music | Each lesson (4 weekly) |
| PE | Termly home study activities set. |

Home study will range in times, but on average will take from 35 minutes to 50 minutes per subject to complete. Students will be directed by their teacher as to how long each piece of home study should take.

| Year 9 Home Study Timetable | | | |
|------------------------------------|-----------------------------------|--|--|
| Department | Frequency | | |
| English | Every Lesson | | |
| Maths | Once a week | | |
| Science | Every Lesson | | |
| RE | Once a week | | |
| Art | Half termly projects to complete. | | |
| Design and Technology | Fortnightly | | |
| Drama | Fortnightly | | |
| Food Technology and Textiles | Written home study fortnightly | | |
| Geography | Fortnightly | | |
| History | Fortnightly | | |
| MFL – French & Spanish | Every Lesson | | |
| Music | Fortnightly | | |
| PE | Termly home study activities set. | | |

Home study will range in times and can be from 40 minutes to 1.5 hrs. Students will be told by their class teachers the expectation in terms of the required time to be spent on the home study tasks set.

How can I support my Son/Daughter at Key Stage 3:

When students join secondary school, it can be a daunting time for both students and parents – there is no longer just one class teacher to liaise with but 10 or more; there might be shared classes with different exercise books. Your role in supporting your son/daughter in managing their learning is vital.

- At the start of the school year, ensure that students are well prepared for the day's learning ahead by checking that they have packed everything needed the night before. In time, students should then be wholly responsible for this and you should just need to remind them.
- Be interested—get your son/daughter to discuss with you what it is that they have studied during the day. Ask them to explain the homestudy task to you and repeat it back to them—this helps to clarify the task in their mind.
- Help your child to develop independent learning strategies by modelling how to look up information or find a word in a dictionary rather than simply giving an answer in order to get the task completed. Help them, but do not do it for them!
- We have compiled the best of online digital resources to support learning and exploration and subject specific resources used actively by students on the school website in the 'Digital Learning Hub' please take the time to review these resources with yourson/daughter.
- Read the comments made by teachers in their books—they will give you advice on how your child can improve their work. **Encourage your son/daughter to respond to teachers' comments in green pen**.
- Encourage them to complete the work the night it is set whilst it is fresh in their minds.
- Check that they have used all of the resources available to them to help with the task: teacher, textbook, friend, class work examples in their books, any supporting information on websites / the school's virtual learning environment.

- All classes have virtual classrooms on TEAMS and often assignments are set here for students to complete. There are a range of 'Help' videos on the school website, that you can watch with your son/daughter that explain how to access TEAMS, upload work to TEAMS, watch STREAMED videos etc.
- Help them make the links between subjects—often skills learnt in class are designed to be transferable to other subjects.
- See if there are any educational programmes on TV that link in with what they are studying in school; free museum trips and the local library are great ways of extending their learning.
- Help your son/daughter to catch up on work missed through absence from school; it is important that students independently find out about the work that was set on that occasion. Work will be emailed to students that are absent from lessons and students may need to be directed to check their emails regularly for communication from their teachers.

Within this handbook, each department suggests activities that families can do together to enrich their understanding of the subject further – whether that be through watching programmes on TV together such as 'Countryfile', Michael Palin's documentary 'Pole to Pole' or visiting the Science Museum, National Gallery – conditions permitting, etc.

Each student at KS3 will be set regular spelling tests, tests on key facts from their knowledge organisers, and we encourage parents to help them in their revision by testing them on this knowledge.

All departments have indicated within their curriculum documents useful websites that can help students and we would encourage you to model using these sites to search topics related to the homestudy set.

More information on supporting your child can be found on the school's website under curriculum, parental guides, "Supporting Learning at Home".

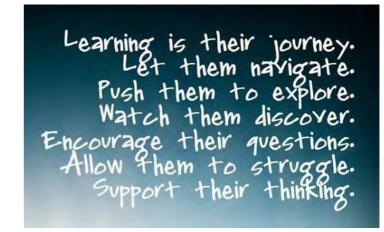
If you have any concerns regarding your son/daughter's progress or homestudy then please feel free to use the journal to communicate with their teachers/ Head of Year and they will endeavour to get back to you to support in any way that they can.

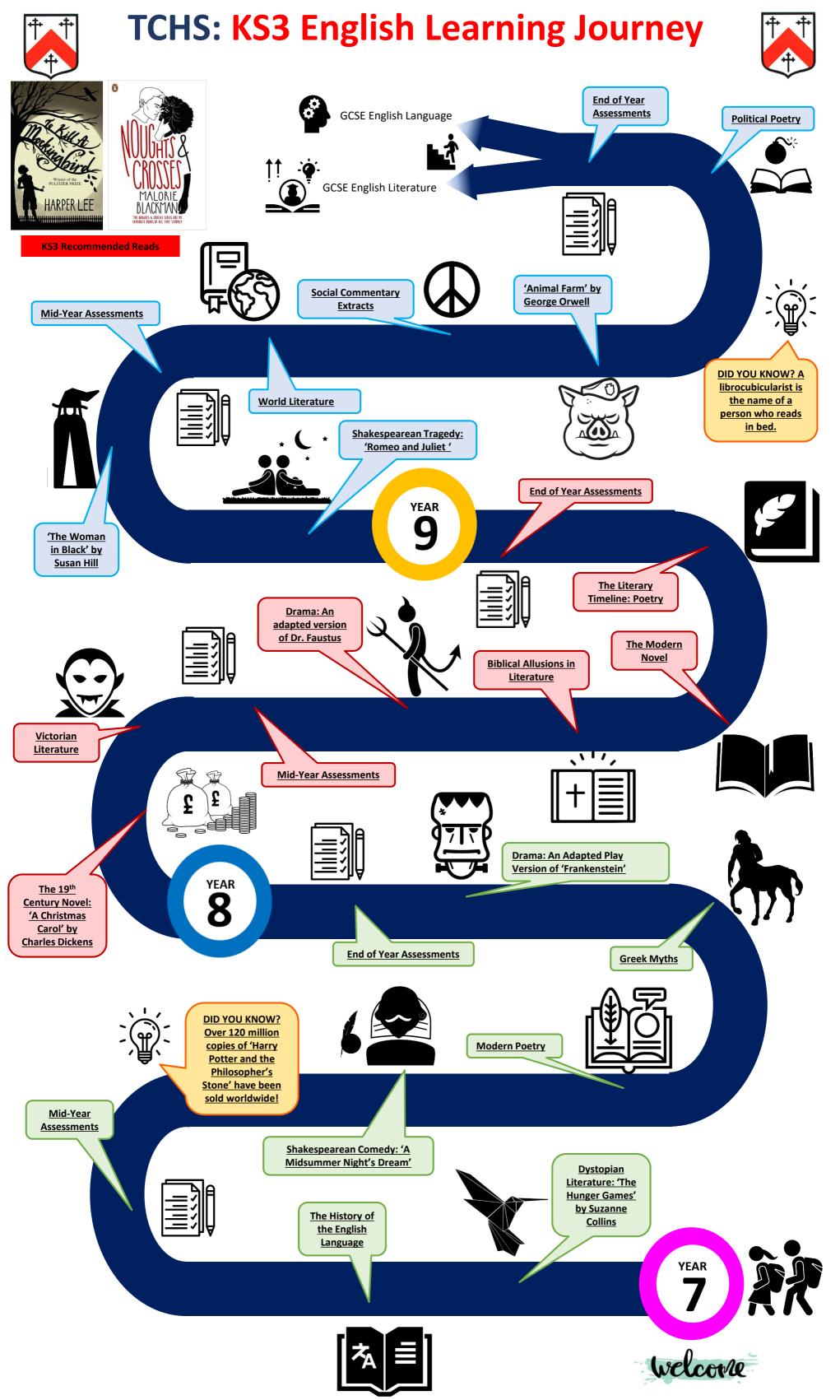
YEAR 7 LEARNING JOURNEYS:

The 'Learning Journeys' in this Curriculum Booklet provide an outline, for all of our stakeholders, of the diverse range of knowledge rich and challenging subject topics that students can enjoy during their first year at Trinity Catholic High School. We developed these 'journeys' to make explicit the range of academic opportunities on offer for our students to grow, develop and learn. We want our students to develop their academic skills and experiences to ultimately lead successful and fulfilling adult lives, as well as being able to realise their dreams and ambitions. We believe, wholeheartedly, in the whole education and developing the whole child.

Learning journeys are important documents that demonstrate to students and parents the units of study that students will undertake during Year 7 – these documents have been given to students and are visible in exercise books. We feel it is vitally important for students to know what they are studying; learning journeys foster discussions in lessons as to 'why' these topics are being taught and furthermore, these documents allow students to see how units of study overlap not only within the subject domain but also across the curriculum. We encourage parents to look at these documents with their children so they too can visualise the learning journey that we will be taking students on.

Within the booklet, for each subject you will see the learning journeys either for Year 7 or for the whole of KS3 - these are given before the subject curriculum entry. In addition, we have placed all of the Year 7 learning journeys in one place on the school website for you to peruse at your leisure.





KS3 ENGLISH CURRICULUM BOOKLET

CURRICULUM INTENT? What does English help young people achieve at KS3?

Our curriculum intent across all Key Stages is to nurture and develop a love of literature, language and words for all students, taking into account the needs and styles of all students so that everyone experiences success. We want to foster 'reader wonder' with students by demonstrating this ourselves and sharing it with students to create an aspirational high achievement culture. English is to empower students – when they write essays or in creative pieces of writing, they give themselves a voice to give opinions and share thoughts and ideas drawing on morals and values. Thus creating successful learners and confident individuals who enjoy learning and have pride in their achievements. Reading is placed at the centre of the KS3 curriculum as students are introduced to a number of challenging texts from a broad range of genres. This provides students with the opportunity to develop intellectually, culturally and socially. The KS3 curriculum fosters a habit of reading widely and an appreciation of our literary heritage. At KS3 the curriculum intends to educate students to speak and write fluently in order to allow them to communicate their ideas clearly.

| | ERM BREAKDOWN – Knowledge acquired and skills developed : | | | |
|---|--|---|---|--|
| | Year 7 Course Outline | Year 8 Course Outline | Year 9 Course Outline | Opportunities beyond the classroom |
| Autumn term | Knowledge: What dystopian literature is and looks like; why dystopian literature has developed; the impact of dystopian literature on society. Key skills: To be able to compare similarities across a genre of literature. To critically analyse linguistic techniques. | Knowledge: Extended reading, revising and refining interpretations of subject matter, style and technique. Victorian context. Key skills: Links between literary heritage texts and their times. Analysis of author's craft through close passage analysis. | Knowledge: Aspects of drama, tragedy genre, society during the English Renaissance. Aspects of structure and the gothic genre. Key skills: Comment on dramatic techniques, character empathy and tracking thematic development. | Performances and workshops at the Globe Theatre Visit to the Dickens Museum in London Workshops with the Royal Shakespeare Company in Stratford-upon-Avon Participation in BBC School News Day |
| Spring term | Knowledge: Elizabethan/Jacobean drama and context. The history of the comedic genre. Plot, characters and themes of some of Shakespeare's most famous tragedies. Key skills: Oracy and recitation skills, analysis of archaic language and linguistic devices. | Knowledge: Creating and sustaining character using dramatic techniques. Understanding of genre. Understanding biblical allusions in literature. Key skills: Analysis of authors' craft at both sentence and word level. Character empathy and tracking thematic development. Spoken language delivery. | Knowledge: respond personally to the effects of language, structure and form, referring to textual detail and the effects on the reader. Political and social awareness and understanding. Key skills: Analysis of authors' craft at both sentence and word level. Character empathy and tracking thematic development. Analysis of rhetoric. Spoken language delivery. | Spelling-Bee with other local schools Open-air performances in Regents Park Foyles Young Poet of the Year and Step into the NHS competitions Masterclasses across a broad range of topics such as mythology and evolution of language Literary Society – offers a Book Club and a variety of |
| Summer term | Knowledge: Origins of literary constructs. Ancient Greece and Ancient Greek dramatic texts. 19 th century literature and relevant context. Key skills: Drama and oracy skills; academic writing skills; comparison across texts; identify and interpret explicit and implicit information and ideas. | Knowledge: Social awareness and understanding. Context. Poetic forms and styles. Literary timeline: society's influence on literature and the arts. Key skills: Evaluation of writer's intentions, analysis of language and structure, links to other cultures, empathy for other cultures. Comparison and creativity (poetry). | Knowledge: Soviet Russia, the Cold War, use of allegory and satire, aspects of biography. Feminism, Marxism, Post-colonialism. Key skills: Extended reading and writing, use of evidence to defend opinion, linguistic analysis. Intertextuality, comparative and critical analysis, understanding of poetic terminology. | theatre trips, museum visits and workshops Families are encouraged to watch film adaptations of the texts or attend theatre productions. It would also be beneficial to visit museum such as the Imperial War Museum, British Library, and British Museum as they will improve contextual understanding. Where possible there should be dedicated reading time at home. This may be guided and involve discussion of characters and themes. |
| Key Independent Learning Resources https://www.bbc.com/bitesize/subjects/z3kw2hv https://www.bl.uk/ https://www.bl.uk/learning/schools-and-teachers | | The English department recommends the following top 5 stimulating and challenging reads: Oliver Twist by Charles Dickens Jane Eyre by Charlotte Bronte Animal Farm by George Orwell To Kill a Mockingbird by Harper Lee Noughts and Crosses by Malorie Blackman | | |

Year 7 **Mathematics**

Baseline Test

30 minute Arithmetic Test 1 hour Written Paper

MATHS SETS ASSIGNED

DID YOU KNOW?

A googol is the large number 10100 In decimal notation, it is written as the digit 1 followed by one hundred zeroes.

Place Value & Proportion

Place Value & Ordering Integers & Decimals, FDP Equivalence









Application of Number

Solving Problems with Addition & Subtraction, Solving Problems with Multiplication & Division, Fractions & Percentages of Amounts







Fractional Thinking

Addition & Subtraction of Fractions







DID YOU KNOW?

The line that separates the numerator from the denominator in a fraction is called the

Reasoning with Number

Developing Number Sense, Sets & Probability, Prime Numbers & Proof

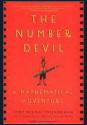


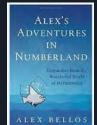




2020-21











Thinkina Sequences, Algebraic Notation, Equality & Equivalence

DID YOU KNOW?

Learning algebra helps to develop your critical thinking skills. This includes problem solving, logic, patterns, and reasoning. You need to know algebra for many professions, especially those in science and maths.

Mid-Year Test

Written Paper(s) SET CHANGE OPPORTUNITY









Four Operations with Directed Numbers











Constructing, Using and Measuring Geometric Notation, Developing Geometric Reasoning











Mental Arithmetic Paper 1 hour Written Paper



180

Year 8 **Mathematics**

Baseline Test

DID YOU KNOW?

People who were good at maths as young children go on to earn more than other similar children by the time they are 30, a study has found. Source: BBC NEWS

Representations

Working in the Cartesian Plane, Representing Data, Tables & Probability









DID YOU KNOW?

The famous NBA 24 second shot was

created using an algebraic equation

Algebraic Techniques



Developing Geometry

Angles in Parallel Lines & Polygons, Area <u>of Trap</u>ezia & Circles, L



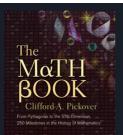
Mathematics in Medicine

DID YOU KNOW?

A new baby usually deprives each of it's parents around 350-400 hours of sleep in the first year. If left alone, 70% of birthmarks gradually fade away. The human eye blinks an average of 4,200,000 times a year

2020-21







Reading Books

Proportional Reasoning

Ratio & Scale, Multiplicative Change, Multiplying & Dividing Fractions



DID YOU KNOW?

The line that separates the numerator from the denominator in a fraction is called the

Mid-Year Test

Written Paper(s) SET CHANGE OPPORTUNITY

DID YOU KNOW?

Percentage are used regularly in Finance, for example; Compound interest will make a deposit or loan grow at a faster rate than simple interest

Developing Number

Fractions & Percentages,



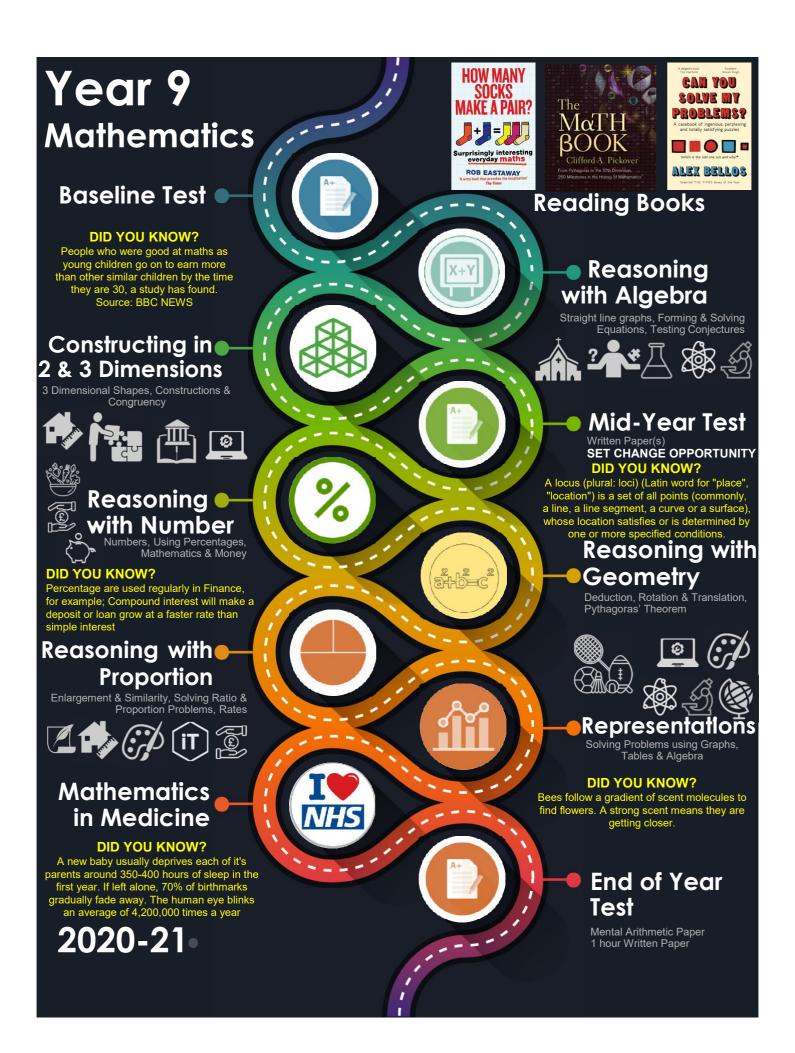
The Data Handling Cycle Measures of Location

DID YOU KNOW?

Global population is approximately 7.5 billion UK population is approximately 66 million ondompopulation is approximately 10 million

End of Year

Mental Arithmetic Paper 1 hour Written Paper

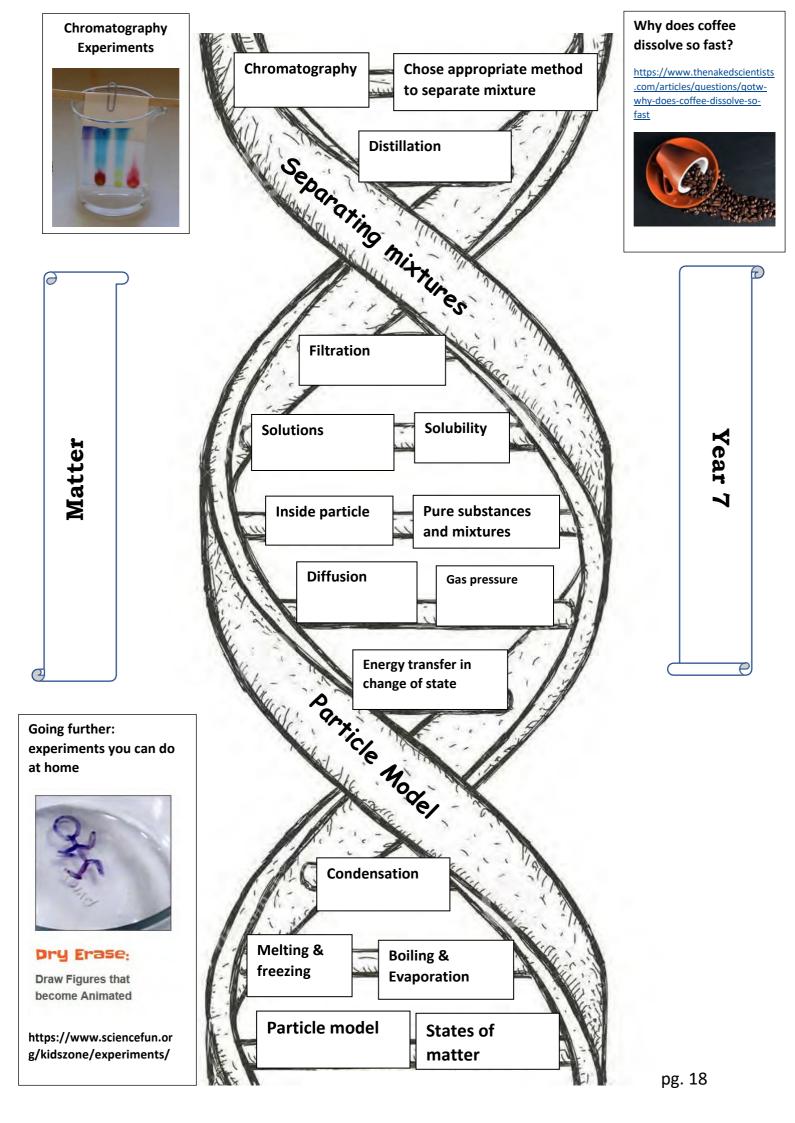


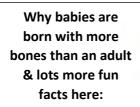
KS3 MATHEMATICS CURRICULUM BOOKLET

CURRICULUM INTENT? What does Maths help young people achieve at KS3?

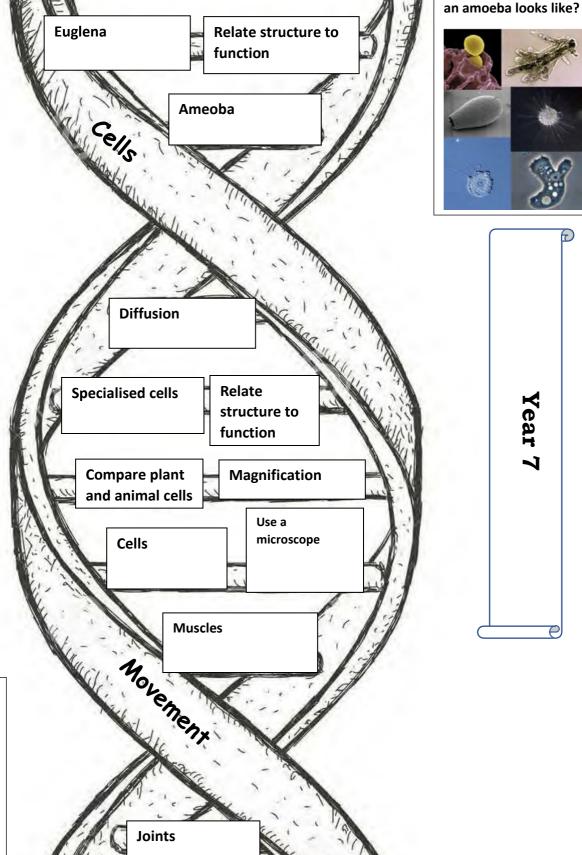
At Trinity at KS3, we want students to develop an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject. A firm grasp of the key concepts and processes in mathematics is essential to equip our young people to flourish in day-to-day living by providing them with the skills and confidence to carry-out everyday tasks with greater ease, from handling bills to deciding the most efficient way of carry out a series of tasks. Students who are comfortable and confident with mathematics are able to develop critical thinking skills enabling them to effectively problem-solve and solutionfind. Young people who are able to leave school with these skills are better equipped to be numerate in multiple settings across society and are able to excel in a variety of fields.

| TERM BY 1 | TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed : | | | | |
|--|--|---|--|---|--|
| | Year 7 Course Outline | Year 8 Course Outline | Year 9 Course Outline | Opportunities beyond the classroom | |
| Autumn term | Knowledge: Sequences; understanding and using algebraic notation; equality and equivalence; place value and ordering; fraction, decimal and percentage equivalence. Key skills: Develop algebraic understanding; develop methods and strategies including mental mathematics. | Knowledge: Ratio and scale; multiplicative change; multiplying and dividing fractions; working in the cartesian plane; representing data; tables; probability. Key skills: Develop methods and strategies; use mental methods; use mathematics to make decisions; develop graphical and algebraic understanding; use and interpret data in statistics. | Knowledge: Straight line graphs; forming and solving equations; testing conjecture; three dimensional shapes; constructions; congruency. Key skills: Further development of algebraic understanding; use algebra to solve problems; develop use of mathematical conjecture; correct use of mathematical equipment; understand how to represent situations graphically; use conjecture in geometry. | Junior and Intermediate UK Maths challenge in term 2b. Financial capability at home – involve students in planning for the family holiday estimating shopping bills, planning decorating their bedroom, budgeting their | |
| Spring term | Knowledge: Solving problems with addition, subtraction, multiplication and division; fractions and percentages of amounts; operations and equations with directed numbers; addition and subtraction of fractions. Key skills: Develop key mental mathematical skills; develop understanding of scientific calculators and their functions; choose appropriate mathematics and materials/ equipment to use in a given situation. | Knowledge: Brackets; equations and inequalities; sequences; indices; fractions and percentages; standard index form; number sense. Key skills: Use algebra to solve problems; develop deeper understanding of algebra; further understanding of the functions of scientific calculator; use written and mental mathematics to solve problems. | HIGHER GCSE: Knowledge: Numbers; using percentages; maths and money; deduction; rotation and translation; Pythagoras' theorem. Key skills: Use mental and written methods to solve problems, develop financial capability and use mathematics in financial decisions. | pocket money etc. Watch "Countdown" together and challenge them to get the numbers round correct. Summer challenge and investigation work – students will be set tasks to develop their understanding of certain mathematical principles and asked to communicate this via an investigative project. | pocket money etc. Watch "Countdown" together and challenge them to get the numbers round correct. Summer challenge and investigation work – students will be set tasks to develop their understanding of certain mathematical principles and asked to communicate this via an investigative |
| Summer term | Knowledge: Construction; measuring and using geometric notation; developing geometric reasoning; developing number sense; sets and probability; prime numbers; proofs. Key skills: Correct use of mathematical equipment; develop understanding of geometric reasoning; understand key number facts and principles; begin to use mathematical conjecture. | Knowledge: Angles in parallel lines and polygons; area of trapezia and circles; line symmetry and reflection; the data handling cycle; measures of location. Key skills: Develop geometric reason and use correct mathematical language to communicate effectively; calculate statistics and use them in interpreting data. | HIGHER GCSE: Knowledge: Enlargement and similarity; solving ratio and proportion problems; rates; probability; algebraic representation. Key skills: Further development of algebraic understanding and use in conjecture and problem solving; understand dimensions in geometry; financial capability; use mental and written methods to solve problems. | | |
| https://www.b https://vle.ma https://nrich.m | Key Independent Learning ResourcesGREAT READShttps://www.bbc.com/bitesize/subjects/zqhs34jThe Maths department recommends the following top 5 stimulating and challenging reads:https://vle.mathswatch.co.uk/vle/• Are you a Maths Genius? by Sarah Janisse Brownhttps://nrich.maths.org/• Alex's Adventures in Numberland by Alex Belloshttp://www.emaths.co.uk/• The Monty Hall Problem: Beyond Closed Doors by Rob Deaves• A Mathematical Pandora's box by Brian Bolt• The Number Devil by Hans Magnus Enzensberger | | | | |





https://www.health line.com/health/fun -facts-about-theskeletal-system#2

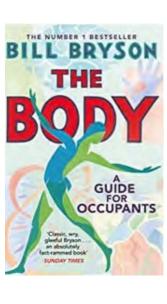


Skeleton

Organs

Recommended Reads

Organisms



Organs

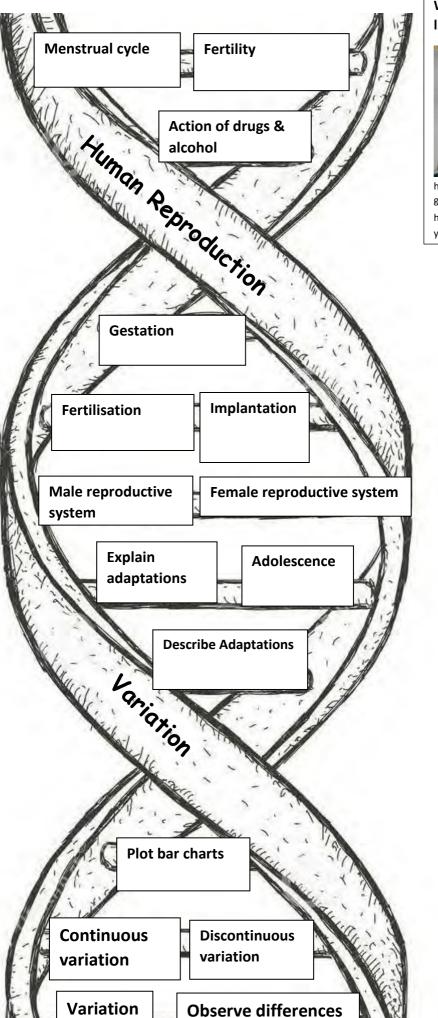
systems

Tissues

Ever wondered what

Year 7





between species

What will humans look like in the future?



https://www.bbcearth.com/blo g/%3Farticle%3Dwhat-willhumans-look-like-in-a-million-

Year 7

Recommended Reads

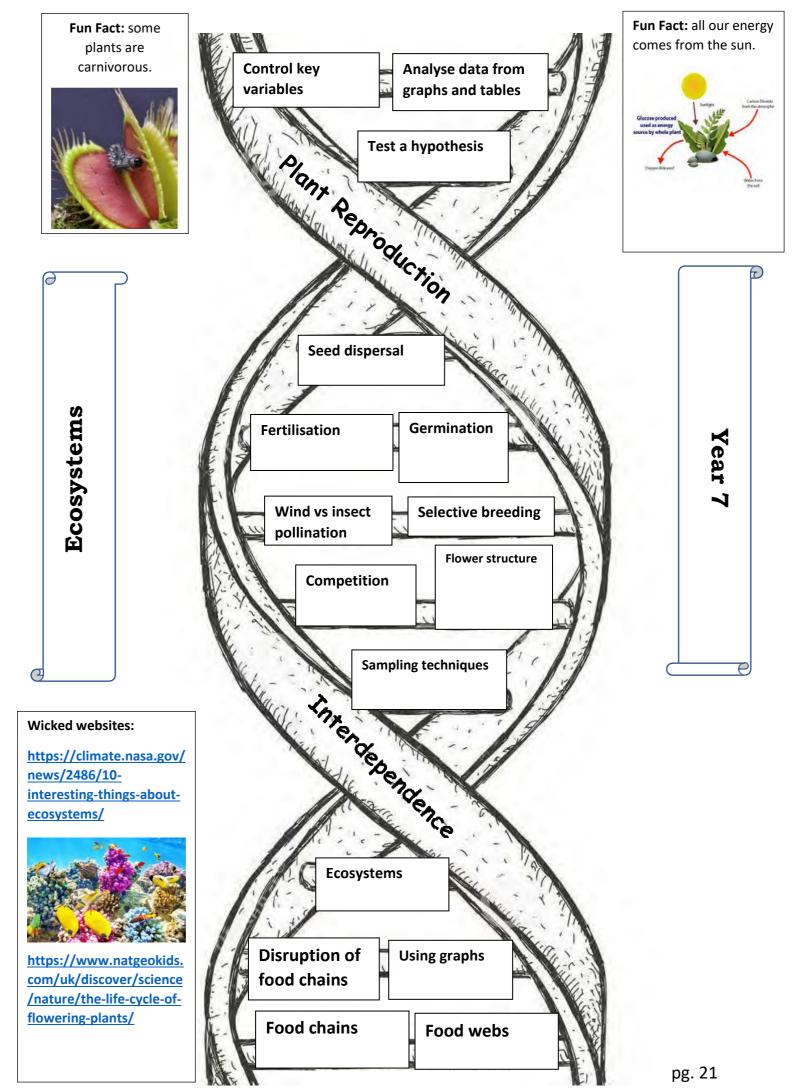


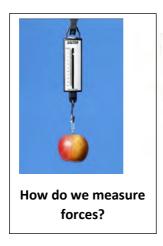
Genes

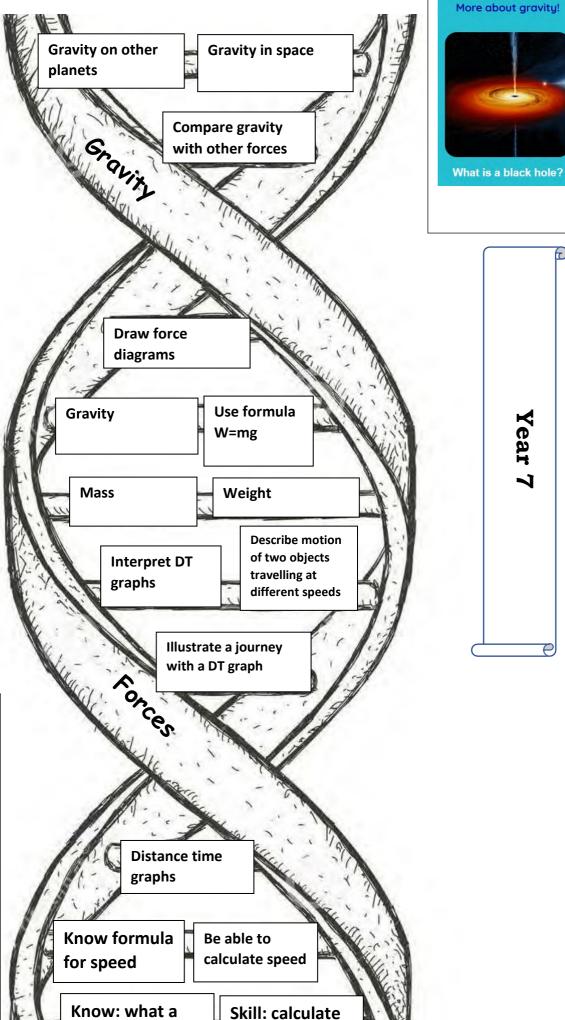
Wicked websites:

Ever wondered why fish don't have eyelids?

https://www.thenakedsc ientists.com/articles/que stions/why-dont-fishhave-eyelids







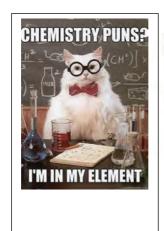
resultant forces



force is

Recommended Reads

Forces: Speed and Gravity



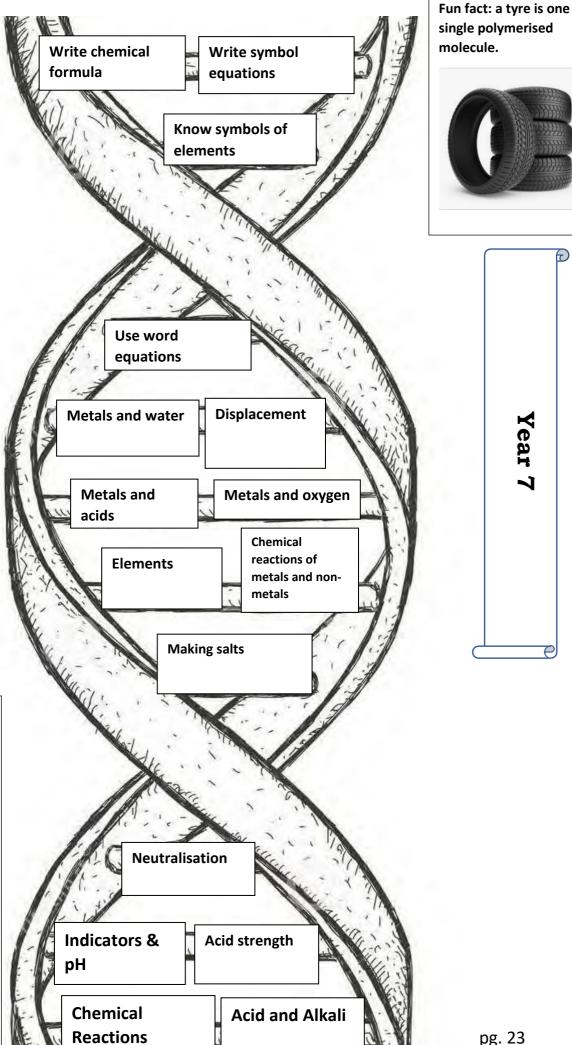
Chemical Reactions

Taking it further: make your own red cabbage

https://www.sciencekidd o.com/red-cabbage-ph-

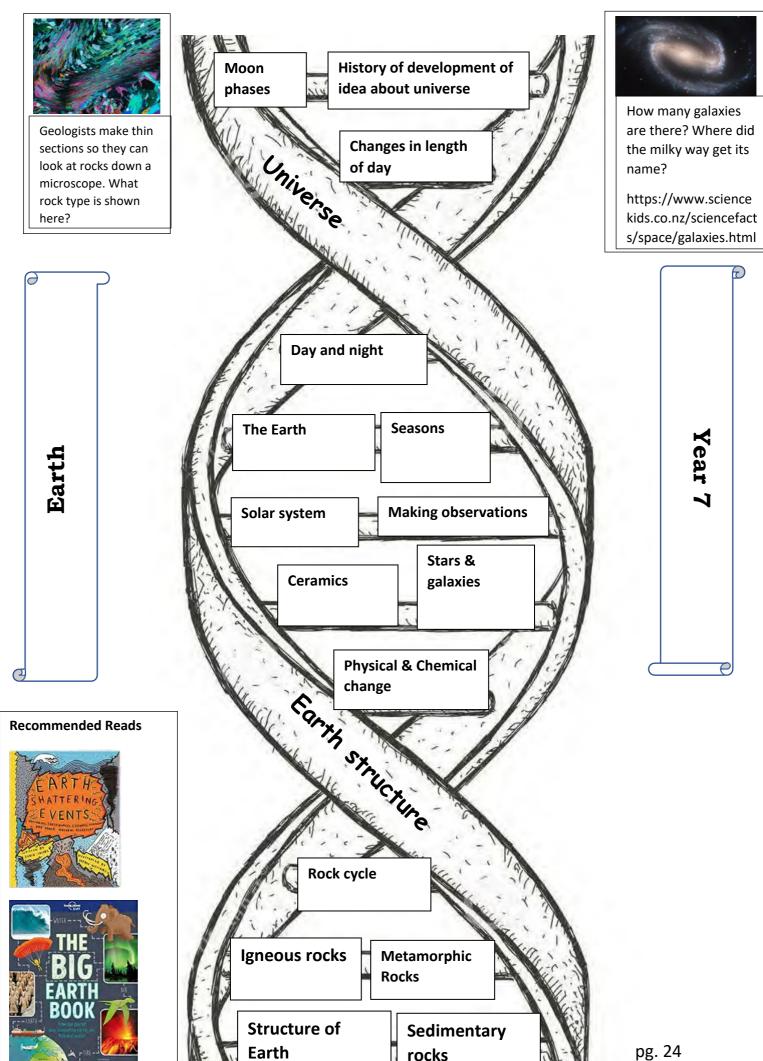
indicator

indicator/



Year 7

pg. 23



rocks

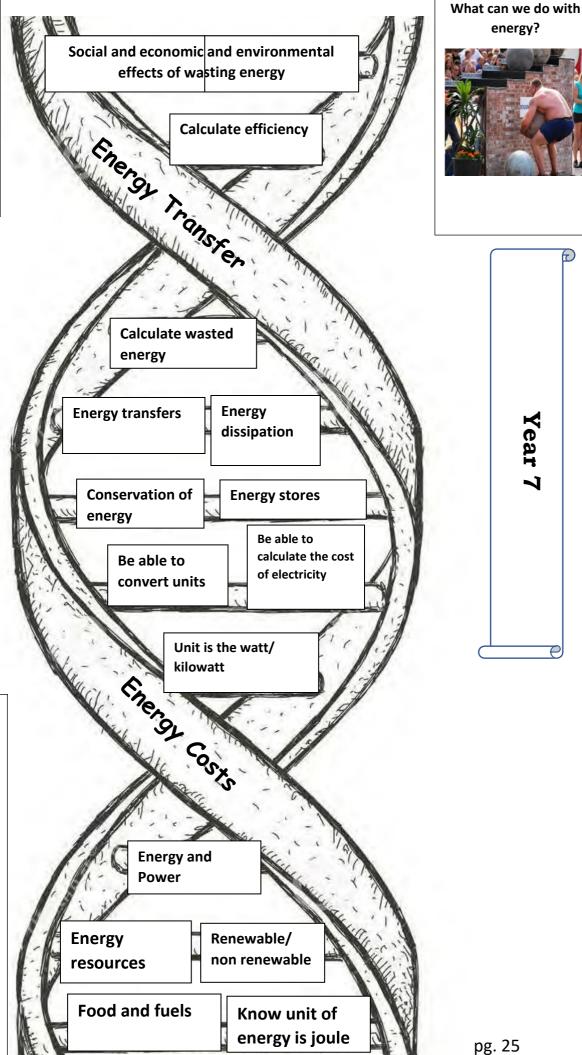
pg. 24



A typical experiment to measure energy in food.

Energy

Recommended Reads

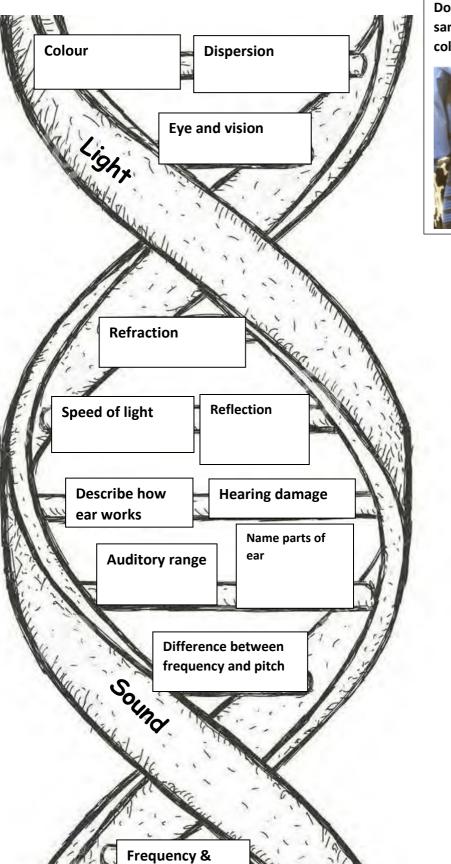


energy?

Year 7

Eye Openers:

New borns don't shed tears. The most active muscle is the eye. Your eyes can get sunburned. An ostrich eye is as big as its brain. You blink 15-20 times per minute.



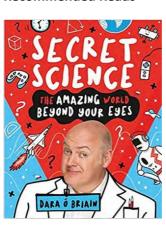
Does everyone see the same thing? What colour is the dress?



Year 7

Recommended Reads

waves



Frequency & Wavelength

Compare light/ sound

Sources of

Sound

Loudness & amplitude

Calculate speed of sound

KS3 SCIENCE CURRICULUM BOOKLET

CURRICULUM INTENT? What does Science help young people achieve at KS3?

In KS3 Science, our main aim is to provide students with a curriculum that gives students a base of scientific knowledge and skills, both practical and analytical, which they will continue to develop in KS4 and KS5. Our curriculum is designed to inspire and develop curiosity in our students and a desire to explore more about Science in all areas of their lives. Students are encouraged to gain a love of the natural world, exploring science by experiencing natural phenomena. The department uses the AQA specification which links directly to GCSE. We use OXFORD AQA Activate textbooks, each student is supplied with their own copy as well as having access to an online version. We use a hands-on approach and teach through practical work. We teach 'working scientifically' skills and therefore prepare students for the GCSE required practicals. The GCSE course starts in year 9 where key skills from KS3 are applied to the requirements of the GCSE course. We prepare students for GCSE science by developing key skills. These are identified as A01 (acquiring knowledge), A02 (applying knowledge), A03 analysing information. 60% of GCSE questions test A02 and A03 and tasks are chosen to develop these skills. In addition, 25% GCSE science questions are maths based. Through KS3 we build students' maths skills.

| TERM BY | RM BY TERM BREAKDOWN – Knowledge acquired and skills developed : | | | | |
|-------------|---|---|--|---|--|
| | Year 7 Course Outline | Year 8 Course Outline | Year 9 Course Outline | Opportunities beyond the classroom | |
| Autumn term | Key skills: Organisms: Using a light microscope to observe cells. Matter: Observing changes in state, recording data and graph plotting. Knowledge: Matter: kinetic theory and change in state. Organisms: Cells using a microscope. Different types of cells and how their structure is adapted to function | Key skills: Key skills: application of knowledge A02, analysing information A03 in tasks. Matter: Solubility practical task. Planning, carrying out and evaluating an experiment Knowledge: Organisms: Human body, focus on nutrition and the digestive system. Matter: Separating mixtures including solubility extended practical task. | Key skills: - Using equations; calculating magnification and energy, AT (apparatus and techniques) Biology AT 1,2,3,5,7 Physics AT 1, 5 Knowledge: Cells and Cell transport Atomic structure and periodic table Energy transfer by heating, Energy and Energy resources. | Science club is run in year 7. Students complete the British Association of science CREST award. In year 8, all students complete a STEM project to achieve a Industrial Cadet award. The department participates in competitions such as the Faraday Challenge, STEM challenge days and National Biology Challenge. | |
| Spring term | Key skills: Forces: Measuring forces with newton meter. Plotting distance time graphs. Waves: Drawing ray diagrams. Chemical reactions: Observing chemical reactions. Knowledge: Forces and Earth: Forces contact and non contact forces, speed distance time graphs. Waves: Light and Sound, students complete practical work to observe reflection and refraction. Know that light and sound travel as waves. Chemical Reactions: Acids and Alkalis: testing pH of household substances, neutralisation reactions. | Key skills: Forces: Developing maths skills, rearranging formula, plotting graphs. Knowledge: Electricity: measuring current, voltage, circuits. Investigating the resistance of a wire. Matter: Observe patterns on the periodic table. Earth: earth materials. Chemical Reactions: Study key chemical reactions of metals. Know how metals are extracted from the earth. Earth: Study of geology and how materials are used to make ceramics, composites and polymers. | Key skills: Required practicals: Maths skills, working scientifically, error and uncertainty AT (apparatus and techniques) Biology AT 1,2,3,5,7 Physics AT 1, 2 Chemistry AT 1, 4 Knowledge: Digestion and Enzymes, Communicable diseases. Separating mixtures and Chemical analysis. Molecules and matter and Radioactivity. | Students are encouraged to watch the news and keep up to date with scientific developments as they arise. These are discussed in class and promoted through our academic reading weeks. Families are encouraged to visit the Natural History Museum and Science Museum in London. Families are encouraged to watch Newsround. | |
| Summer term | Key skills: application of knowledge A02, analysing information A03 through exam practice. Knowledge: Genes: Sexual reproduction in plants and humans, Ecosystems: pond study. | Key skills: Key skills: application of knowledge A02, analysing information A03 through exam practice. Knowledge: STEM project working scientifically. | Key skills: Maths skills, Working scientifically Knowledge: Preventing diseases, Non-communicable diseases. Bonding and structure. | | |

| Key Independent Learning Resources | GREAT READS |
|--|--|
| All students are provided access to kerboodle and tassomai which are used to help students further develop their scientific knowledge independently at home. Kerboodle https://www.kerboodle.com/users/login?user_return_to=%2Fapp Tassomai https://www.tassomai.com BBC Bitesize https://www.bbc.com/bitesize/subjects/zng4d2p You tube, especially Fuse School https://www.youtube.com/user/virtualschooluk | The Science department recommends the following top 5 stimulating and challenging reads: Horrible science series by Nick Arnold The science book: Big Ideas Simply explained DK Life on Earth David Attenborough The Secret Life of the Periodic Table Dr Ben Still My First Book of Quantum Physics by Sheddad Kaid-Salah Ferrón |

Year 7 Journey Religious Education 2020-2021



Faith and Revelation: How God reveals himself through Biblical people; Abraham's journey; Abraham's covenant; Abraham's sacrifice; David is chosen; David's faith is tested; David's downfall; Solomon's dream, Solomon's gift: Bible skills.

Gods Promises Fulfilled: Exile of the Jewish people, Prophecies; Messiah; The Annunciation of Mary; Elizabeth and Zechariah.

Why study these topics?

- To develop analysis of Biblical texts and stories.
- To recognise the importance of key Biblical figures in the history of the Jewish and Christian faiths.

Baseline Test

Spring Term

The Saviour: John the Baptist; The Beatitudes; Jesus' Mission; Jesus' Compassion for those who suffer; Jesus and the Jews; Women caught in adultery; Dining with the Pharisee; Religious people: St John Vianney, St. Teresa of Avila. Mother Teresa of Calcutta.

World Faiths: Hinduism: Hindu Gods, Hindu Beliefs, Hindu Worship, Hindu Festivals. **Buddhism:** Siddhartha Gautama, meditation, suffering.

Why study these topics?

- To understand the importance of Jesus' teachings and how they can be applied to our lives today.
- To increase awareness of and informed respect towards world faith believers.

External Bible writing competition

Summer Term

The Church: Pentecost, Peter is Chosen, Stoning of Stephen, Saul's Experience, Peter's Arrest, Nero's Persecution, Living the Eucharist, Spread of Christianity, Christian Persecution, Constantine's Conversion.



Philosophy: Philosophical Questions, Moral Decision Making, Utilitarianism, Problem of Evil.

Why study these topics?

- To understand the history of the
- Christian Church and how it shapes/ influences Christian faith today.
- The study of Philosophy develops the skill expressing ideas clearly through discussio

End of Year Test



How will I assess my progress? Self, peer & teacher assessments ongoing. Check 10, spelling test and end of unit assessment each half term. Home study set weekly.

Key Terminology

Religion: Reverence for the Gods, respect for all things sacred.

Covenant: A divine agreement or promise establishing Gods relationship to humanity.

Messiah: The anointed one and expected deliverer of the lews.

Incarnation: "enfleshment". It is God becoming man as Jesus Christ.

Annunciation: The announcement of the Incarnation by the angel Gabriel to Mary

Persecution: Hostility and unfair treatment, especially because of race and political or religious beliefs

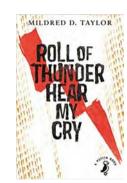
Conversion: The changing of one's religion or beliefs. **Morality:** The extent to which an action is right or

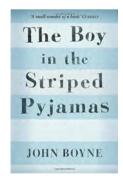
wrong.

Utilitarianism: The greatest happiness for the greatest number principle.

Religious Reads

The R.E department recommends the following novels in Year 7:





Religious Facts

- The Bible is the world's best-selling book! It is also the most shoplifted book!
- 2. Christianity is the world's largest religion, around 2.1 billion followers.
- 3. Hinduism is the oldest organised religion.
- 4. St. Paul was a tentmaker.
- 5. Mother Teresa had many moments of doubting her faith throughout her life.

RE Essential Skills

Describing Explaining Discussing Evaluating

Looking up Bible references





KS3 RELIGIOUS EDUCATION CURRICULUM BOOKLET

CURRICULUM INTENT? What does Religious Education help young people achieve at KS3?

Religious Education is central to the curriculum of any Catholic school and is at the heart of the philosophy of Catholic education. It educates all students, spiritually, morally and academically. Pope Benedict reinforced the importance of Religious Education when he summarised: "by interpreting the significant contribution of Christianity, the person is equipped to discover goodness and grow in responsibility, to seek comparisons and to refine his or her critical sense, to draw from the gifts of the past to understand the present better and to be able to plan wisely for the future." At KS3 we teach literacy and Biblical analysis skills to students through a variety of topics with the aim of nurturing and developing the skills needed for GCSE. Throughout the KS3 curriculum students should connect to their faith and its role within their lives and the wider world.

TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

| TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed: | | | |
|--|---|---|--|
| Year 7 Course Outline | Year 8 Course Outline | Year 9 Course Outline | Opportunities beyond the classroom |
| Knowledge: Faith and Revelation: How God reveals himself through Biblical People: Abraham's Journey, Abraham's Covenant, Abraham's Sacrifice, David is | Knowledge: Creation: Praise of God in Creation, Beliefs about Creation, Dignity of the Human Person, Original Sin, Stewardship, Ecologists: St | Knowledge: Spiritual Quest: Meaning in Faith, Mystery of the Trinity, Problem of Suffering, Life after Death (Death, Judgement, Heaven, and Hell) and | Philosophy Club Catholic Social Justice Group |
| chosen, David's faith is tested, David's downfall, Solomon's dream, Solomon's gift. Bible Skills. Gods Promises Fulfilled: Exile of the Jewish people, | Francis of Assisi, Sister Dorothy Stang. The Covenant: God's covenant with Noah, Abraham and Moses, The Passover, The Exodus, | Inspirational Catholics. God's Call: God calls each person, Vocation, Marriage, Priesthood, Religious Life, Apostolic and | Visits to places of worship |
| Prophecies, Messiah, Annunciation of Mary, Elizabeth | The Passover today, the Ten Commandments. Key skills: | Monastic Religious Life. Key skills: | School chapel |
| Key skills:To develop analysis of Biblical texts and stories. | To develop understanding of God's role on creation and the importance of maintaining and | To gain knowledge of key eschatological beliefs in Catholicism and <i>evaluate</i> their meaning today. | Masterclasses |
| and Zechariah. Key skills: To develop analysis of Biblical texts and stories. To recognise the importance of key Biblical figures in the history of the Jewish and Christian faiths. | respecting God's creation. To be able to evaluate different creation accounts. | To explore the meaning of Vocation and the different vocations that Catholics may be called to. | External Biblical writing competition |
| To consider interpretations through <i>diary writing</i>. | To understand the history of the Jewish and Christian faiths. | | Christmas card competition |
| ABC Catechesis course lessons to be taught at intervals throughout term: The Creed, The | | | Prayer groups |
| Sacraments, The Rosary, The importance of Advent and Christmas. | | | Chaplaincy sessions such as prisoner Christmas cards |
| Knowledge: The Saviour: John the Baptist, The Beatitudes, Jesus' Mission, Jesus' Compassion for those who suffer, Jesus and the Jews, Woman caught in adultery, Dining with the Pharisee, Religious People: St John Vianney, St Teresa of Avila, Mother Teresa of Calcutta. World Faiths: Hinduism: Hindu Gods, Hindu Beliefs, Hindu Worship, Hindu Festivals. Buddhism: Siddartha Gautama, meditation, suffering. Key skills: To understand the importance of Jesus' teachings and how they can be applied to our lives today. To increase awareness of and informed respect towards world faith believers. To describe different religious festivals and stories from world faiths. | Knowledge: Mystery of the Eucharist: The Bread of Life, The New Covenant, The Last Supper, Mass Today, Jesus' Sacrifice, Holy Communion. World Faiths: Islam: The Life and importance of Prophet Muhammad, Muslim Beliefs, The Qur'an, The Mosque, The Five Pillars of Islam, The Muslim Faith today. Judaism: The Synagogue, Festivals, Torah. Key skills: To understand the importance of Jesus and the Eucharist as the source and summit of Christian life today. To explain their importance. To increase awareness of and informed respect towards world faith believers. | Knowledge: Church History: Pentecost, The Early church, The Great Schism, Conversion of the Roman Empire, The Early Church Councils, Early Monastic tradition, Early Doctors of the Church, The Dark Ages and the Inquisition, The history of the Bible. The Beauty of the Church: The Sacramental Nature of Reality, great Christian art, Iconography, Christian music, Catholic literature, the Beauty of Prayer, Pilgrimage. Key skills: To foster understanding of the Church's historical and theological foundations and development. To prepare students for elements at GCSE which require a more in-depth understanding of Church History. To cultivate an appreciation of the beauty of the Church's theology and expression of such. | Families are encouraged to visit local places of Religious significance e.g. Places of Worship within the six major World Faiths and places of pilgrimage when on holiday. |

Knowledge: **The Church:** Pentecost, Peter is Chosen, Stoning of Stephen, Saul's Experience, Peter's Arrest, Nero's Persecution, Living the Eucharist, Spread of Christianity, Christian Persecution, Constantine's Conversion. **Philosophy:** Philosophical Questions, Moral Decision

Philosophy: Philosophical Questions, Moral Decision Making, Utilitarianism, Problem of Evil.

Key skills:

- To explain the history of Christianity.
- The study of Philosophy develops the skill of expressing ideas clearly through discussion.

Knowledge:: Mission of the Church: Challenges to Christianity, The Mission of the Church, St Vincent De Paul Society, L'Arche, Taize.

Belief in God: Considering what influences/ challenges belief in God. Religious Experiences, Science and Religion, Evil and Suffering, Prayer, Journey of Love.

Key skills:

- To understand the challenges to Christianity and Belief in God in today's society. To argue/discuss challenges.
- To consider how these challenges shape and influence
 Christian faith today through *research*.

Knowledge: Start of GCSE - Philosophy: Arguments for the Existence of God

Revelation, Visions, Miracles, Religious Experience, Arguments for the existence of God, The problem of evil and suffering and solutions to this. *Key skills:*

- To explore key philosophical questions relating to Christian belief and teaching.
- To increase an awareness of the importance of Philosophy in Catholic doctrine.

Key Independent Learning Resources

https://www.biblestudytools.com/commentaries/

http://www.bbc.co.uk/religion/religions/

https://www.bbc.com/bitesize/subjects/zb48q6f

http://www.catholicsocialteaching.org.uk/

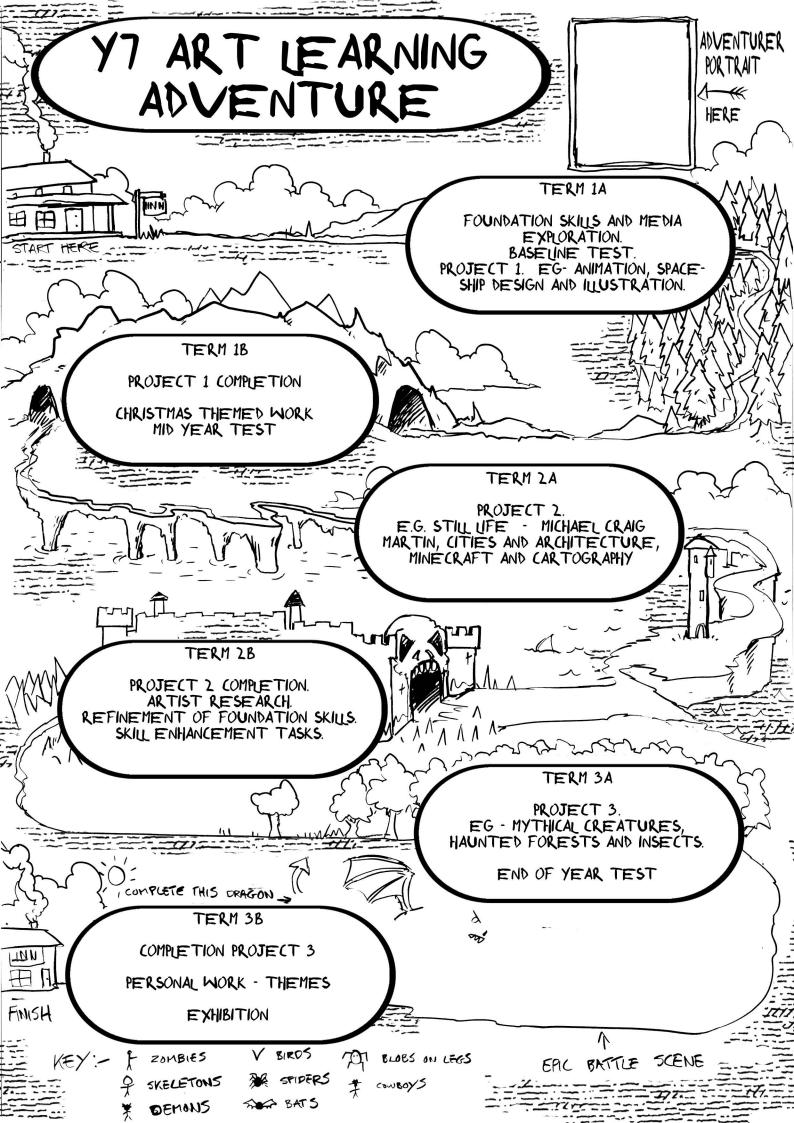
The Catechism of the Catholic Church

GREAT READS

The Religious Education department recommends the following top 5 stimulating and challenging reads:

- The Boy in the Stripped Pyjamas by John Boyne
- · One More River by Lynne Reid
- · Sophie's World: A Novel about the History of Philosophy by Jostein Gaarder
- Roll of Thunder. Hear Mv Crv bv Mildred Taylor
- · Lord of the Flies by William Golding

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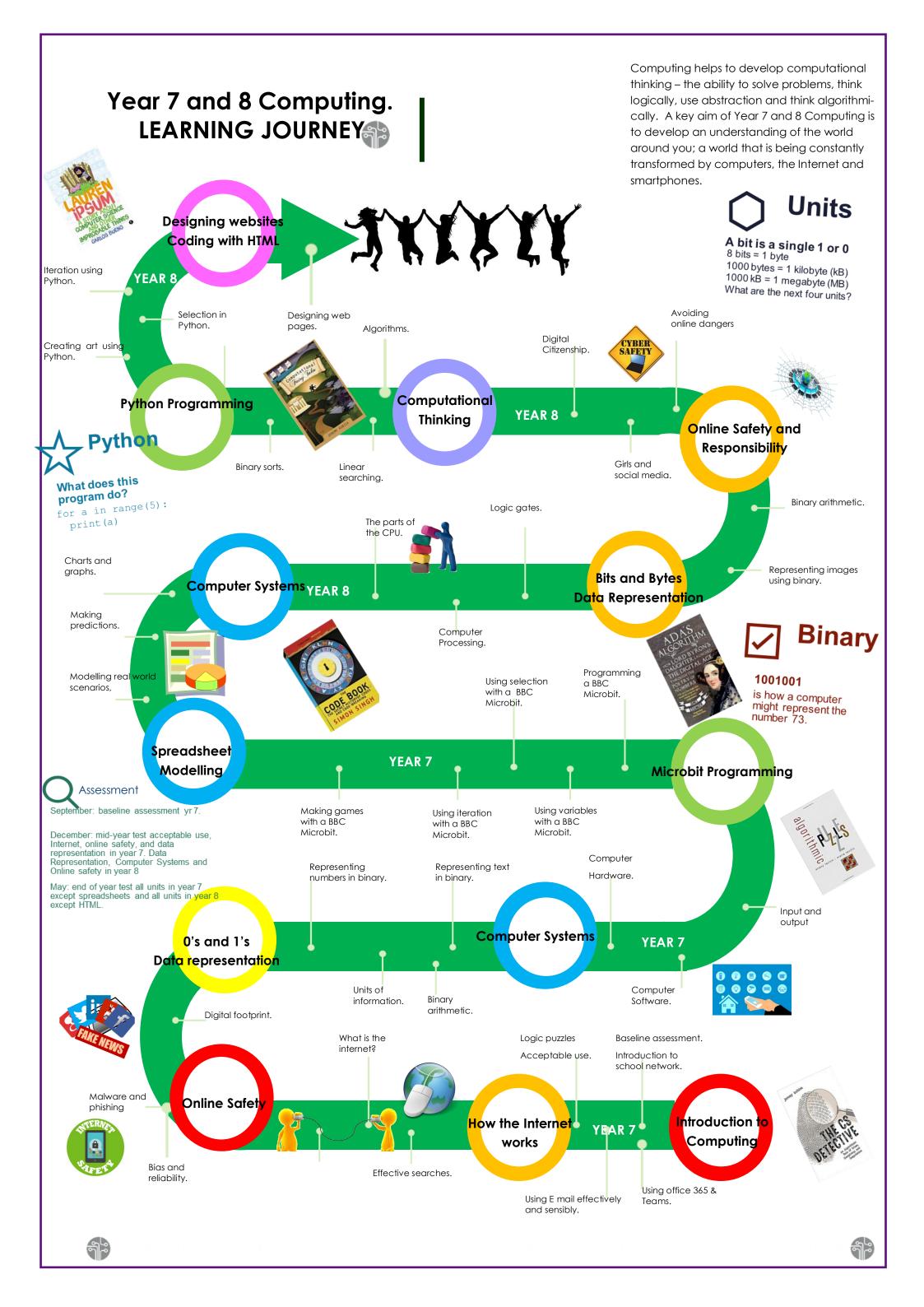


KS3 ART CURRICULUM BOOKLET

CURRICULUM INTENT? What does Art help young people achieve at KS3?

At KS3 we develop each student's capacity for imagination, risk taking, personal expression and independent enquiry. Students are to build understanding, knowledge and resilience within their own Art practice to ensure confidence in their own decision making. These attributes and skills are vital to making exciting and diverse works of Art reflecting the ethos of the department. We want our students to be able to fully engage with the wider world of the Arts, to be inspired, challenged and enjoy the subject's history and diversity. The KS3 curriculum fosters a climate for independent learning and encourages curiosity, initiative, critical thinking / problem solving, creativity, communication and collaboration.

| IE | RM BY TERM BREAKDOWN – Knowledge acquired and skills developed : | | | | | |
|--|--|---|--|--|--|--|
| | Year 7 Course Outline | Year 8 Course Outline | Year 9 Course Outline | Opportunities beyond the classroom | | |
| Autumn term | Knowledge: Project 1. e.g. Space. Know how to research the work of artists, craftspeople and designers, selecting important visual and text based information to help them in their own creative work. Key skills: To work spontaneously with drawing, painting and modelling materials experimenting with line, shape, tone, colour, texture, form and space. | Knowledge: Project 1. e.g. Animation. Know the difference between drawing, collage, painting, print and something constructed, modelled or digital. Key skills: To experiment with ways in which they can express line, shape, tone, colour, texture, form, space and explore compositions when using a variety of 2D and 3D media and processes. | Knowledge: Project 1. e.g. Architecture. Know about and describe how they have interpreted and used the work of some artists, craftspeople, architects and designers to inform their actions. Key skills: To work with some independence. To have an understanding of the artistic elements and study of artists work to inform the way they use materials as they create outcomes. | Go and visit galleries in person or online unearth some treasures: Tate Galleries www.tate.org.uk – Tate Collectives - Scroll to end of screen, choose Tate Collection from shortcuts listed. National Gallery www.nationalgallery.org.uk British Museum www.britishmuseum.org www.art2day.co.uk investigate the Fine Art Area – charitable donation required for access. Keep a sketchbook at home, draw, sketch, make notes, and | | |
| Spring term | Knowledge: Project 2. e.g. Still life - Michael Craig Martin. Know when and how to look at the works of artists studied to help them resolve creative problems to inform their own work. Key skills: To use their knowledge to develop their own practical skills through investigation and experimentation using a range of materials and techniques with increasing control and purpose. | Knowledge: Project 2. e.g. 'Journey to Centre of the Earth'. Know how to interpret and respond to different creative forms from diverse historical periods, cultures and times e.g. artists, craftspeople, designers, architects, digital, photographic and graphic media artists. Key skills: To create imaginative responses and representations of the real world in response to their study of artists, craftspeople and designers, remaining flexible to adapt and change the characteristics for a specific meaning. | Knowledge: Project 2. e.g. Camera Obscura Helmets. Know how to explore the techniques used by major contemporary or historic artists, craftspeople and designers, as well as other cultures, so as to inform their creative interpretations. Key skills: To work effectively and improve their proficiency in the safe handling of different materials when drawing, painting, using 3D and tactile media, lens or light based outcomes. | doodle. Make it your own space for your own thoughts, ideas, opinions and reactions to the world in which we live. A window on your world. Open studio / Lunchtime clubs / After school clubs. Gallery workshops – Tate Modern/Britain, Royal Academy of Arts, National Gallery, National Portrait Gallery, Victoria and Albert Museum, British Museum, British Library. Becoming GCSE Ready. | | |
| Summer term | Knowledge: Project 3. e.g. Mindcraft Cartography. Know how particular periods, genres, styles or aspects of design contain visual and expressive characteristics that convey meaning in ways which can be appropriated in their work. Key skills: To confidently extend their practical skills by using their sketchbook, virtual tools and other means to develop personal ideas and playfully explore creative approaches. | Knowledge: Project 3. e.g. Reflection Hundertwasser. Know how individual experience and cultural contexts shape what artists and designers make, using this to critically inform improvements in their own work. Key skills: To extend their practical and technical skills informed by their investigation of the descriptive and expressive qualities of line, shape, mark and texture using various materials. | Knowledge: Project 3. e.g. Art Deco. Know how individual experience and cultural contexts shape what artists and designers make, using this to critically inform improvements in their own work. Key skills: To refine the technical, creative and expressive skills informed by their study of artists and cultures to exploit the qualities of materials using all the artistic elements. | *Key Skills": By the end of each year students should be able to become proficient in drawing, painting, sculpture and other art, craft and design techniques and to evaluate and analyse creative works using the language of art, craft and design. | | |
| Key Independent Learning Resources Arts Council England https://www.bbc.com/bitesize/subjects/z6f3cdm http://www.bbc.com/culture/tags/art-history https://www.tate.org.uk/kids https://designmuseum.org/digital-design-calendar/young-design-museum | | | The Art department recommends the following stimulating and challenging reads: The Art Department has an extensive Specialist Art Library which students are encouraged to use Ways of Seeing by John Berger Art: The Definitive Visual Guide by Andrew Graham-Dixon A history of British Art by Andrew Graham-Dixon Art Matters Because Your Imagination Can Change The World by Neil Gaiman & illustrated by Chris Riddell | | | |



KS3 COMPUTING CURRICULUM BOOKLET

CURRICULUM INTENT? What does Computing help young people achieve at KS3?

Computing helps to develop students' computational thinking – their ability to solve problems, think logically, use abstraction and think algorithmically. The aim is to foster an enthusiasm for the subject of Computing, to develop curiosity and to strive to solve ever-greater problems. A key aim of the Computing curriculum is to enable students to develop an understanding of the world in which they find themselves; a world that is being constantly transformed by computers, the Internet and smartphones.

TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

| | Year 7 Course Outline | Year 8 Course Outline | Opportunities beyond the classroom | |
|--|---|--|--|--|
| Knowledge: IT Skills: Systems and procedures to set up school accounts. Understanding of functions and features of software available to pupils. Internet & Communication: How to conduct effective searches on the world wide web and what are URLs. Data Representation: Units of measurements and conversions between bits, bytes etc Binary to decimal conversions. Key skills: Effective skills used for searching for information, and skills to utilise the school's computer resources. | | Knowledge: IT Skills: Recap of systems and procedures and further understanding of functions and features of software available to pupils. Data Representation: What is binary and how do computers represent numbers, images and sound using binary. Identifying the difference between different file types for images and sound and how each type is converted. Key skills: Measures you can take to minimise online risks, good practice using computers. Mathematics of computers and converting files and data to binary. | Bebras computational thinking competition, CyberFirst competition and iDEA awards. Programming with MicroBits and Raspberry Pi computers. Students are encouraged to further develop their programming skills using Code.org Hour of Code games. | |
| Spring term | Knowledge: Online Safety and Responsibility: What is cyberbullying, What is a digital footprint, Difference between Bias & Reliability, Online Safety and Awareness? How computer systems work: Identifying the difference between hardware and software; input, output & storage devices; types of main memory; CPU; application software; open source software. Key skills: Online safety and awareness, an understanding of the risks involved with being online and procedures to take to ensure the Internet is being used in a safe and responsible manner. Understanding the components of a computer and identifying the difference between hardware and software. | Knowledge: How computer systems work: Understanding the process of the fetch-execute cycle, logic gates and circuits, networks - including LANs, WANS, client-server and peer-to-peer. Computational Thinking: Problem solving using sequencing and algorithms for searching and sorting data by applying abstraction, decomposition, pattern recognition. Key skills: Applying theoretical knowledge of algorithms to develop accurate instructions to solve problems by elimination of unnecessary information, breaking problems into sub-problems and identifying reoccurring patterns. | Students are encouraged to stay up-to-date in the subject by reading technology journals, magazines and websites. Families are encouraged to watch computing content on television, in particular about the impact of digital technology on society e.g. Horizon. Visits to museums such as Science Museum and Design Museum are encouraged to see how technology has advanced through the | |
| Summer term | Knowledge: MicroBits: A practical and theoretical understanding of programming concepts including variables, data types, assignment, sequence, Boolean conditions and selection structures using BBC MicroBits. Spreadsheet Modelling: Understanding the purpose of spreadsheets and applying formulae and functions in a spreadsheet including charts and graphs. Key skills: Designing, developing, testing and debugging programs; Spreadsheet skills including graphs, formulae and formatting. | Knowledge: Python Programming: Revisiting basic programming concepts from Year 7 and building a deeper understanding with new concepts such as definite and indefinite iteration, compound conditions and lists. HTML & Website Design: Practical and theoretical understanding of HTML and web designs. Identifying purpose and audience when designing and developing a website. Key skills: Practical concepts used in python programming to design, develop, testing and debugging various programs. Ability to identify audience and purpose when designing, developing, testing and debugging web pages. GREAT READS | decades and where it may lead us in the future. | |
| Computer Scie http://www.cs4t https://www.bbe | ence for Fun fn.org/ c.com/bitesize/subjects/zvc9q6f | The Computing Department recommends the following top 5 stimulating and challenging reads: Nineteen Eighty-Four by George Orwell The Code Book (abridged) by Simon Singh Ada Lovelace: The Computer Wizard of Victorian England by Lucy Lethbridge Hackers by Steven Levy Lauren Ipsum by Carlos Bueno | | |

ESIGN TRECTION

Students must

agin an

understandina

of the different

ways in which

and the scales

of productions

involved in

the design and

making process.

Students wil learn

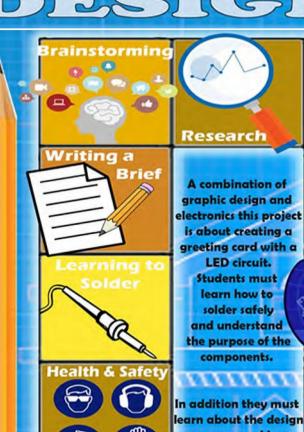
a range of

drawing skills

including one

point perspective

and oblique.



greeting card with a LED circuit. Students must learn how to solder safely and understand the purpose of the components. In addition they must

learn about the design processes and how to develop a product from intial concept to finished item

HAPPY lakina a card

Making a circu

Creating

Desians

Working

Mechanical Forces

Point

Scale of 000000 products are made Production

Planometric Electronic



consists of making a desk tidu. Students will be taught how to use a variety of tools & machines as well as learning about different materials & processes.

3888

3333

Timber

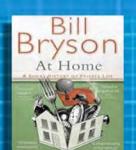
volume of the materials they will be using in order to ensure

wastage is limited.

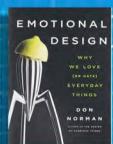
Input-Process The final project Output Desk Tid

EXAM

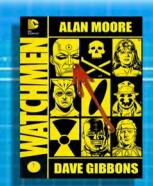
End of year Exam 1 hour 100 marks



DAY OJ













KS3 DESIGN AND TECHNOLOGY CURRICULUM BOOKLET

CURRICULUM INTENT? What does Design and Technology help young people achieve at KS3?

It is intended that Design and Technology provides students with a platform to engage in a practical and inspiring subject. Design and Technology encourages students to learn, to think and engage creatively to solve problems both as group and individually. In the Design and Technology department, we encourage students to use their creativity and imagination, to design and make products that address real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. In addition, we attempt to, wherever possible, link work to other subject such as Maths, Science, Computing and Art.

| | Year 7 Course Outline | Year 8 Course Outline | Year 9 Course Outline | Opportunities beyond the classroom |
|---|---|---|--|---|
| Project 1 | Knowledge: Health and Safety; Mechanical and physical properties; Basic Electronic components. CAD/CAM (Vinyl Cutter). System and control input/output. Key skills: Visual communication, -1-point perspective and a brief history of drawingOblique. Soldering, basic electronic circuit making. | Knowledge: Health and Safety Polymers: Where do Polymers come from and their properties. Processes; How products are made from plastics. Environmental impact of polymers. Biomimicry: Why designers copy nature. Maths: Volume and areas calculations. Key skills: Visual communication, Isometric + 2 point perspective. Thick and thin line techniques, Shading & rendering. Carpentry skills/ Lap joint & finger joint fabrication. | Knowledge: Health and Safety; Anthropometrics and Ergonomics: Why designers need measurements. Planned obsolescence: Why do products break? Metals where they come from and what are their properties. Anthropomorphism: Why designers make products look human. Key skills: Visual communication, Orthographic/ exploded view. Building PCB circuits. Shaping/forming of materials. CAD/CAM (Techsoft and laser cutter) | Design Technology offers after school sessions throughout the year or during lunchtime. Masterclasses are also run these have included: "3D printing and future and Technology" and "Basic skills in lase cutting". STEM logo completion is run every year. At home, families can watch a range of TV programmes including Abstract the Art of Design (Netflix) Exit through the gift shop – Banksy (Netflix) Grand Designs (Channel 4/ YouTube) Genius of Design (BBC/YouTube) |
| Project 2 | Knowledge: Categories of wood; Where do they come from and what are their properties. Sustainability, recycling and MRF Materials Recovery Facility. Famous designers. Norman Foster, Alec Issigonis, William Morris, Alexander McQueen, Harry Beck, Marcel Breuer, Coco Chanel Key skills: Basic workshop tools and workshop machinery. Basic woodwork skills and modelling. | Knowledge: - Famous designers; James Dyson, Tom Dixon, Raymond Loewy, Jamie Hewlett, Thomas Heatherwick. CAD (Google Sketch Up). Key skills: Use of finishes/ painting, Vacuum former polymer process. CAD/CAM (Techsoft and laser cutter). | Knowledge: -Smart and modern materials; -Scale of production. Famous design companies: Braun, Dyson, Apple, Alessi, Under Armour, Zara, Gap, Primark. Key skills: CAD (Photoshop), annotation, graphical layouts, fonts. | |
| _ | lent Learning Resources | | GREAT READS | |
| www.technologystudent.com www.mr-dt.com www.designmuseum.org www.howstuffworks.com www.bbc.co.uk/schools/gcsebitesize/desig | | The Design and Technology department recommends the following top 5 stimulating and challenging reads: At Home by Bill Bryson A Short History of Nearly Everything by Bill Bryson Drawing is Thinking by Milton Glaser The Design of Everyday Things by Don Norman The Art of Looking Sideways by Alan Fletcher | | |

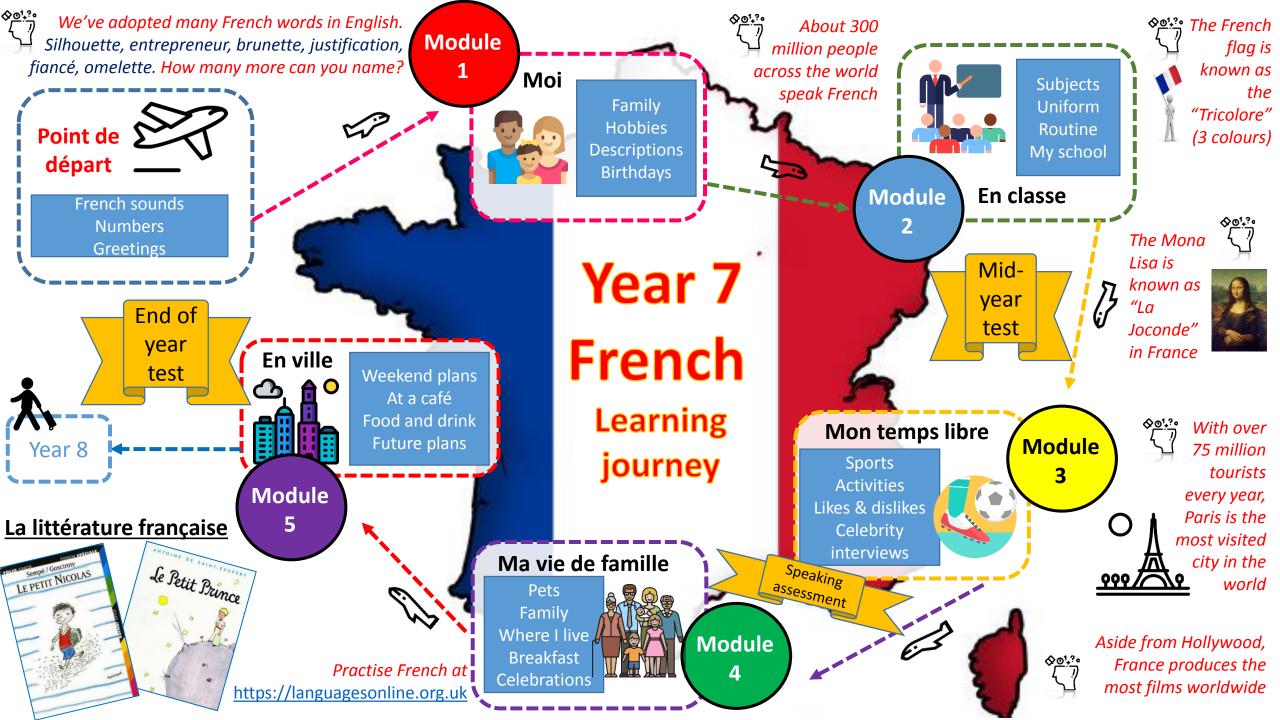
KS3 DRAMA CURRICULUM BOOKLET

CURRICULUM INTENT? What does Drama help young people achieve at KS3?

Drama is a subject in its own right in which students will learn how to collaborate with one another to make and perform both scripted and original drama. This subject develops skills in creativity, communication and collaboration. Drama also supports the delivery of the wider curriculum, reinforcing and exploring the themes, topics and texts and interpreting them for a theatrical context.

| | Year 9 Course Outline | Opportunities beyond the classroom |
|----------|---|---|
| Module 1 | Knowledge: The origins of Theatre and the role that it has played in society over time. Theatrical conventions of a range of different styles of theatre: Ancient Greece, Religious Beginnings: The Mystery Cycles, Elizabethan & Jacobean Theatre, It's Behind You! Pantomime, 19 th and 20 th Century Theatre Key skills: Oracy, interpretation, understanding of drama terminology | The best way to learn about theatre is to take part in live performance and to see as much live theatre as possible. Even though many theatres are currently closed <i>NT Live</i> broadcasts a number of productions online for free and the students also have access to live theatre productions through Digital Theatre Plus. |
| Module 2 | Knowledge: How to work with a drama stimulus, Health and safety of the performer and how to build a character for performance. Key skills: Collaboration, Communication, Interpretation, Creativity and Performance | |

| Key Independent Learning Resources | GREAT READS |
|--|---|
| https://www.rsc.org.uk/noughts-and-crosses https://getintotheatre.org/ https://www.digitaltheatre.com/ http://ntlive.nationaltheatre.org.uk/ | The Drama department recommends the following stimulating and challenging reads: DNA by Dennis Kelly Noughts and Crosses, adapted by Dominic Cooke Theatre in Practice, a student's handbook by Nick O'Brien and Annie Sutton National Theatre Connections 2019, New Plays for Young People |



KS3 FRENCH CURRICULUM BOOKLET

CURRICULUM INTENT - What does FRENCH help young people achieve at KS3

The KS3 French curriculum will enable students to:

- express their ideas and thoughts in another language and understand and respond to its speakers, both in speaking and in writing
- develop a core of grammatical knowledge
- develop transferable language skills in listening, speaking, reading and writing
- communicate for practical purposes and learn new ways of thinking
- understand that success is achievable by all students regardless of ability
- understand that learning a foreign language is a liberation from insularity and provides an opening to other cultures
- develop their curiosity and deepen their understanding of the world

TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

| | Year 7 Course Outline | Year 8 Course Outline | Year 9 Course Outline | Opportunities beyond the classroom |
|-------------|---|---|--|---|
| Autumn term | Knowledge: Saying your name Numbers & age Brothers & sisters Classroom items Likes and dislikes Describing yourself Dates Colours Telling the time School School uniforms Skills: Listening - Reading - Writing - Speaking Grammar skills: Avoir indefinite and definite articles Adjectival agreements infinitives and regular -er verbs Negatives | Knowledge: Holidays Talking about festivals and special celebrations Buying food at a market Skills: Listening - Reading - Writing - Speaking Grammar skills: Translation into English Translation into French Writing creatively Perfect tense of regular and irregular verbs The present tense of regular -ir and -re verbs The near future tense | Likes & dislikes After-school clubs and activities Describing friends Birthday celebrations Clothes Talking about earning money Discussing what you want to do when you are older Themed week: French cinema Skills: Listening - Reading – Writing – Speaking Grammar skills: aimer, adorer, détester + definite article + noun / + a verb in the infinitive Using connectives Verbs in the present tense Negatives Reflexive verbs Near future tense Masculine and feminine nouns Modal verb: vouloir | Weekly Language Workshop with French assistant Speaking competitions Trips to France Reading French magazines Reading French books Watching French films (with subtitles) Listening to French songs |
| Spring term | Knowledge: Sports Sports in French speaking world Weather & Seasons Animals High numbers Describing family Talk about local area Breakfast Bastille day Skills: Listening - Reading – Writing – Speaking Grammar skills: Verb faire | Knowledge: TV programmes Digital technology Cinema Leisure activities French speaking world Local area Weather Daily routine Skills: Listening - Reading – Writing – Speaking Grammatical skills: Agreement of adjectives Questioning | Knowledge: Future plans and how things will be like Musical tastes Describing what you used to be like Comparing schools Talking about how things have changed Interviewing a young refugee Themed week: French literature Skills: Listening - Reading - Writing - Speaking Grammar skills: The future tense Translating tenses | |

| | aimer + the infinitive Questioning possessive adjectives -er verbs The partitive article | Negatives Reflexive verbs Adjectives | Formulating questions in the perfect tense Translating French questions in different tenses Using direct object pronouns (<i>le</i> , <i>la</i> , <i>les</i>) Adjectival agreement Using the imperfect tense Using the comparative Using vouloir + infinitive to describe future plans | |
|--|---|---|--|--|
| Summer term | Knowledge: Places in town Directions Prices Inviting someone out Ordering drinks and snacks in a café Plans for a special weekend Skills: Listening - Reading – Writing – Speaking Grammar skills: The verb aller The verb vouloir Using the near future tense (aller + infinitive) | Knowledge: Sports Directions Injuries and illnesses Skills: Listening - Reading – Writing – Speaking Grammatical skills: Comparative Imperative | Knowledge: Food & eating habits Animals and the environment Discussing sites and monuments The francophone world Past trips and future plans Themed week: The French Revolution Skills: Listening - Reading - Writing - Speaking Grammar skills: Superlative: plus que and moins que Translating the present tense into French Negatives: ne pas, ne jamais, ne plus, ne rien) The perfect tense Possessive adjectives The conditional tense Indefinite and definite articles Definite articles with à and de (partitive articles) Adjectival agreement Comparative and superlative adjectives Using the infinitive after verbs of opinion Using the infinitive after modal verbs (pouvoir, vouloir, devoir) and il faut Present tense verbs: -er, -ir, -re, irregular, reflexive The simple future tense The imperfect tense | |
| Key Independe | ent Learning Resources | | GREAT READS | |
| Pearsons ActiveL Languages online BBC Bitesize KS3 Apprendre.tv5mo Memrise app | e 3 | | The French department recommends the follo Le Petit Nicolas by Sempé & Goscinny Astérix et Obelix by Goscinny & Uderzo Tintin by Hergé | |

GEOGRAPHY DEPT

Year 7 Geography Learning Journey

In Year 7 at Trinity you will cover 3 Units (Maps and UK, Africa and Rivers). A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives (N.C, 2014).



The Nile River is the longest river in the world (6650km), the Amazon River is the largest by discharge (340,000 m³/s). The longest river in the UK is the River Severn (354km).

Key Words & Spellings:

Sparsely, densely population, social. environmental, economic leakage, positive multiplier effect, tributary, confluence, watershed, discharge.

OS Mapping Essav Skills **Structure**

> **Prior KS2 Learning:** Compass Direction, 7 Continents, 5 Oceans, South America

Office 365 Geog.1 Textbook Useful Websites List **BBC Bitesize** http://www.bbc.co.uk/educat

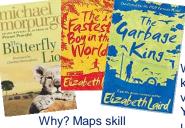
ion/subjects/zrw76sg

Geography all the Way

http://www.geographyallthe wav.com/ks3 geographv.htm

Learn on the Internet

http://geography.learnonthei nternet.co.uk/ks3/index.html



are essential in Geography and will help in Maths and with extracurricular activities like DofE too and is a great life skill.

OS Map Skills (grid referencing, scale. thematic mapping)

Why? Locational knowledge is very important! You should understand how places are connected and where they are. Connections to place occur through sharing cultures through Music and Food.

> Africa 54 Countries!

Why? Africa is a continent, not a country and the level of development varies. By GDP Equatorial Guinea is the richest country in Africa. **Appreciating** diversity is a key

places. **African Development**

Extended

Writing

understanding

people and

skill to

st memorizing places on a map. It's about nderstanding the complexity of our world, appreciating the diversity of cultures that xists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

> Why? Everyone likes a holiday but how you consider the social and environmental impacts of travel? R.E teaches us to respect creation. English writing skills will be essential here.

> > **Kenyan Tourism**

The Westernmost point of the UK is Rockall. It is an

> in the Atlantic Ocean. The southernmost point of the UK is the uninhabited island of Pednathise Head, Isles of Scilly.

> > **End of Year**

Exam (Africa)

GEOG JOB?

uninhabited island

Why? Understanding how the world around you is made, there are Science links with rock type and erosion.

Key to lines

Prior learning

Essential Skills

Assessments

Extra Resources Learning Stations

The northernmost

point of the UK is

Oosta/ Out Stack

in Shetland.

easternmost

is Lowestoft

Ness. Suffolk.

point of the UK

Scotland.

River Landforms

Year 8

Baseline, UK Why? The U.K is your Today, hippos are Exam home. The physical Geography only found in location of our major Africa. The mountains, rivers and collective counties should be noun for understood as well as hippos is population density. Ben Nevis 'pod'. There are historical links to why we settle in places. Scafell Pike Snowdon 1085m **Spring**

Mid-year

exam (Skills)

River Flooding

Whv? Geographers save lives! Understanding the physical causes of hazards and how to mitigate risk saves lives.

DATA PRESERVATIONIST LIBRARIAN

ITAT DEMOGRAPHER

REMOTE SENSING HISTORIC

KS3 GEOGRAPHY CURRICULUM BOOKLET

CURRICULUM INTENT? What does Geography help young people achieve at KS3?

"A high-quality geography education should inspire in students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives." (N.C, 2014). At KS3 we teach geographical, literary and numerical skills to students through themes and places. Students will encounter a number of countries and build their locational knowledge alongside key geographical areas of study such as the physical environments of rivers and coasts and human aspects of population, economies and development. Students should connect to their world and their role and place within it now and in the future.

TERM BY TERM BREAKDOWN - Knowledge acquired and skills developed:

| | Year 7 Course Outline | Year 8 Course Outline | Year 9 Course Outline | Opportunities beyond the classroom |
|---|---|---|---|---|
| Autumn term | Knowledge: UK environment and population. Key skills: map skills, grid referencing. | Knowledge: Asia, tropical rainforest biome, China study, population and cities. Key skills: population data, numeracy. | Knowledge: Plate margins, earthquakes, tsunamis and volcanoes. Key skills: Map skills, data analysis using GIS for spatial distribution of earthquakes/volcanoes and empathy. | The Young Geographer of the Year competition and masterclasses comprise the extra-curricular activities in the Geography department. Past KS3 masterclasses have included 'Life in China', 'Mount Etna', 'Iceland: the land of fire and ice'. We endeavor to involve KS3 pupils in some fieldwork, in the past fieldwork days have been conducted in Epping |
| Spring term | Knowledge: Africa, a vast and varied continent. Key skills: Graphical work, extended writing. Knowledge: Rivers, source to mouth, long profile, landforms, flooding. Key skills: Diagrams, vocabulary and spelling, GIS mapping of flood risk. | Knowledge: Coasts, landforms, landscapes, human engineering. Key skills: Research, real life applied to theory. Knowledge: Urbanisation, past and present, Lagos, Issues with rapid urbanisation. Key skills: Graphical work, literacybased tasks. | Knowledge: Russia, climate and climate change, economy, culture, resources. Key skills: Extended writing, preparatory and academic reading. Knowledge: Weather, types of rainfall and extreme events. Philippines typhoon Haiyan. Key skills: Graph work, numerical skills | Forest and have focused on rivers and ecosystems. Pupils should look out for the abundant Geography in all their lives, whether that is news reports on natural disasters that occur around the world or noticing the installation of water meters and electric car chargers in their local areas promoting more environmentally friendly practice. Families are encouraged to watch geographical content on television e.g. Russia with Simon Reeve, Planet Earth, Coasts & Countryfile. |
| Key Independent Le | arning Resources | | GREAT READS | |
| https://www.kerboodle.com/users/login BBC Bitesize http://www.bbc.co.uk/education/subjects/zrw76sg http://www.geographyalltheway.com/ks3_geography.htm http://geography.learnontheinternet.co.uk/ks3/index.html | | | The Geography department recommend I Survived Hurricane Katrina by L Factfulness by Hans Rosling The Garbage King by Elizabeth L Journey to the Centre of the Earth Prisoners of Geography by Tim M | aird-Street n by Jules Verne |

Year 7 HISTORY

Learning Journey

1066 and all that (named after a humorous book on British history; you should try and read it) Three kings and two battles to decide the fate of England...

Did you know? The Battle of Hastings took place on 14th October 1066

The Norman Conquest:

How to take over a country and transform it in only twenty years! We call that a revolution...

CHRISTMAS TEST

To check your knowledge and understanding of the work you undertook in your first term!

How religious were people in the Middle Ages?

Everyone was a Christian, everyone was a Catholic, everyone believed in heaven and hell; and, everyone knew that Jerusalem should be Christian again...

SPRING TERM ASSESSMENT Why was Thomas Beckett murdered?

Life in the Middle Ages

So much to cover in this unit! Castle design, siege warfare, who lived in castles, what life was like in villages and towns and what did they do for fun?

Did you know? Early football games were played with a 'ball' usually a pig's bladder filled with straw!

Health and Medicine in the Middle Ages

How smelly were the Middle Ages...and WHY was there such a stink?! How deadly was The Black Death? And how did they try to cure people?

Here come the Tudors!

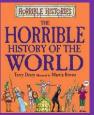
Everyone has heard of Henry VIII, but there were several other well known Tudor monarchs that you must look at, including Henry VII, the gangster king!

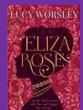
END OF YEAR TEST

To check your knowledge and understanding of the work you have undertaken in your first year at Trinity!

Did you know

History is about what happened in the past to people, what they did and why they did it. To enjoy history you need to be able to imagine what life was like long ago for all sorts of people.





Reading Books

1066 Chronology

Chronos is the god of time in Greek mythology. Putting events in their order of time and understanding how dates and centuries are calculated is vitally important in making sense of history.

1348 1314 1485 1509

History skill

Writing a narrative account explaining why things happened, what did happen and what the importance of that event was – in other words, telling a story.

Did you know? People tried to cure The Black Death by killing a toad, drying it in the sun and then holding it on their skin!

History Skill

Interpreting evidence of the past. To develop this skill, you will look at historians' views of the past to work out why they held different views about the same event.

History Skill

Working out the significance, or importance of an event; when you study people and events from different periods you might be asked to consider how significant that person or event was.

Did you know? There is a west end musical called 'Six' about Henry VIII's six wives. Give the songs a listen, to learn their stories!

History Skill

Looking at change and continuity in history is an important skill. Some things change over time, like Henry VIII's waistline, and some things don't!

2020-2021

KS3 HISTORY CURRICULUM BOOKLET

CURRICULUM INTENT? What does History help young people achieve at KS3?

History ignites a passion and curiosity in young minds. The alluring stories of the past make this a fascinating subject to study and our vision is to engage and motivate students through our coherently planned and sequenced curriculum. Our students will embark on a chronological journey through time and will focus on how people's lives have shaped our nation, and how Britain has influenced and been influenced by the wider world. Throughout their journey, students will develop their historical knowledge and understanding, build a historical vocabulary and make the progress necessary for the rigours of further study in history. Historical study combines a strong element of interest and enjoyment with a vital set of skills that will be highly beneficial for any chosen career. We wish our students to gain a life-long appreciation of their historic environment, and how our landscape – our cities, towns and villages, castles, churches and hedgerows – has been fashioned by history. Above all, we believe our students will be better able to succeed in their future endeavours if they possess the kind of insight into our modern world that, uniquely, the study of history can provide.

TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

| | Year 7 Course Outline | Year 8 Course Outline | Year 9 Course Outline | Opportunities beyond the classroom |
|--|--|--|---|---|
| Autumn term | Knowledge: 1066 and all that: why did William win the Battle of Hastings? The Norman Conquest: how William kept control of England. Key skills: chronology and sequencing, using sources, interpretation and bias. | Knowledge: The Tudors – Queen Elizabeth: the young Elizabeth, the Spanish Armada and why Elizabeth killed her cousin, Mary Queen of Scots. The Stuarts: The Gunpowder Plot, witchcraft and early European settlement in America. Key skills: academic reading and writing about the past. | Knowledge: The Great War: the long and short term causes of WW1, propaganda, why the war was so deadly and the Treaty of Versailles. Power in the early twentieth century: Germany in the 1920s and the rise of Nazi Germany. Key skills: flipped learning and note taking. | Masterclasses are a key feature of the History departments offer. Past KS3 masterclasses have included "The contribution of the Chinese to the 2WW", "Jews and the Holocaust" and "Archaeology for Historians" "Local history by The Wanstead and Woodford History Society' |
| Spring term | Knowledge: Religion in the Middle Ages: The Crusades, the murder of Thomas Beckett. Life in the Middle Ages: how castles developed, medieval towns and villages, the Peasants' revolt. Key skills: extended writing in history, causation and agency | Knowledge: Charles I and the English Civil War: why was there a Civil War? Why was Charles I executed? The Restoration: why Charles II was known as the 'Merry Monarch', the Great Plague and the Fire of London. Key skills: research, real life applied to theory. Cross curricular: technological change through the Renaissance. | Knowledge: The Second World War: the causes of the war, the soldiers of the Empire, the home front and the holocaust. The Post war world: The Cold War. Key skills: extended writing, preparatory and academic reading. | Families can make use of the BBC bitesize – History pages which follow our curriculum to boost learning. The Tower of London, Hampton Court and the Imperial War Museum are all excellent day-trips which can enhance learning. |
| Summer term | Knowledge: Health and medicine in the Middle Ages: The Black Death. Henry VIII and the Tudors: Henry and his wives, the Reformation and the dissolution of the monasteries, Edward VI and Bloody Mary. LOCAL Epping Forest and the rights of the poor to Lop Key skills: causation and consequence, understanding local history. | Knowledge: Terrible towns: The industrial Revolution, The Great Stink and the heroes of public health. The slave trade: what was the slave trade and why was it abolished? LOCAL: Woodford and industrialisation Key skills: Bias and Propaganda, objectivity, subjective experience and empathy. | Knowledge: From Empire to Commonwealth: the decline of the British Empire, independence in Africa, the Empire Windrush and multicultural Britain. WORLD HISTORY: Race and the Civil Rights Movement in USA Key skills: empathetic writing and contemporary sources. | BBC Documentaries and the History Channel frequently broadcast relevant programmes. |
| Key Independent Learning Resources https://www.bbc.com/bitesize/subjects/zk26n39 https://schoolhistory.co.uk/resources/year/ks3/ https://www.educationquizzes.com/ks3/history | | The History department recommends the following stimulating and challenging reads: · War Horse by Michael Morpugo · The Diary of Anne Frank · Carries War by Nina Badwin · King of Shadows by Susan Cooper · The Machine Gunners by Robert Westall · Eliza Rose by Lucy Worsley | | |

YEAR 7 FOOD LEARNING JOURNEY

BASELINE ASSESSMENT

This will help establish your flight path in food.

You will be learning about the nutrition in food.

You will learn how to cook safely.

You will develop your technical skills.

BASIC NUTRITION You will learn about the nutrients found in food and the functions of food in your body. You will also learn about what foods and drinks you can consume that will provide you with important nutrients.

EATWELL GUIDE The Eatwell Guide promotes a balanced diet.

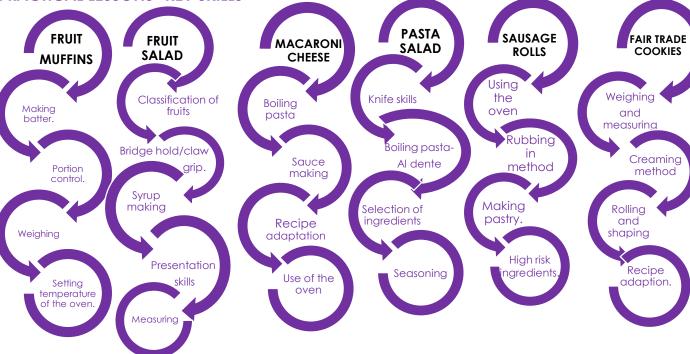
You will learn about the government guidelines and recommendations for healthy eating.

HYGIENE AND SAFETY You will learn about the potential dangers and risks in the food room Safety hazards -

those that can injure you or others.

Health hazardsthose that make you ill. You will learn how to identify potential risks and prevent accidents.

PRACTICAL LESSONS- KEY SKILLS



SENSORY ANALYSIS Taste, texture , aroma and appearance The sensory of food is very important. Sensory evaluation helps to make sure a food product meets expectations of consumers.

You will use sensory analysis to make comparisons and develop or adapt your dish or food product.

READING LIST BOOK 1
A Literary Tea
Party
By
Alison Walsh



BOOK 2 Scone with the Wind by

Ms Victoria Sponge



WEBSITES

www.nhs.uk/change4life

www.fooafactforlife.org.uk

CROSS CURRICULAR LINKS: * Maths – weighing and measuring. *English – following a recipe, sensory word descriptors. *Science – functions of food in body, enzymic browning, raising agents in food using the principles of acids and alkali's. *PE – functions of food in body, energy consumption vs energy intake.

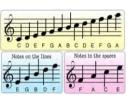
KS3 HOME ECONOMICS CURRICULUM BOOKLET

CURRICULUM INTENT? How does Home Economics help young people achieve at KS3?

This is an inspiring, rigorous and practical subject. Students use their creativity and imagination to design and make products considering their own personal needs, as well as the needs, wants and values of others. Students will learn and develop life skills, problem solving techniques and methodical thinking. Students will have an appreciation of food from different cultures and the impact that having certain foods has on our carbon footprint.

TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

| Year 7 Course Outline (10 week module) | Year 7 Course Outline (10 week module) | Year 7 Course Outline (10 week module) | Year 7 Course Outline (10 week module) | |
|--|---|--|--|--|
| Knowledge: Health and Safety, The Eatwell Guide, Healthy Eating. Students will participate in a range of practical lessons including sweet and savoury dishes to develop basic cooking skills. Some examples are scones, fairy cakes, sausage rolls, macaroni and cheese and fruit crumble. Key skills: Developing knife skills through peeling and chopping. Hob skills and using an over. Adapting recipes – scaling recipes up or down. Costing recipes. Decorative skills. Creaming, running in method and portioning. | Knowledge: Hygiene and Safety, how to economise in food, The Eatwell guide, nutrients in food and evaluating success. Students will start the Level 2 BTEC in Home Cooking skills. Students will participate in a range of practical lessons including sweet and savoury dishes to develop basic cooking skills. Some examples are bread, pastry, sponge cakes, pasta and fish. Key skills: Kneading and shaping dough. Whisking, pastry making, complex chopping, cooking economically. Piping skills. Cooking as a team – one pot cooking. | Knowledge: Understanding the risks of food poisoning. Hygiene and safety when cooking with meats, including chicken, adapting recipes and making vegetarian dishes, cooking dishes using pasta, meat, fruit, chicken and rice. Evaluating work and an understanding in how to improve, effective presentation of food. During Year 9 students will continue and finish the Level 2 BTEC in Home Cooking Skills. Key skills: Complex decorative skills in pastry. Preparation of meat. Developing time management and organisational skills through preparing a 2-course meal. | Students will be encouraged to help at home with preparing and cooking meals and also with cleaning up after meals. Students are encouraged to read through recipes before lessons and conduct research, look at how dishes can be presented or garnished and how recipes can be adapted. Students should practice skills taught at school and challenge themselves to cook new recipes at home. Students should be involved in planning weekly meals and participate in research and discussions about having a balanced diet. | |
| Key Independent Learning Resources | | GREAT READS | | |
| Top 4 key revision guides; podcasts; resources curricular intentions and the course of study. www.nutrition.org.uk www.nhs.uk/change4life www.foodafactoflife.org.uk www.food.gov.uk | and e-learning opportunities that serve the | The Home Economics department recommends the following stimulating and challenging reads: Tasty Latest and Greatest: Everything you want to cook right now by Tasty A Literary Tea Party: Blends and Treats for Alice, Bilbo, Dorothy, Jo and book lovers Everywhere by Alison Walsh Cook like a pro: Recipes and Tips for Home Cooks by Ina Garten Exploring food and nutrition by Yvonne Mackey Cooking up a Storm: The Teen Survival Guide by Sam Stern | | |





Unit 1: Introduction to Music

The Flements of Music Stave Notation **Keyboard Skills** Instruments of the Orchestra



Did vou know? The most expensive **Violins** ever sold was auctioned for £13m!

Unit 3: Theme Music

Character Motifs Music, Mood and Scales What makes a successful Melody? How to develop a musical idea



Did vou know? One of the most iconic character motifs ever written is the famous 'shark theme' from the movie 'laws' it only uses two notes!











Recommended

Reads



'jumping flea'

Unit 2: Ukulele

Tablature Chord Diagrams Plucking & Strumming Song Structure **Performance Skills**



Unit 4: Samba

Instruments of Samba Polyrhythms and 'The Groove' **Breaks** Call and Response **Rhythmic Notation**





Did you know? Brazilian carnivals are so loud, the Samba Band leader has to give signals to the players using a piercing whistle called an 'apito'

KS3 MUSIC CURRICULUM BOOKLET

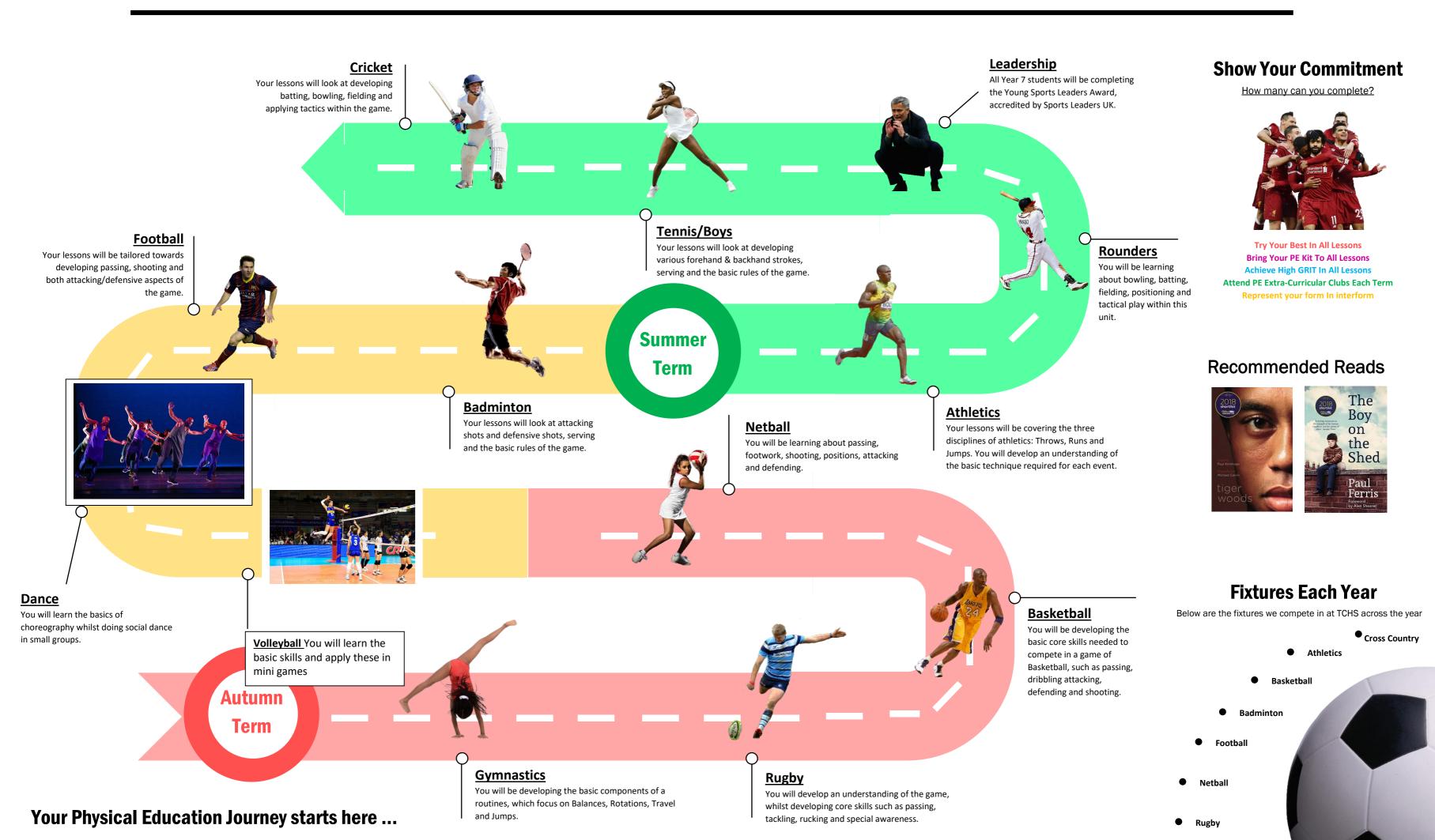
CURRICULUM INTENT? What does Music help young people achieve at KS3?

Music helps students explore music from a spectrum of musical genres and cultures developing an understanding and appreciation of pieces from a diverse musical heritage. Students build on instrumental and vocal skills enabling students to play confidently as a soloist and part of an ensemble, reflecting on how music is used with expression. We allow every student the opportunity to engage with music creatively through composition, drawing on a range of genres and styles.

| TERM BY TERM | ERM BREAKDOWN – Knowledge acquired and skills developed: | | | | |
|---|--|--|---|---|--|
| | Year 7 Course Outline | Year 8 Course Outline | Year 9 Course Outline | Opportunities beyond the classroom | |
| Autumn term | Knowledge: Instruments of the orchestra, musical heritage, basic musical theory. Key skills: Reading musical notation, Keyboard skills, team working. | Knowledge: Instruments from the African content, how music is used in traditional African cultures. Key skills: Instrumental skills on the African Djembe, ensemble, leadership skills. | (Music alternates with drama at different points in the school year) Unit 1: Knowledge: The historical and social context of Blues music and the | The department offers a wide range of extracurricular activities throughout the year. Several vocal groups, an Orchestra, Windband, Swing band, Ukulele club and Rock & Pop bands for Year 9 and above. Students can also take up one-to-one tuition for an instrument or the voice. | |
| Spring term | Knowledge: Exploring the ukulele as an instrument and its cultural history. Develop an understanding of the importance of music within film and TV with the development over time. Key skills: Performance skills, instrumental skills, vocal skills, creativity, ensemble work. | Knowledge: Understanding music of our western classical heritage, and how different stimuli can be used for composition. Key skills: Solo performance skills. | background to key artists. The 12 bar blues chord pattern, blues bass lines and lyrics. Key skills: Compositional and performing skills, ensemble work, extended writing and research. Keyboard skills, notation reading. Unit 2: | Students are encouraged to share musical and cultural experiences with family and attend live concerts. | |
| Summer term | Knowledge: Recognise and understand instruments and features used in Samba music. Key skills: Ensemble skills. | Knowledge: Understanding the context of a range of protest songs. Key skills: Song writing and composing an accompaniment, performance skills. | Knowledge: Arrangements of popular songs. Kev skills: Group work, performance | | |
| Key Independent Learning Resources www.musicatschool.co.uk www.bbc.co.uk/schools/bitesize https://www.topmarks.co.uk/Search.aspx?q=orchestra www.ukulelehunt.com https://www.educationquizzes.com/ks3/music/ | | Waiting for Buddy Guy: Chicago Blues Teenagers Guide to The Beatles by Z. Symphony for the city of the dead (Short Control of the Control of the | | | |

Trinity Year 7 Physical Education Journey





KS3 PHYSICAL EDUCATION CURRICULUM BOOKLET

CURRICULUM INTENT? What does Physical Education help young people achieve at KS3?

A high-quality physical education curriculum inspires all students to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for students to become physically confident in a way which supports their health and fitness (NC, 2013). The aim of KS3 PE is to develop a lifelong enjoyment of physical activity and understand the benefits of a healthy active lifestyle. Students will develop confidence, team working skills, leadership, problem solving skills and develop qualities such as resilience and determination. Through a variety of sports, students will understand what makes performances effective and will develop analytical skills of own and others' performance. All students will have opportunities to compete through a broad inter-form programme developing a knowledge for a variety of sports and their governing rules.

The PE Department are following all government guidelines along with National Governing Body guidelines for each sport to ensure activities are practiced in a safe manner.

| TERM BY TER | TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed : | | | | |
|--|--|--|--|--|--|
| | Year 7 Course Outline | Year 8 Course Outline | Year 9 Course Outline | Opportunities beyond the classroom | |
| Autumn term | Knowledge: Rules and core skills. Warm up and cool down strategies. Key skills: Striking and fielding, invasion games, Gymnastics, fitness. | Knowledge: Rules and core skills. Warm up and cool down strategies. Performance analysis. Implement GCSE PE terminology. Key skills: Striking and fielding, invasion games, fitness. | Knowledge: Rules and core skills. Warm up and cool down strategies. Performance analysis. Implement GCSE PE terminology. Key skills: Striking and fielding, invasion games, fitness. | PE extra-curricular activities vary each term depending on activities covered in lessons. PE extra-curricular activities include: Football, Rugby, Netball, Basketball, Badminton, Gymnastics, Athletics, Tennis, Cricket, Dance, Trampolining, Futsal, Biking and Indoor athletics. | |
| Spring term | Knowledge: Rules and core skills. Warm up and cool down strategies. Key skills: Badminton, Netball, Fitness, Basketball, Football, Volleyball and Dance. | Knowledge: Rules and core skills. Warm up and cool down strategies. Performance analysis. Implement GCSE PE terminology Key skills: Badminton, Netball, Fitness, Basketball, Football, Volleyball and Dance. | Knowledge: Rules and core skills. Warm up and cool down strategies. Performance analysis. Implement GCSE PE terminology Key skills: Badminton, Netball, Fitness, Basketball, Football, Volleyball and Dance. | PE have links with outside agencies for a variety of sports for those individuals who want to pursue sports further beyond the curriculum. PE masterclasses with elite athletes to inspire students. Opportunities to represent Trinity Catholic High School in | |
| Summer term | Knowledge: Rules and core skills. Warm up and cool down strategies. Key skills: Athletics, Cricket, Rounders and Tennis. | Knowledge: Rules and core skills. Warm up and cool down strategies. Performance analysis. Implement GCSE PE terminology. Key skills: Athletics, Cricket and Tennis. | Knowledge: Rules and core skills. Warm up and cool down strategies. Performance analysis. Implement GCSE PE terminology. Key skills: Athletics, Cricket and Tennis. | County, Borough and Catholic Cups in a variety of sports. | |
| Key Independ | ent Learning Resources | | GREAT READS | | |
| https://www.bbc.co.uk/education/subjects/znyb4wx https://www.brianmac.co.uk/ Clare Balding History of Sport Podcasts BBC https://www.bbc.co.uk/programmes/b01bf42n/episodes/downloads https://www.bbc.com/bitesize/examspecs/ztrcg82 OCR GCSE PE (9-1) 2 nd Edition | | The Physical Education department recommends the following top 5 stimulating and challenging reads: Tiger Woods by Jeff Benedict Shine: The making of the Australian Netball Diamonds by Jenny Sinclair The Impact Of Technology In Sport by Matthew Annis Gary Lineker's Football It's Unbelievable by Gary Likeneker The Boy In The Shed by Paul Ferris | | | |

Year 7 Spanish Learning Journey



Did vou know? Spanish comes top of the list of the ten most important languages for the UK's future.

INPUT OUTPUT











Did vou know? Spanish is bid yourkhow?juage in 21 Spanish is the official language in 21

End of year Exam Listening, Reading, Write

Module 1-Mi Vida

- my personality
- my family and pets
- birthdays
- using numbers
- alphabet



Module 2-Mi tiempo libre

- sports
- free time activities
- giving opinions
- weather



You will be able to...

- understand and express ideas in spoken and written Spanish
- develop transferable language skills in listening, speaking, reading and writing
- develop a core of grammatical knowledge
- deepen your understanding of other cultures
- open up future career paths
- prepare vourself for future holidays in Spanish-speaking countries

Mid-year exam/Baseline test Istenina Readina Writing

Module 3-Mi Insti

- saying what you study
- describing school





Module 4-Mi familia y mis i

- family
- physical descriptions
- where you live
- Carnaval in Cádiz



Module 5-Mi ciudad

- describing your town
- telling the time
- ordering in a café
- saying what you are going to do at the weekend and giving opinions

Spring Assessment Speaking

Did you know?

There a Did you know? panish There are 577 million Spanish speakers around the world







KS3 SPANISH CURRICULUM BOOKLET

CURRICULUM INTENT? What does Spanish help young people achieve at KS3?

The KS3 Spanish curriculum will enable students to:

- express their ideas and thoughts in another language and understand and respond to its speakers, both in speaking and in writing
- develop a core of grammatical knowledge
- develop transferable language skills in listening, speaking, reading and writing
- communicate for practical purposes and learn new ways of thinking
- understand that success is achievable by all students regardless of ability
- understand that learning a foreign language is a liberation from insularity and provides an opening to other cultures
- develop their curiosity and deepen their understanding of the world.

| TERM BY TERM BREAKDOWN – Knowled | dge acquired and skills developed : | | |
|--|---|---|---|
| Year 7 Course Outline | Year 8 Course Outline | Year 9 Course Outline | Opportunities beyond the classroom |
| Mi Vida My personality my family and pets birthdays using numbers alphabet. Mi tiempo libre Giving opinions Weather Sports what you like doing in your free time Key skills: Listening, Reading, Writing, Speaking Grammar skills: Definite articles Making adjectives agree with nouns (-o/-a) Using the verb 'tener' Giving opinions 'me gusta' + infinitive Using -ar verbs in the present tense Using cuando | Knowledge: Mis Vacaciones Talking about a past holiday Saying what you did on holiday Describing the last day on holiday Saying what your holiday was like Todo sobre mi vida Saying what you use your mobile for Saying what type of music you like Talking about TV Saying what you did yesterday Key skills: Listening, Reading, Writing, Speaking Grammar skills: Using the preterite of ir (to go) and ser (to be) Using the preterite of regular –ar –er and –ir verbs Distinguishing between preterite and present verb forms Me gusta + definite article Adjectival agreements Comparisons of adjectives Agreement of indefinite articles Preterite of 'hacer' Using the present and preterite together Third person singular | Knowledge: Somos así Talking about things you like Talking about your week. Talking about films Talking about a birthday Talking about life as a celebrity Understanding descriptions of a day out. Oriéntate Saying what you have to do at work Saying what job would you like to do Talking about your future Describing your job Themed week: Spanish cinema Key skills: Listening, Reading, Writing, Speaking Grammar skills: Using irregular verbs in the present tense Using regular verbs in the present tense Using the near future tense Using the preterite tense Using the four Ws when listening Using 'tener que' Using correct adjective agreement Checking for accuracy and looking up new words | Reading magazines such as Mary Glasgow, European School Books, magazines (Hola, Vamos, Chicos and Muchachos). ActiveLearn (Online resource) Watching Spanish films with English subtitles or changing the language to Spanish on English language films. Listening to Spanish music. |

Spring term

Knowledge:

Mi Insti

- Saying what you study
- giving opinions
- Describing your school
- Talking about breaktime activities

Mi familia y mis amigos

- Describing your family
- Physical descriptions
- Describing where you live
- Carnival in Cadiz

Key skills:

Listening, Reading, Writing, Speaking *Grammar skills:*

- using -ar verbs to say what 'we' do
- using 'me gusta' to give opinions
- using definite and indefinite articles: 'a' 'some', 'the'
- using -er and -ir verbs in the present tense
- Possessive adjectives
- Agreement of adjectives with nouns
- The verbs ser and tener

Knowledge: ¡A comer!

- Saying what food you like
- Describing meal times
- Ordering a meal
- Discussing what to buy for a party
- Giving an account of a party

¿Qué hacemos?

- Arranging to go out
- Making excuses
- Saying what other people look like
- Talking about clothes
- Talking about sporting events

Key skills:

Listening, Reading, Writing, Speaking *Grammar skills:*

- Me gusta(n) + definite article
- Negatives
- Tú and usted
- Near future tense
- Al and del
- The conditional tense
- Stem changing verbs (querer, poder) in the present tense
- Reflexive verbs
- Adjectival agreements
- Demonstrative adjectives
- Using three tenses together (present, preterite and near future)

Knowledge:

<u>En Forma</u>

- Talking about diet
- Talking about an activity lifestyle
- Talking about your daily routine
- Talk about getting fit
- Talking about aliments
- Developing a conversation about fitness and routine

Jóvenes en acción

- Talking about children's rights
- Talking about fair trade
- Talking about recycling
- Talking about how your town has changed
- Writing about fundraising
- Reading about world issues

Themed week: Spanish Literature

Key skills:

Listening, Reading, Writing, Speaking

Grammar skills:

- Using direct object pronouns
- Using stem-changing verbs
- Using reflexive verbs
- Using se debe/no se debe'
- Using me duele/n
- Using more complex sentences
- Using the verb poder
- Expressing your point of view
- Using 'se debería'
- Using the imperfect tense
- Choosing the right Spanish word
- Working out meaning using common sense and context

| | Knowledge: | Knowledge: | Knowledge: | |
|---------------------|--|--|--|---|
| | Mi ciudad | Operación verano | Una Aventura en Madrid | |
| | describing your town | Describing a holiday home | Discussing buying souvenirs | |
| | telling the time | Describing holiday activities | Saying what you will do | |
| | ordering in a café | Asking for directions, | Reading authentic links about Madrid | |
| | saying what you are going to do at the | Talking about summer camps | Themed week: Spanish Historical project | |
| | weekend | Describing a world trip | Key skills: | |
| | giving opinions | Literacy project | Listening, Reading, Writing, Speaking | |
| | Project | Key skills: | Grammar skills: | |
| | Key skills: | Listening, Reading, Writing, Speaking | Using expressions with 'tener' | |
| term | Listening, Reading, Writing, Speaking | Grammar skills: | Using the comparative | |
| r t | Grammar skills: | Comparatives, | Using the future simple tense | |
| Summer | ■ Articles | Se puede(n) + infinitive | Making yourself understood | |
| Ē | • 'ir' in the present | Superlatives | Saying the right thing in different situations | |
| Su | Stem changing verb – querer | ■ Imperative 'tú' form | Accessing more challenging texts | |
| | The near future tense | Using three tenses together (present, preterite and near | 7 to cooking more challenging texts | |
| | The fieur fatare terior | future) | | |
| | | Tataro) | | |
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| Key I | ndependent Learning Resources | | GREAT READS | |
| Pearson ActiveLearn | | | The MFL department recommends the following stimulating and challenging reads: | |
| | www.duolingo.com/ | | _ ===================================== | 5 |
| https:// | quizlet.com/en-gb | | Mary Glasgow magazines (¿Qué tal?, Ahora) | |
| www.b | bc.co. uk/languages/Spanish | | European School Books magazines (Hola, Vamos, Chicos and Muchachos) | |
| nttp://w | www. wordreference.com/ | | Los Fútbolísimos by Roberto Santiago | |
| | | | Zipe y Zape | |
| | | | | |

YEAR 7 TEXTILES LEARNING JOURNEY

BASELINE ASSESSMENT

This will help establish your flight path in textiles. You will be learning about fabrics textiles industry.

You will learn how to make a paper pattern, use the sewing machine and develop your technical skills.

You will develop your design skills by using CAD.

TEXTILES AND INDUSTRY

In Textiles Technology, students combine practical and technological skills with creative thinking to design and make products that meet consumers' varying requirements.

You will learn how to use tools and equipment safely and accurately.

You will learn about the properties of fabric.

You will learn about the colour wheel and how colour is an essential part of design in textiles.

You will produce a production plan for the manufacture of your cushion cover.

DEVELOP YOUR TECHNICAL SKILLS

You will learn how to construct a pattern for your cushion.

You will use your mathematical skills to produce a scaled pattern.

You learn about seam allowance and finishing techniques.

You will learn how to set up and thread a sewing machine.

You will learn how to adjust the settings on the sewing machine to create different stitches.

You will be able to competently use the sewing machine to create applique and a variety of seams.

You will learn how to cut around a paper pattern.

You will learn how to hand sew including techniques such as tacking, sewing a button on and producing decorative stitching.

You will be able to neaten your textile product by pressing the fabric and how to neaten loose threads.

DEVELOP YOUR DESIGN SKILLS

You will research abstract art and develop a design idea for you cushion cover.

You will use CAD to design an abstract image to applique on the front of your cushion cover.

Your image will be printed using CAM.

READING SUGGESTIONS BOOK 1
Christian Dior
by Oriole
Cullen



BOOK 2
The Prince and the dressmaker
by Jen Wang



WEBSITES

Pintrest

BBC Bitesize

www.vam.ac.uk

CROSS CURRICULAR: Maths – costing of the final product, measuring accurately./English-writing a production plan./Art – colour wheel, abstract art./Citizenship – ethical production of clothing, recycling, throw away society./

KS3 TEXTILES CURRICULUM BOOKLET

CURRICULUM INTENT? How does textiles help young people achieve at KS3?

This is an inspiring, rigorous and practical subject. Students use their creativity and imagination to design and make products considering their own personal needs, as well as the needs, wants and values of others. Students will learn and develop life skills, problem solving techniques and methodical thinking whilst fostering an understanding and appreciation of the global implications of our society.

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| Year 7 Course Outline (10 week module) | Year 8 Course Outline (10 week module) | Year 9 Course Outline (10 week module) | Opportunities beyond the classroom | |
|--|---|--|---|--|
| Knowledge: Health and Safety in the Textiles room, Abstract art, Colour wheel. Key skills: Selection and safe use of sewing equipment, creating abstract designs using CAD and understand how it is printed on material, cutting fabric accurately, process of applique, decorative machine stitching. Students will produce samples to practice techniques and use their skills to make a cushion cover. | Knowledge: Properties of fibres and fabrics, uses of different fabrics for everyday use, awareness of risks posed by various pieces of equipment. Key skills: straight and curved sewing, creating closed seams, sewing a cord casing. Students will produce samples, practice new techniques and then make a PE drawstring bag. Students will design their own logo and be able to develop their skills in applique to create an unique design on the front of their bag. | Knowledge: Range of decorative techniques and its use in everyday items, methods of aesthetically enhancing fabrics. Key skills: Producing curved and square pockets, making double folded hems, attaching straps and pockets, hand and machine embroidery, use of frills, pleats and buttons. Students will make a decorative and unique apron suitable to wear in the kitchen. | Students who have sewing machines at home are encouraged to complete extension activities at home and can always ask their teacher for ideas. Students could use their own hand sewing kits to alter clothing using the skills learnt. The V&A museum regularly hold exhibitions on famous designers' work. Try to visit the V&A at least once a year. | |
| Key Independent Learning Resources | | GREAT READS | | |
| Pinterest www.bbc.co.uk/schools/gcsebitesize/design/tex | ctiles | The Home Economics department recommends the following top 5 stimulating and challenging reads: | | |