

# Key Stage Three Curriculum: 2024-2025



Students at Whickham School follow a three-year Key Stage Three curriculum during Years 7, 8 and 9. This allows us to provide a broad and balanced experience for students on transfer from Primary school helping to support and prepare them for their Key Stage Four options process. Students follow the National Curriculum.

We operate on a curriculum model of 49 x 1 hour periods per fortnight. For the majority of the time in Years 7-9 students are taught in their tutor groups but are placed in groups (based initially on year 6 attainment) for Maths and from Year 9, English. Students are taught in smaller groups for Technology. PE is taught in different groups to allow additional flexibility.

## Years 7 & 8

Subject	Hours
English	7
Mathematics	8
Science	6
Geography	3
History	3
RE	2
Drama	1

Subject	Hours
Modern Foreign Languages	5
Computing	2
Art	3
Technology	3
Music	2
PE	4
<b>Total:</b>	<b>49</b>

## Year 9

Subject	Hours
English	8
Mathematics	7
Science	6
Geography	3
History	3
RE	2
Drama	1

Subject	Hours
Modern Foreign Languages	5
Computing	2
Art	3
Technology	3
Music	2
PE	4
<b>Total:</b>	<b>49</b>

In addition to these lessons students spend 20 minutes a day in tutorial time with their pastoral tutor. This covers collective worship & assemblies, numeracy, literacy and citizenship activities.

During the year a number of “drop down” sessions occur where students spend time developing their understanding of PSHE (Personal, Social, Health and Citizenship Education).

A summary of the curriculum in each subject follows. For more information please contact the relevant leader listed in each section.

For further information, please contact: **Mr P Wheatley, Senior Deputy Headteacher**

Information last amended: July 2024

## English (Miss Thirlwell)

Our overarching aim for English teaching at KS3 is to promote high standards of literacy by equipping students with a strong command of the written and spoken word, and to develop an appreciation of literature and love of reading.

We follow a dynamic and engaging, five-year curriculum that supports all pupils to make good progress. Each year pupils build upon the learning of previous years, developing their understanding of reading, writing and oracy skills. Our KS3 curriculum effectively embeds and builds upon the necessary skills required for GCSE.

	<b>Thematic Units:</b>	<b>Reading:</b>
<b>Year 7</b>	<ul style="list-style-type: none"> <li>● <b>Unit 1:</b> Me, Myself and I: Autobiography</li> <li>● <b>Unit 2:</b> Prose text: Coraline by Neil Gaiman Studying the fantasy genre, with an introduction to language analysis.</li> <li>● <b>Unit 3:</b> Travel writing - exploring descriptive writing</li> <li>● <b>Unit 4:</b> Poetry from other cultures</li> <li>● <b>Unit 5:</b> Classic Literature: Literary Legends to include prose and poetry from writers such as Shakespeare, Wordsworth and Dickens</li> </ul>	Accelerated Reader programme  <i>one fortnightly library lesson and online reading assessment (once per term)</i>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>● <b>Unit 1:</b> Modern Drama: Frankenstein by Philip Pullman</li> <li>● <b>Unit 2:</b> Poetry: Voices of Injustice</li> <li>● <b>Unit 3:</b> Criminal Minds: study of literature from the crime genre, with a focus on recreating writers' style.</li> <li>● <b>Unit 4:</b> Prose text: The Book Thief by Markus Zusak - Reading and writing focus</li> </ul>	Accelerated Reader programme  <i>one fortnightly library lesson and online reading assessment (once per term)</i>
<b>Year 9 Language</b>	<ul style="list-style-type: none"> <li>● <b>Unit 1:</b> Literary Fiction: studying the opening of your teachers' favourite novels</li> <li>● <b>Unit 2:</b> Gothic tradition: study of key poets and writers and production of their own Gothic short story</li> <li>● <b>Unit 3:</b> Media and Newspapers: Exploring Non-Fiction</li> <li>● <b>Unit 4:</b> Speak Out Challenge</li> <li>● <b>Unit 5:</b> Dystopian Fiction</li> <li>● <b>Unit 6:</b> Creative Writing</li> </ul>	
<b>Year 9 Literature</b>	<ul style="list-style-type: none"> <li>● <b>Unit 1:</b> American Literature: To Kill a Mockingbird or Of Mice and Men</li> <li>● <b>Unit 2:</b> Shakespeare: Romeo and Juliet</li> <li>● <b>Unit 3:</b> Exploring poetry: developing my analysis and appreciation of big ideas</li> </ul>	

## **Mathematics (Mr C Abbott)**

The Mathematics faculty will provide students with exciting and challenging lessons. Our evidence-informed five-year curriculum promotes good progress for our students at every key stage. Each year, pupils build upon their learning in previous years, developing their depth of understanding to master each topic through fluency, problem solving and reasoning activities.

Our team shares and models their passion with links to the real world that engage and motivate pupils, encouraging them to build their resilience and independence as well as their love of maths. Building confidence in reasoning and problem solving skills in Mathematics will be at the forefront of lessons and students will be consistently challenged to achieve their full potential.

### Assessment:

- One formal assessment and one informal assessment per term.
- In year 9, students sit GCSE style papers for their assessments.

### Support:

- Teachers are always around for extra support, students can come to B10 at lunchtime.
- Revision Books are available from the finance office.
- The homework cycle promotes retrieval, problem solving and exam technique.
- Knowledge organisers are available on the school website to support home learning.

Year 7	<p>In year 7 we focus on getting to know our students and how we can best support them to be successful in maths. We use a variety of assessment strategies to help determine what our students' strengths and weaknesses are and from there we provide an adequate level of challenge for all students, whilst still ensuring that all our students are exposed to the same curriculum.</p> <p>Topics covered:</p> <ul style="list-style-type: none"><li>• Sequences</li><li>• Algebraic notation</li><li>• Equality and equivalence</li><li>• Place value and proportion</li><li>• Number</li><li>• Lines and angles</li><li>• Numerical reasoning</li></ul>
Year 8	<p>In year 8 we aim to build upon our students' prior knowledge and push them onto new areas of maths. We sequence our learning so that new skills are built on old skills and linked together fluently, creating deeper connections in our learners' minds.</p> <p>Topics covered:</p> <ul style="list-style-type: none"><li>• Ratio and scale</li><li>• Proportional reasoning</li><li>• Working in the Cartesian Plane</li><li>• Representing data</li><li>• Tables and probability</li><li>• Algebraic techniques</li><li>• Number</li><li>• Geometry</li><li>• Reasoning with data</li></ul>

Year 9

In year 9 learning and assessment are all geared towards being “GCSE ready”. We have very specific end goals that we expect our students to meet as they prepare to begin their GCSE, whether that be at higher or foundation level. OCR exam questions are featured more regularly in lessons and students begin to follow a more distinct exam pathway, allowing us to be even more nuanced in the delivery of the material.

Topics covered:

- Reasoning with algebra
- 2D & 3D shapes
- Reasoning with number
- Reasoning with geometry
- Reasoning with proportion
- Representations

## Science (Miss B Patience)

Year 7	<p>In year 7 pupils have science lessons in their tutor groups. They study a broad range of topics in year 7 in order to prepare them for GCSE. Working scientifically is explicitly taught at the start of year 7, which equips pupils with the skills required to think like scientists with respect to carrying out experiments, analysing and interpreting data, and evaluating experimental methods. These skills are also interwoven into topics across the rest of the year.</p> <p>In year 7 pupils have science lessons in their tutor groups. Pupils study a variety of topics covering biology, chemistry and physics. The sequence of topics has been designed so that pupils are introduced to fundamental concepts before these ideas are built upon.</p> <ul style="list-style-type: none"><li>● An introduction to working scientifically</li><li>● 7P1: Forces (Physics)</li><li>● 7P2: Energy (Physics)</li><li>● 7C1: Particles (Chemistry and Physics)</li><li>● 7C2: Atoms, Elements, Compounds and Mixtures (Chemistry)</li><li>● 7C3: Chemical Reactions (Chemistry)</li><li>● 7B1: Cells (Biology)</li><li>● 7C4: Acids and Bases (Chemistry)</li><li>● 7B2: Body Systems (Biology)</li><li>● 7B3: Reproduction (Biology)</li><li>● 7P3: Waves: Sound (Physics)</li></ul> <p>The KS3 course is supported by an online resource called “Activate”, which is accessed through the “Kerboodle “ website. All pupils receive a personal username and password which allows them access to the textbook as well as other learning resources.</p> <p>Students also have access to Educake, an online revision platform, through which some of their homework will be set and where students can set their own quizzes and develop independent learning skills.</p>
Year 8	<p>In year 8 pupils have science lessons in their tutor groups. Learning builds upon the foundational themes from year 7 and pupils continue to study a variety of topics covering biology, chemistry and physics. The sequence of topics is as follows.</p> <ul style="list-style-type: none"><li>● 8B1: Health and Lifestyle (Biology)</li><li>● 8C1: Periodic Table (Chemistry)</li><li>● 8C2: Separation Techniques (Chemistry)</li><li>● 8P1: Waves: Light (Physics)</li><li>● 8B2: Inheritance &amp; adaptations (Biology)</li><li>● 8P2: Electricity (Physics)</li><li>● 8P3: Motion (Physics)</li><li>● 8C3: Metals and Acids (Chemistry)</li><li>● 8P4: Thermal Energy Transfers (Physics)</li><li>● 8C4: The Earth (Chemistry)</li><li>● 8B4: Ecosystems (Biology)</li><li>● 8P5: Astronomy and astrophysics (Physics)</li></ul> <p>The KS3 course is supported by an online resource called “Activate”, which is accessed through the “Kerboodle “ website. All pupils receive a personal username and password which allows them access to the textbook as well as other learning resources.</p> <p>Students also have access to Educake, an online revision platform, through which some of their homework will be set and where students can set their own quizzes and develop independent learning skills. This is</p>

	<p>also an invaluable revision tool which we feel will enhance the learning experience, making it more fun and accessible both in and out of school.</p>
<p>Year 9</p>	<p>Year 9 in science is used as a bridging year between year 7-8 and GCSE study. Pupils will build upon some topics from year 7-8 and start to develop their knowledge towards GCSE level. Pupils will also continue to develop their fundamental scientific skills such as carrying out experiments, analysing and interpreting data, and evaluating experimental methods; these skills will continue to be interwoven throughout normal class teaching.</p> <p>Key stage 3 topics:</p> <ul style="list-style-type: none"> <li>● 9P1: Fields and Electromagnetism (Physics)</li> <li>● 9C1: Climate change (Chemistry)</li> <li>● 9P2: Pressure and moments (Physics)</li> <li>● 9C2: Chemical reactions (Chemistry)</li> </ul> <p>Bridging topics:</p> <ul style="list-style-type: none"> <li>● A: Cell biology</li> <li>● B: Energy</li> <li>● C: The Periodic table &amp; atomic structure</li> <li>● D: Particles</li> <li>● E: Organisation and bioenergetics</li> <li>● F: Reactions of metals</li> <li>● G: Infection and Response</li> <li>● H: Forces and motion</li> </ul> <p>Students also have access to Educake, an online revision platform, through which some of their homework will be set and where students can set their own quizzes and develop independent learning skills. This is also an invaluable revision tool which we feel will enhance the learning experience, making it more fun and accessible both in and out of school.</p>

## Geography (Mr J Milton)

Year 7	<p><b>Topic 1 - What do we know about a place?</b> Students will be introduced to the main themes of geography - human, physical and environmental. This will be followed by a study of how representations of the world have changed through time - from the T and O map through to Google maps. The topic will then look at how places are represented through maps and how we can accurately locate these places. <i>Key Concepts: Place, Scale, Processes and Systems</i></p> <p><b>Topic 2 - What processes have shaped the UK's landscape?</b> Students will begin by looking at why geology, rivers and coasts have held a central importance to the UK over time. This will then be followed by looking at how the work of water helps shape the UK's coastal and river landscapes. The topic will then conclude by looking at the issues that exist in both coastal and river landscapes and assess the suitability of a range of solutions. <i>Key Concepts: Place, Risk, Processes and Systems.</i></p> <p><b>Topic 3 - Has globalisation brought us closer together?</b> Students will begin this topic by looking at the different worlds of work, such as farming, manufacturing and services, and how these have risen and fallen through time. This will then lead into a study of the global connections that have been forged between countries through time and how this has created 'winners', such as Vietnam, and 'losers', such as Eritrea. The topic will conclude by looking at one of the key driving forces of globalisation - the Transnational Corporation (TNC) and assess whether they are a force for good or not. <i>Key Concepts: Sustainability, Interdependence, Processes and Systems.</i></p> <p><b>Topic 4 - Was Malthus right?</b> Students will begin this topic by looking at the fundamentals of demography - births and deaths. This will allow us to examine the debates surrounding the fate of the global population that have been ongoing since the publication of 'An Essay on the Principles of Population' by Thomas Malthus at the end of the 18th Century and examine whether the global population is ultimately going to outstrip resource production and face a series of preventative checks to reduce it to a sustainable level (as argued by Thomas Malthus) or whether the global population will invent ways to keep with grim reaper from the door, as proposed by Esther Boserup. In order to answer this, we will look at contemporary pro and anti-natalist population policies and examine the latest thinking by the likes of Professor Danny Dorling (Mackiner Professor of Geography at Oxford University) and Professor Stephen Emmott (Head of Computational Science, Microsoft Research). <i>Key Concepts: Sustainability, Risk, Processes and Systems</i></p> <p><b>Topic 5 - Does the Middle East have a future?</b> Students will finish year 7 by being immersed in our first regional study. This, and regional studies that follow in years 8 and 9, seek to explain the characteristics of a particular region through the topics studied so far. The Middle East topic will initially allow students to explore the range of climates that exist in the region and the adaptations that flora and fauna in the region have developed over time to allow them to thrive in the varied climates of the Middle East. The topic will then move towards the human geography of the region and study changing populations, urban futures and conflict. The topic will conclude by looking at two contemporary issues that relate not only to the Middle East, but the wider world - energy futures and sportswashing. <i>Key Concepts: Place, Sustainability, Interdependence.</i></p>
Year 8	<p><b>Topic 1 - Is our weather becoming more extreme?</b> Students will begin this topic by looking at the difference between weather and climate and how they are measured. Students will then study the theory behind a range of weather hazards, such as hurricanes, wildfires and heatwaves, which will then be followed with a case study for each hazard looking at how that hazard has impacted a particular region or place. Following this, students then create an infographic</p>

of weather hazards through time that will allow them to answer the topic question before finishing the topic by looking at the causes of extreme weather through natural and man-made climate change.

*Key Concepts: Place, Risk, Processes and Systems.*

### **Topic 2 - Development**

Students will begin this unit by looking at what is meant by development and how it is measured. We will then look at the reasons why different levels of development exist in the world today. After this students will look at how the development gap can be reduced and whether giving aid is the solution that it is made out to be. The unit will then explore alternatives to aid in reducing the development gap, such as reducing gender inequality, before finishing by looking at whether the gap is as big as we think it is.

*Key Concepts: Sustainability, Interdependence, Processes and Systems.*

### **Topic 3 - Is the 21st Century the Chinese century?**

Students will take an in-depth look at China in our first regional study. Through this unit we will tie together the different topics that have been studied so far - including weather and climate, population and development - and apply them to China. The unit will build to an exploration of China in the 21st Century by looking at its global intentions, through the likes of its investments in Africa and the Belt and Road Initiative. Looking at China as a whole, we will then assess whether the 21st Century is China's Century.

*Key Concepts: Place, Scale, Sustainability, Interdependence, Risk, Processes and Systems.*

### **Topic 4 - Earth systems and resources.**

Students will look at several systems that operate globally to regulate the Earth - the rock cycle, the water cycle and the carbon cycle. This will then lead into a study of how these cycles have provided humans with different forms of energy, such as fossil fuels and geothermal energy, and assessing whether harnessing them brings more advantages or disadvantages. The unit will then conclude by looking at current debates surrounding energy use - the consumption of meat and palm oil and whether switching to alternatives would actually be better or not.

*Key Concepts: Sustainability, Interdependence, Processes and Systems.*

### **Topic 5 - Can the Democratic Republic of Congo escape its past?**

This unit is our second in-depth regional study and will again take in all topics studied so far to explore the Democratic Republic of Congo. The physical geography of the Democratic Republic of Congo, such as its climate and rivers' will be studied before we turn to look at the resources, such as rubber and rare earth elements available within its borders. This will then allow us to look at how the bountiful resources available in the Democratic Republic of Congo has been a 'resource curse' which has led to conflict, under-development and, more recently, the spread of disease. Through studying its past and present students will then assess whether the Democratic Republic of Congo can ever escape its past.

*Key Concepts: Place, Scale, Sustainability, Interdependence, Risk, Processes and Systems.*

Year 9

### **Topic 1 - Is Russia a prisoner of its geography?**

In this unit students will look at the role of physical geography in Russia and how it plays a significant role in its actions - past, present and the future. Students will also look at the uneven spread of the population of Russia and the resources that Russia has available to assess whether Russia has been able to escape the prison of its physical geography or not.

*Key Concepts: Place, Scale, Sustainability, Interdependence, Risk, Processes and Systems.*

### **Topic 2 - Does a hazard always lead to a disaster?**

In this unit students will begin by looking at the interactions at different plate boundaries and why a hazard doesn't always cause a disaster. Students will then apply this understanding to a range of earthquakes in countries at different levels of development and assess why some countries will never experience the same level of disaster as other countries. Is it simply to do with development or are there other reasons in the mix? After this, students then look at volcano theory before applying this to a decision making exercise where they attempt to avert disaster on a small Caribbean island by hopefully making a series of informed decisions to protect the population.

*Key Concepts: Interdependence, Risk, Processes and Systems.*



**Topic 3 - Why is Haiti the poorest country in the western hemisphere?**

In this unit students will begin by looking at the physical geography of Haiti before investigating why, despite being the first country to successfully gain independence through a slave revolt, it is the poorest country in the western hemisphere. To answer this, students will look at its history of development, its role in a globalised world and how it is home to several hazards, such as hurricanes and earthquakes, that contribute to its lack of development.

*Key Concepts: Place, Scale, Sustainability, Interdependence, Risk, Processes and Systems.*

**Topic 4 - Is there a geography to health?**

In this unit students will initially look at what is meant by health before looking at a range of factors that can affect health at a global level, such as development, urbanisation and diet, and whether there is a geography to this. Students then briefly zoom in to look at the north-south divide in health and outcomes in the UK and the causes of this before zooming back out to the global scale again to look at the scale of one vector-borne disease in malaria before looking at emergent diseases and pandemics. Students will then finish the topic by looking at health futures, where we look at the causes of emergent diseases and whether we are more or less likely to see another pandemic within our lifetimes.

*Key Concepts: Place, Scale, Interdependence, Risk, Processes and Systems.*

**Topic 5 - How does ice change the world?**

Students will begin this unit by looking at how a glacier forms and how ice shapes the landscape. This will be followed by looking at how the processes that take place in a glacier create different landscapes that can be seen in the UK today. We will then look at how these landscapes can be identified on a map before looking at how these landscapes are used by humans. The unit will conclude with looking at assessing whether using glaciated landscapes, such as the Lake District, does more harm than good.

*Key Concepts: Place, Risk, Processes and Systems.*

## History (Mr G Fullard)

Year 7	<p><b>Topic 1: How dark were the Dark Ages for Britain?</b> Students will be introduced to the broad sweep of KS3 history through examining the chronology of the topics we study. This is followed by an examination of the period from the collapse of the Roman Empire in Britain to the coming of the Normans. <i>Second Order Concepts: Chronology, Change and Continuity</i></p> <p><b>Topic 2: How did the Normans conquer England?</b> Students will look at the situation in England in 1065, the contenders for the throne and the events which led to the Battle of Hastings. Following this, the events of the battle will be studied and students will analyse why the Normans were successful. <i>Second Order Concepts: Historical evidence, interpretation, causation,</i></p> <p><b>Topic 3: What mattered to Medieval People in England?</b> Students will study life for people in Medieval England. They will assess the importance and impact of medieval religion and everyday life in medieval villages and towns. The Black Death will be studied to allow an understanding of what it was and its impact, which in turn will link to their investigation into the causes and consequences of the Peasants Revolt. <i>Second Order Concepts: Change and Continuity, Diversity</i></p> <p><b>Topic 4: Did People go on Crusade simply to win a place in heaven?</b> Students will look at the motivations behind the Crusades following Pope Urban II speech in 1095. They will also look at case studies of the Third Crusade and the Children’s Crusade as well as the long term impact of the Crusade <i>Second Order Concepts: Causation, Diversity</i></p> <p><b>Topic 5: How and why did health improve in Britain between 43 Ad and 1900?</b> Through looking at the topic of changes to Public Health across a broad sweep of history, students will be able to see clearly elements of change and continuity as we shifted from the Public Baths of the Romans to the filth and squalor of the Industrial period. <i>Second Order Concepts: Change and Continuity</i></p> <p><b>Topic 6: Did the modern world begin in the period 1450 – 1550?</b> The focus is primarily on the War of the Roses but will also address the fact that this period witnessed the Renaissance and spread of knowledge as well as the beginnings of Empire and expansion. <i>Second Order Concepts: Interpretations, diversity, chronological understanding.</i></p>
Year 8	<p><b>Topic 1 – How far was Elizabethan England a golden Age?</b> This unit will provide an overview of the Tudor monarchs before focusing on life under Elizabeth I, looking at the threats she faced from abroad and at home as well as the social and cultural life of England in the 16th Century. <i>Second Order Concepts: Interpretations, diversity, chronological understanding</i></p> <p><b>Topic 2 – ‘Why was Northumbria significant?’</b> Students will have the opportunity to look at the rich history of the area in which they live. Based on the recent historical work by Dan Jackson, we will examine how the local character was formed and firstly when the area was most significant; whether this was the golden age enjoyed in the period before the Vikings or the later industrial and military might of more recent times. This will lead us to think about the broader ‘why’ in terms of the military tradition, the educational focus or the industrial might of the region. <i>Second Order Concepts: Significance, change and continuity.</i></p> <p><b>Topic 3 –Why was England’s World turned upside down in the 17th Century?</b> Students will look at the period of the English Civil War. How did the conflict arise and the legacy left within the country as, for the first time, a prominent European country threw off absolutism and parliament, temporarily became sovereign.</p>

	<p><i>Second Order Concepts: Causation</i></p> <p><b>Topic 4: What made witches so spellbinding in Stuart England?</b> The unit examines the reasons behind people’s fear of witchcraft in this period. How far was this driven by religious mania, money or misogyny? In doing this, we will look at the role of figures such as Matthew Hopkins the Witchfinder General and James I <i>Second Order Concepts: Interpretations</i></p> <p><b>Topic 5: How did Britain’s sweet tooth help explain the slave trade?</b> This unit will look at the causes of the Triangular Slave Trade in which Britain became the dominant force. It will also look at the impact of the Slave Trade and why it was eventually abolished. In addition to looking at the role of the abolitionists such as Wilberforce it will also examine the role of black people in fighting for their own freedom. <i>Second Order Concepts: Causation, diversity</i></p> <p><b>Topic 6: Did everyone experience the French Revolution in the same way?</b> In this sequence of learning, we will examine one of the two revolutions that shaped the modern world. We will look at the causes of the French Revolution, how it became synonymous with terror and how Britain viewed it at the time. <i>Second Order Concepts: Causation, interpretations</i></p>
Year 9	<p><b>Topic 1: Rule Britannia. How did the British Empire come to dominate the world?</b> Students will look at the growth of the British Empire with case studies on India and Africa. We will examine the impact the Empire had on India before weighing up the degree to which this was a positive experience examining things such as the introduction of the railways against the brutal suppression of the Indian ‘mutiny’ and the Amritsar massacre. The scheme will then look at the battle of Rorke’s Drift fought against the Zulus and how interpretations of this event have changed over time . <i>Second Order Concepts: Interpretations, causation, diversity</i></p> <p><b>Topic 2: Who should we credit for the growth of British Democracy?</b> In this unit, students will be taught about the emergence of British democracy over the course of the 19th Century. In particular we will focus on the Peterloo massacre of 1819, the 1832 Reform Act and rise of Chartism before examining the fight for female suffrage. <i>Second Order Concepts: Change and continuity, causation</i></p> <p><b>Topic 3: Lions led by donkeys’: Is this an accurate portrayal of the British Army in WW1?</b> In this unit, we will focus on the causes of the Great War as well as the experience of British soldiers fighting on the Western Front. In particular we will examine the role played by Field Marshal Haig and the degree to which he should be remembered as the ‘Butcher of the Somme’ <i>Second Order Concepts: Causation, interpretations</i></p> <p><b>Topic 4: Why did the World go to war again in 1939?</b> This unit will focus on two key questions, firstly why the war broke out and secondly why turning point was key in determining the outcome. For the former we will look at the legacy of WW1 and the Versailles Peace Treaty, the Wall Street Crash, the rise of Hitler and the role played by appeasement. With the turning points, students will weigh up the relative importance of the Battle of Britain, Stalingrad, D-day and the dropping of the Atomic Bomb. <i>Second Order Concepts: Causation</i></p> <p><b>Topic 5: How did anti-semitism develop into genocide?</b> Students will look at the long history of anti-semitism and its roots in religion and racial theory. We will focus particularly on Germany and how a cultured country was able to perpetrate the horrors of the Final Solution. This will examine early Nazi policy, Kristallnacht, ghettos and the development of the Death Camps. <i>Second Order Concepts: Significance</i></p>

**Topic 6: How did America define the latter half of the 20th Century?**

In this unit, we will look at the influence of American politics and culture against the backdrop of the Cold War. In particular how youth culture developed and changed the face of modern Britain with the advent of rock and roll, mods versus rockers, the Beatles and later Ska music.

*Second Order Concepts: Change and Continuity, significance.*

<p>Year 7</p>	<p><b>Module 1 - What is your worldview?</b>            Students will look at the nature of worldviews and consider where they stand in the world. They will explore whether it is really true that “nobody stands nowhere” and examine and challenge their own bias. Students will also look at diversity within religions and explore why such differences exist.            Key Content: What do we mean by worldviews? What do we mean by religion? How can religion be diverse? What are our own worldviews?  <i>Key Skills: Enquiry, prediction, comparing/contrasting, critical analysis, evaluation.</i></p> <p><b>Module 2 – Is Religion dying, growing, or both?</b>            Students will study why people are religious. We will use sociological, anthropological and psychological studies to examine the changing nature of religion in both the UK and within the wider world. Using the 2021 census data we will examine and explore the changing nature of both religion and spirituality, attempting to answer the question as to whether there are multiple paths to the same ultimate reality (or not!).            Key Content: Why people might be religious, where faith comes from. The sociological basis for belief and the role of religion in society. The difference between religion and spirituality and the different ways in which people express their commitment to faith.  <i>Key Skills: Enquiry, comparing/contrasting, critical analysis, evaluation, empathy, interpretation.</i></p> <p><b>Module 3 – How do we know what is good and bad in the world?</b>            Students will look at what is good and bad in the world, using specific examples from different faiths and also from a Humanist perspective. They will decide what their own moral compass says about what might be right and wrong and explore how people respond in the face of difficulties and why.            Key Content: The work of Christian Aid, the ideas of karma within Buddhism, Noah’s Ark, the 3 poisons, how should religious believers respond to evil, Humanist ethics, how the idea of good and bad has changed over time.  <i>Key skills: Enquiry, making connections, interpretation, comparing/contrasting, critical analysis, evaluation, empathy.</i></p> <p><b>Module 4 - what can we learn from places of worship?</b>            Students will look at different places of worship within Christianity, Buddhism and Judaism, exploring the similarities and differences between them and also the differences with individual religions (for example, between Catholic and Protestant Churches and Reform and Orthodox Synagogues). Students will look at places of worship locally, nationally and internationally. This module will include a trip to places of worship.            Key Content: Key features of a Church, Synagogue and a Buddhist Temple. Designing a multi-faith centre.  <i>Key skills: Enquiry, making connections, interpretation, comparing/contrasting, critical analysis, evaluation, empathy.</i></p>
<p>Year 8</p>	<p><b>Module 1 – What is it like to be Jewish in Britain today?</b>            Students will study the beginnings of this religion, learning about the patriarchs of traditional Judaism and investigating how Judaism has adapted through time. Students will identify links between modern Jewish practices and Old Testament Judaism, assessing how Judaism is followed differently and the difficulties presented for believers.            Key Content: Abraham and monotheism, Isaac, Moses, Passover, Sabbath, 10 commandments, Torah, Kosher clothing, Kosher food, gender roles, anti-Semitism  <i>Key Skills: Enquiry, making connections, interpretation, comparing/contrasting, critical analysis, evaluation, empathy.</i></p> <p><b>Module 2 – What are the sources of wisdom that people live by?</b>            Students will conduct a detailed study into 2 holy books: The Bible and the Qur’an. They will understand the different interpretations of the Bible, and why those interpretations come about, and will be able to contrast that with the Islamic understanding of the nature of the Qur’an.</p>

	<p>Key content: Why are sacred texts sacred? The nature of the Bible: the Old and the New Testament. The Qur'an; its formation and use. The nature of angels in the Qur'an.</p> <p><i>Key Skills: Enquiry, interpretation, comparing/contrasting, textual analysis, critical evaluation.</i></p> <p><b>Module 3 – Why do people believe in God? Why be an atheist?</b></p> <p>Students will be investigating religiosity around the world, analysing statistics about atheism and religious beliefs considering whether the population is becoming more or less religious. Students will analyse the benefits and problems that religion brings to our world and ultimately evaluate whether religion is still relevant in our modern society today.</p> <p>Key Content: The rise of atheism and agnosticism, key scientific discoveries, religious experiences, miracles, conversion experiences, religious conflict, religious extremism, religion as a source of inspiration, religion as a source of good, religious charities, secular charities, religious communities and religion providing belonging.</p> <p><i>Key Skills: Enquiry, statistical analysis, interpretation, evaluation.</i></p> <p><b>Module 4 - Is death the end?</b></p> <p>In this topic, students will discuss whether death is a full stop, a comma or a question mark. We will explore the rites and rituals that surround the end of people's lives and look at the contrasting views that people have about what happens after death.</p> <p>Key content: Christian beliefs in the afterlife: the concepts of Heaven, Hell and Purgatory. Buddhist beliefs about the afterlife: Reincarnation. Funeral rites and rituals, Humanist ideas about life after death. Is there proof about life after death? Near Death Experiences, Ghosts, Past Life regressions.</p> <p><i>Key skills: Enquiry, making connections, interpretation, comparing/contrasting, critical analysis, evaluation, empathy.</i></p>
Year 9	<p><b>Module 1 - Ethical Theories and applied medical ethics</b></p> <p>Students will investigate the key ethical theories that help people make decisions about what is right and what is wrong. We will explore whether something is always right and wrong and apply that to key religious teachings. This will then be applied to the concept of medical ethics and students can debate some important medical issues that impact people's lives.</p> <p>Key content: Absolute and relative morality, linked to Kant's categorical imperative. key ethical theories, including situation ethics, natural law, ethical egoism and virtue ethics. The concept of anatta in Buddhism and how that links to ethics. We will apply these ethical theories to issues of fertility treatments, cloning, and saviour siblings.</p> <p><i>Key skills: Enquiry, making connections, interpretation, comparing/contrasting, critical analysis, evaluation, empathy.</i></p> <p><b>Module 2 - Religion, War and Peace</b></p> <p>Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.</p> <p>Key content: They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions: Violence / Weapons of mass destruction / Pacifism. The meaning and significance of: peace, justice, forgiveness and reconciliation. We also explore the following issues: Violence, including violent protest. Terrorism. Reasons for war, including greed, self-defence and retaliation. The just war theory, including the criteria for a just war. Holy war. Pacifism. Nuclear weapons, including nuclear deterrence. The use of weapons of mass destruction. Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. Religious responses to the victims of war including the work of CARITAS</p> <p><i>Key Skills: Enquiry, statistical analysis, interpretation, evaluation.</i></p>

Parents have the right to withdraw their children from Religious Education lessons and should speak to their child's Pastoral Leader about this in the first instance.

## **Modern Foreign Languages (French or German) (Mrs A Armstrong)**

- Our aim for MFL teaching at KS3 is to promote communication and literacy by equipping students with a strong command of the written and spoken word, and to develop an appreciation of French and German culture, including literature, cinema and music.
- In year 7, all students have the opportunity to study French or German and will continue studying that language into year 8 and year 9. Students study the structural aspects of a MFL with a particular focus on widening their vocabulary using websites such as Memrise and Quizlet to aid consolidation. Students also develop their linguistic competence as readers, writers, speakers and listeners of MFL and also explore broader social, cultural and historical aspects of the language studied.
- Students will develop their knowledge and understanding of grammar through studying a variety of tenses as well as complex structures and idiomatic language allowing them to give justified opinions and take part in discussions about wider issues in the target language countries. Students will also learn how to use accurate pronunciation through the use of phonics which in turn improves intonation and fluency.
- Students also develop their linguistic competence by listening to the spoken language, transcribing words and sentences, developing conversational skills, expressing ideas in speech and writing and comprehending texts and speech through listening and reading. Students develop both passive and active skills through a range of activities developed to increase their confidence and fluency.
- The MFL Faculty aims to ensure that all students develop the three pillars of language learning: grammar, phonics and vocabulary. This allows them to develop their writing, reading, speaking and listening skills and have access to a range of authentic sources including literature and film from French and German speaking countries. The culture of French and German speaking countries is widely explored as part of the curriculum.
- In Key Stage 3 MFL lessons, students increase their understanding of vocabulary and grammatical structures through the following topics: Greetings and personal details, Family and pets, Food and drink, Home, School, Town, Lifestyle and fashion, Holidays, Sports and Free time activities, Music and technology, Life as a teenager, Health, Future jobs and festivals. Students also access French and German films as part of our curriculum including 'Das Wunder von Bern' and 'Balloon' in German and 'Les Choristes', 'Ma vie de courgette' and 'Elle s'appelait Sarah' in French.
- Throughout KS3 there are opportunities for enrichment. KS3 pupils have the opportunity to take part in language and film clubs. In Year 8 students have the opportunity to become French or German language leaders. The successful students will be responsible for planning and delivering language lessons to younger students as well as promoting languages around school, taking part in our language cafés, open evenings and cultural events.



## **Drama (Mrs Cowen)**

Year 7	<p><b>Topic 1: Skills: Introduction to drama</b> Pupils will begin with an introduction to basic skills in drama. They will experiment with mime, movement, characterisation and role play. They will participate in a range of group activities to support confidence building with their peers and on stage.</p> <p><b>Topic 2: Exploration of text: Our Day Out</b> Exploration of a key text through performance and scene analysis.</p> <p><b>Topic 3: Devising: Darkwood Manor</b> Pupils will use a range of drama skills and strategies to develop storytelling, whilst working independently and as part of a group. They will use elements of drama and the drama medium in order to show tension and create believable characters.</p>
Year 8	<p><b>Topic 1: Skills: Acting Skills</b> Pupils will learn how to develop and refine key acting skills such as: voice, movement, gestures, status and facial expressions within Drama.</p> <p><b>Topic 2: Exploration of text: Blood Brothers</b> Exploration of a key text through performance and scene analysis.</p> <p><b>Topic 3: Devising: The Seven Deadly Sins</b> Pupils will develop their skills in devising in response to a range of stimuli. They will experiment with a range of explorative strategies and dramatic devices to deepen their understanding of the topic.</p>
Year 9	<p><b>Topic 1: Skills: Developing characters</b> Pupils will experiment with different styles of drama; exploring how to create characters, mood and atmosphere.</p> <p><b>Topic 2: Exploration of text: Noughts and Crosses</b> Exploration of a key text through performance and scene analysis.</p> <p><b>Topic 3: Devising: Verbatim Theatre</b> Pupils will utilise different explorative strategies in response to the given topic. Pupils will work together to shape ideas to communicate meaning and will develop ideas within a group.</p>

## Computing (Mr A Lee)

At KS3, pupils are taught the fundamental principles and concepts of computer science and are taught to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. They are taught Digital Literacy to become responsible, competent, confident and creative users of information and communication technology. Where students are designing and creating programs or presentations, they follow the system life cycle.

Year 7	<p><b>Introduction</b> – acceptable user policies, e-safety, communicating online), collaboration (Google docs).</p> <p><b>Gaining support for a cause</b> - During this unit, learners develop their understanding of information technology and digital literacy skills. They will use the skills learnt across the unit to create a blog post about a real-world cause that they would like to gain support for. Learners will develop software formatting skills and explore concerns surrounding the use of other people’s work, including licensing and legal issues.</p> <p><b>Spreadsheet Modelling</b> – This is a practical, skills-based unit covering the principles of creating and formatting basic spreadsheets to produce and use simple computer models. It is suitable for pupils who have a basic knowledge of spreadsheets including cell references, simple formulae and formatting, although these topics are revised in the first lesson, making it also suitable for pupils new to spreadsheets. The unit is centred around creating a financial model for a TV show. Pupils start by looking at different types of models and then use basic spreadsheet techniques to create and format a simple financial model to calculate the expected income from viewers’ voting. The model is then extended to include sales from merchandising, with the introduction of “what if” scenarios. Finally, the pupils create a seating plan, book seats and calculate income from seat sales. Spreadsheet features covered include SUM, MAX, IF and COUNTIF functions, cell naming for absolute referencing, conditional formatting, validation, charting and simple macros.</p> <p><b>Programming in Small Basic</b>– In this unit pupils are introduced to the Small Basic programming environment and begin with the basic concepts of programming. This unit is aimed at giving the pupils the foundation knowledge and confidence to be able to complete their own programs.</p> <p><b>Networks</b> - This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required are explained, as is wired and wireless data transmission. Learners will develop an understanding of the terms ‘internet’ and ‘World Wide Web’, and of the key services and protocols used. Practical exercises are included throughout to help strengthen understanding.</p>
Year 8	<p><b>Computer Crime and Cyber Security</b>- This unit covers some of the legal safeguards regarding computer use, including overviews of the Computer Misuse Act, Data Protection Act and Copyright Law and their implications for computer use. Phishing scams and other email frauds, hacking, “data harvesting” and identity theft are discussed together with ways of protecting online identity and privacy. Health and Safety Law and environmental issues such as the safe disposal of old computers are also discussed.</p> <p><b>Understanding Computers</b>- This is a theoretical unit covering the basic principles of computer architecture and use of binary. Pupils will revise some of the theory on input and output covered in previous learning and continue to look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle through practical activities. Pupils will then look at some simple binary to decimal conversion and vice versa, and learn how text characters are represented using the ASCII code. This will be followed by some simple binary addition. Pupils will learn more in depth how storage devices represent data using binary patterns and physically save these patterns. Finally, they will look at a brief history of communication devices, how new technologies and applications are emerging and the pace of change.</p>

	<p><b>Introduction to Python</b> – Python is a powerful but easy-to-use high-level programming language. Although Python is an object-oriented language, at this level the object-oriented features of the language are barely in evidence and do not need to be discussed. The focus is on getting pupils to understand the process of developing programs, the importance of writing correct syntax, being able to formulate algorithms for simple programs and debugging their programs. The pupils’ final programs are put into a learning portfolio with evidence of correct running, for assessment purposes.</p> <p><b>Websites</b> - In this unit, learners will explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, learners will investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, learners will have a functioning website.</p>
Year 9	<p><b>Media Animations</b> - In this unit learners will discover how professionals create 3D animations using the industry-standard software package, Blender. By completing this unit learners will gain a greater understanding of how this important creative field is used to make the media products that we consume.</p> <p><b>Python Next Steps</b> - This unit introduces learners to how data can be represented and processed in sequences, such as lists and strings. The lessons cover a spectrum of operations on sequences of data, that range from accessing an individual element to manipulating the entire sequence. The unit builds on the foundation skills learnt and practised from the Year 8 Python unit.</p> <p><b>Physical Computing</b> - This unit applies and enhances the learners’ programming skills in a new engaging context: physical computing, using the BBC micro:bit. In the first half of the unit, learners will get acquainted with the host of components built into the micro:bit, and write simple programs that use these components to interact with the physical world. In the process, they will refresh their Python programming skills and encounter a range of programming patterns that arise frequently in physical computing applications. In the second half, learners will work in pairs to build a physical computing project.</p> <p><b>Cyber Security</b> - This unit takes learners on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. The learners will start by considering the value their data holds and what organisations might use it for. They will then learn about social engineering and other common cybercrimes, and finally look at methods to protect against these attacks</p> <p><b>Representations - Audiovisual</b> - In this unit, learners will focus on making digital media such as images and sounds, and discover how media is stored as binary code. You will draw on familiar examples of composing images out of individual elements, mix elementary colours to produce new ones, take samples of analogue signals to illustrate these ideas, and then bring all these things together to form one coherent narrative.</p>

## Art (Mrs M Johnstone)

Year 7	<p><b>Term 1: The Formal Elements.</b> Pupils will study the Formal Elements and Visual Language used by artists including MC Escher, Albrecht Durer and Kandinsky. They will analyse artist's use of the formal elements and media and develop their own experimental studies in their sketchbooks, using appropriate media and relevant presentation techniques. They will develop skills in observation drawing techniques. Pupils will develop skills in using specialist art vocabulary to analyse the work of artists.</p> <p><b>Term 2: Me Myself and I.</b> Visual Language, Formal Elements and composition. Pupils will analyse Robert Delaunay's Homage to Bleriot, study the visual language he uses to communicate messages and meaning and present their research in a creative way. They will explore their own identity through bubble maps and selecting source material which is fit for purpose. They will explore and experiment using drawing and painting techniques, including colour theory and composition. Pupils will gain a deeper understanding of the creative process through the development of a watercolour painting depicting their own interests and history. Pupils will learn the importance of refining their work and will use specialist art vocabulary to reflect on the creative process they have taken.</p> <p><b>Term 3: North East Myths - (The Lambton Wyrn)</b> Pupils will study a range of ceramic techniques. They will learn how to develop 2D formal elements into three dimensional forms and textures. They will develop their own ideas from sources which are fit for purpose, using sketching and planning before applying techniques such as carving, modelling and embossing to create 3D relief in clay. Pupils will learn the importance of refining their work and will use specialist art vocabulary to reflect on the creative process they have taken. Main source for ideas will involve reading the story of the Lambton worm serpent..</p>
Year 8	<p><b>Term 1: Impressionist Landscapes</b> Pupils will learn the key characteristics of Impressionism and will present their research in a creative way. They will study key artists, context and the techniques that they used to create their work. Pupils will develop their knowledge of colour theory and will experiment using specific mark making techniques including pointillism. Pupils will learn about aerial perspective/atmospheric perspective, using this to inform their own painting of an impressionist view from a window. Pupils will refine and annotate their work, using specialist art vocabulary, reflecting on the creative process they have taken.</p> <p><b>Term 2: African Art and Portraits</b> <i>Consists of 2 short half term workshop style projects.</i> Pupils will continue to learn about the formal elements of Art and will develop a deeper understanding of Visual Language by studying African pattern, they will then develop their own African style designs and realise outcomes using a range of collage, fabric and weaving techniques as well as traditional 2D materials.</p> <p>In the second project section pupils will build on their drawing skills and through a series of exercises designed to develop their accuracy, use of good source material, tonal skills and confidence.</p> <p><b>Term 3: Hundertwasser.</b> Pupils will study the artwork of the eco-architect and abstract artist Hundertwassr. This design project will incorporate mixed media including textiles and digital manipulation to develop their final designs. They will learn design elements such as spatial awareness, pattern, composition, flow and rhythm. Students will be taught how to source, rationalise and reflect on their decisions and their use of the creative process.</p>

Year 9

**Term 1: Fantasy Creature**

Pupils will study the artists Anya and Sasha Leontyev. They will look at the process concept designers use to create fantasy creatures for videos and film. They will develop their own designs and learn how to use a 2D plan to create a 3D outcome that is fit for purpose. They will build on skills learned in year 7 to create a standing sculpture of their creature design using more advanced ceramic techniques.

**Term 2: Sweet tooth**

Pupils will study the artist Wayne Thiebaud to gain an understanding of how artists use visual language to communicate messages and meaning in their work. They will learn composition and will develop personal responses using observation drawing, painting, photography. They will present experimental studies and research in a creative way in their sketchbooks. Pupils develop cake effects by experimenting with a range of 2D materials, they will continuously refine their work, reflecting on the creative process they have taken and use a specialist art vocabulary.

**Term 3: Word Art. Graphics Project.**

Pupils will learn the key characteristics of calligraphy, design their own initials and words and communicate their ideas and feelings about issues of self identity and wellbeing. They will develop an understanding of the elements of graphic design through studying the Illuminated letters and Celtic art of the Lindisfarne gospels. As a contemporary contrast, pupils will study the Islamic art of artist Razwan Ul Haq and will present their research in a creative way in their sketchbooks. Pupils will learn the importance of refining their work and will use specialist art vocabulary to reflect on the creative process they have taken.

## **Technology (Ms Newton Scott)**

Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in the hands-on process of designing and making.

Year 7	During Year 7, design and make products are based on the following contexts: <ul style="list-style-type: none"><li>● Core design and make principles</li><li>● Hygiene and Healthy Eating</li></ul>
Year 8	During Year 8, design and make products are based on the following contexts: <ul style="list-style-type: none"><li>● Designer Influences</li><li>● Cultural Influences</li><li>● Nutrition and Recipe Adaptation</li></ul>
Year 9	During Year 9, design and make products are based on the following contexts: <ul style="list-style-type: none"><li>● Investigation and manufacturing</li><li>● Design, Evaluate and Make</li><li>● Nutrition and Proteins</li></ul>

When designing and making, students are taught to:

### **Research & Design**

- Use research and exploration, such as the study of different cultures, to identify and understand user needs
- Understand and apply the principles of nutrition and health
- Understand the source, seasonality and characteristics of a broad range of ingredients.
- Identify and solve their own design problems
- Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- Use a variety of approaches to generate creative ideas and avoid stereotypical responses
- Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

### **Make**

- Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

### **Evaluate**

- Analyse the work of past and present professionals and others to develop and broaden their understanding
- Investigate new and emerging technologies
- Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

### **Technical Knowledge**

- Understand and use a wide range of materials, equipment & processes
- Understand and use digital resources & specialist equipment

## Music (Mr P Noble)

Year 7	<p><b>Topic 1: Term 1 - Building Bricks / Sonority</b> Pupils will learn about the Elements of Music and how to read music notation. These skills and knowledge of the Elements will be used in a Performance on the Keyboard, they will also create a Composition and complete a Listening and Understanding Music written assessment on the Elements. Pupils will learn about the different instrumental sounds and combinations of timbres to create an effective composition.</p> <p><b>Topic 2: 1st Half Term 2 – Rhythm and Pulse</b> Pupils will explore in further detail Rhythm and Pulse in music. They will create a Composition based on this topic and notate their work.</p> <p><b>Topic 3: 2nd Half Term 2 – Keyboard Skills I</b> Pupils will further explore reading music notation and further develop their skills on the Keyboard. They will Perform single hand Melodies/Chords with the correct fingering and explore use of Chords and backing facility on the keyboards. They will also complete a Listening and Understanding Music written assessment on the Elements and topics covered in this unit.</p> <p><b>Topic 4: Structure and Form</b> Students will explore the Elements of Structure and Form. They will learn about the construction of Melody and Harmony and realise this in a Composition.</p> <p><b>Topic 5: Keyboard Skills II</b> Pupils will further develop their Keyboard Skills using two hands to perform Melodies and accompanied performances. They will also complete a Listening and Understanding Music written assessment on the Elements and topics covered in this unit.</p>
Year 8	<p><b>Topic 1: Around the World</b> Pupils will explore music from different cultures, such as music from China, Africa, Indonesia and the Caribbean. They will learn how to develop their rhythmic and melodic skills and how to Compose Music in these specific genres of music. They will also complete a Listening and Understanding Music written assessment on the Elements and topics covered in this unit.</p> <p><b>Topic 2: Blues Music and Improvisation</b> Pupils will explore the origin of “The Blues” and how it informed modern music as we know it today. They will discuss the social context behind this genre of music and how it can link to issues that affect us today, such as “Black Lives Matter”. Pupils will perform pieces of Blues music identifying; ‘swing feel’, use of Triplets, walking Bass lines and 12-Bar Blues Structure. Students will perform an Improvisation across a Blues backing (12-Bar Chords/Walking Bass line). They will also complete a Listening and Understanding Music written assessment on the Elements and topics covered in this unit.</p> <p><b>Topic 3: Off-Beat</b> Pupils will investigate the origins and contextual information behind Reggae music. They will learn how to build chords from intervals, how to read time signatures and key signatures. They will look at the use of Off-Beat rhythms and use Ukuleles to play chords and appropriate backing for the genre. They will be assessed on a stylistic Performance of a Reggae piece of music. They will also complete a Listening and Understanding Music written assessment on the Elements and topics covered in this unit.</p>
Year 9	<p><b>Topic 1: Soundtracks</b> Pupils will be introduced to Film Music and identify the use of Leitmotifs, Diegetic and Non-Diegetic film music. They will Perform a famous Leitmotif from a given choice. They will learn about ‘Mickey Mousing’ and the use of ‘Cue Sheets’ and compose a piece of music to a Movie Trailer. They will also complete a Listening and Understanding Music written assessment on the Elements and topics covered in this unit.</p> <p><b>Topic 2: Music Technology</b> Pupils will identify how different Technologies and techniques are used to create music through ICT. They will identify the different techniques used and create their own Composition using Music Technology.</p>

**Topic 3: What Makes a Good Song**

Pupils will learn and identify the techniques used and how Popular Songs are created. They will learn about the use of Rhythm, Structure, Harmony and Melody in Popular Songs. They will perform a range of Popular Songs and will be assessed on their Performance. They will also Compose their own Popular Song using Structure, Chord Progression and Melody. They will also complete a Listening and Understanding Music written assessment on the Elements and topics covered in this unit.



## PE (Miss F Beedle)

All students at Key Stage 3 are taught four hours of Physical Education per fortnight. The curriculum allows students to follow a broad and balanced PE programme in years 7 - 9. Here pupils will be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (for example, basketball, cricket, football, hockey, rugby, tennis).
- Develop their technique and improve their performance in competitive sports (for example, athletics and gymnastics)
- Perform dances using advanced dance techniques in a range of dance styles and forms (for example, contemporary, jazz and street dance)
- Develop their knowledge and understanding of health and fitness (plan and carry out a training programme).
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- Take part in competitive sports and activities during and after school through community links or sports clubs.

An example of one of our curriculum maps is below.

Group	X Country	Block 1	Block 2	Block 3	Block 4			
7XF1		Net wall/Striking and Fielding	Invasion	Aesthetics	Performing at maximum levels			
		Rounders	Badminton	Netball	Rugby	Gymnastics	Dance	Athletics
7XF2		Net wall/Striking and Fielding	Invasion	Aesthetics	Performing at maximum levels			
		Badminton	Rounders	Rugby	Netball	Dance	Gymnastics	Athletics
7XM1		Aesthetics	Invasion	Performing at maximum levels	Net wall/Striking and Fielding			
		Dance	Gymnastics	Football	Basketball	Fitness	Athletics	Tennis
7XM2		Net wall/Striking and Fielding	Aesthetics	Invasion	Performing at maximum levels			
		Cricket	Tennis	Dance	Gymnastics	Football	Basketball	Fitness
7XM3		Net wall/Striking and Fielding	Aesthetics	Invasion	Performing at maximum levels			
		Tennis	Cricket	Gymnastics	Dance	Football	Basketball	Fitness
Group	X Country	Block 1	Block 2	Block 3	Block 4			
8XF1		Net wall/Striking and Fielding	Invasion	Problem Solving and creativity	Performing at maximum levels			
		Rounders	Tennis	Football	Rugby	OAA	Cheerleading	Fitness
8XF2		Net wall/Striking and Fielding	Invasion	Problem Solving and Creativity	Performing at maximum levels			
		Tennis	Rounders	Rugby	Football	OAA	Cheerleading	Fitness
8XF3		Invasion	Problem Solving and creativity	Performing at maximum levels	Net wall/Striking and Fielding			
		Football	Rugby	OAA	Cheerleading	Fitness	Athletics	Tennis
8XM1		Problem Solving and creativity	Net wall/Striking and Fielding	Invasion	Performing at maximum levels			
		OAA	Gymnastics	Badminton	Table Tennis	Rugby	Football	Athletics
8XM2		Problem Solving and creativity	Net wall/Striking and Fielding	Invasion	Performing at maximum levels			
		Gymnastics	OAA	Table Tennis	Badminton	Rugby	Football	Athletics
8XM3		Net wall/Striking and Fielding	Invasion	Performing at maximum levels	Problem Solving and creativity			
		Table Tennis	Badminton	Rugby	Football	Fitness	Athletics	Gymnastics
Group	X Country	Block 1	Block 2	Block 3	Block 4			
9XF1		Net wall/Striking and Fielding	Invasion	Invasion	Performing at maximum levels			
		Softball	Badminton	Netball	Football	Hockey	Handball	Fitness
9XF2		Net wall/Striking and Fielding	Invasion	Performing at maximum levels	Invasion			
		Badminton	Softball	Football	Netball	Fitness	Athletics	Hockey
9XF3		Invasion	Invasion	Net wall/Striking and Fielding	Performing at maximum levels			
		Netball	Football	Hockey	Handball	Softball	Badminton	Fitness
9XM1		Invasion	Invasion	Net wall/Striking and Fielding	Performing at maximum levels			
		Football	Rugby	Basketball	Handball	Tennis	Cricket	Athletics
9XM2		Net wall/Striking and Fielding	Invasion	Invasion	Performing at maximum levels			
		Tennis	Cricket	Handball	Basketball	Rugby	Football	Athletics
9XM3		Net wall/Striking and Fielding	Invasion	Performing at maximum levels	Invasion			
		Rugby	Football	Handball	Basketball	Fitness	Athletics	Cricket

## **Tutorial**

Across Years 7, 8 and 9 students spend 20 minutes a day with their pastoral tutor. This time is used to develop key literacy and numeracy skills as well as on PSHE and Citizenship education. In addition to the main programme of activities a small number of students are withdrawn for targeted literacy and numeracy intervention.

Literacy	<p><b>SPELLING, PUNCTUATION AND GRAMMAR</b> Pupils receive short, sharp bursts of spelling, punctuation and grammar practice every week to improve writing skills across all subjects. In addition to this, they are given opportunities to practise, refine and improve skills in vocabulary building, reading ,writing and speaking and listening:</p> <p><b>VOCABULARY</b> Mastering subject-specific vocabulary is essential for success across the curriculum – the ability to understand and use specialist terminology in the right contexts. This will include understanding the origins of words by analysing roots, using prefixes and suffixes, and spotting patterns of meaning. In addition, using more challenging and sophisticated vocabulary and mastering a range of synonyms can add more power, variety and shades of meaning to pupils’ writing.</p> <p><b>READING</b> There are two strands here: 1. Reading for meaning and understanding and 2. Reading for pleasure. This will include a range of reading materials – both fiction and non-fiction and can include material that pupils discover for themselves. Pupils should be able to identify the purpose, audience and context of a piece of writing. They should also be able to understand how a writer has achieved particular effects in their writing by identifying features and be able to use them effectively and appropriately in their own writing.</p> <p><b>WRITING</b> Pupils will be given opportunities to practise writing for a range of purposes, audiences and contexts, using the technical VSPAG (vocabulary, spelling, punctuation and grammar) skills they have been mastering.</p> <p><b>SPEAKING AND LISTENING</b> Pupils will be encouraged to contribute to class, group and paired discussions – offering their opinions about a range of topics, often linked to news, current affairs and citizenship.</p> <p>Tasks are specifically differentiated to each year group, focussing on specific technical skills that increase in complexity as the year progresses.</p> <p>Half-term reviews will help to identify areas of weakness that will be fed back to English teachers.</p>
Numeracy	Pupils will revisit basic calculations and numerical concepts on a weekly basis. The programme is designed to ensure that pupils maintain their fluency and efficiency with the fundamental building blocks of mathematics.
PSHCE	<p>In PSHE, we study a range of social, global and local issues along with helping young people to have good physical, mental and emotional health, and tolerance of others. Topical world events and issues that have an impact on students will also be addressed as they arise. The students cover a range of different themes that all relate to health and wellbeing, living in the wider world and relationships. The topics are delivered through our tutor time programme and drop-down days over the school year and include topics such as:</p> <p><b>Year 7</b> Coping with transitions, charity, mental health, physical health, sleep, diet, first aid, social anxiety, bullying and cyberbullying, diversity, LGBT, puberty, alcohol, smoking and body image, prejudice, careers, five ways to wellbeing. All topics are embedded with an understanding of British values and tolerance of others’ views and beliefs as well as an understanding of what the law says. A celebration</p>

	<p>of different events throughout the year such as International Women's Day, Holocaust memorial day and raising awareness through Mental Health Awareness Week and Diversity Week.</p> <p><b>Year 8</b>  Managing change, on screen relationships, impact of social media, managing challenging content, healthy relationships, impact of sharing personal information, being healthy, relationship abuse, consent, sharing sexual images, self harm and eating disorders, developing coping strategies, careers, prejudice and diversity. All topics are embedded with an understanding of British values and tolerance of others' views and beliefs as well as an understanding of what the law says. A celebration of different events throughout the year such as International Women's Day, Holocaust Memorial Day and raising awareness through Mental Health Awareness Week and Diversity Week.</p> <p><b>Year 9</b>  Positive relationships, sleep, motivation and wellbeing, identifying individual values, sexual orientation and gender identity, eating disorders, online stress, impact of social media, respect, integrity, courage, compassion, diversity, resilience, mental health management, careers, prejudice and diversity. All topics are embedded with an understanding of British values and tolerance of others' views and beliefs as well as an understanding of what the law says. A celebration of different events throughout the year such as International Women's Day, Holocaust memorial day and raising awareness through Mental Health week and Diversity Week.</p>
Mentoring	<p>Academic mentoring is part of the whole school improvement process. Form tutors will encourage pupils to take a lead on their own academic achievement by identifying where they need to develop in line with the four keys of the school improvement plan. Tutors will have a mentoring and attendance meetings with pupils as part of the tutor time activities. Pupils will have the opportunity to set personalised targets with their subject teachers.</p>
Assembly	<p>Assemblies are weekly and will cover a wide range of topics including safeguarding, PSHCE, Cultural Capital and British Values. Assemblies will also encourage pupils to think about the wider world, encouraging them to be the best that they can be. Parents have the right to request their child's removal from collective worship and should contact their Child's Pastoral Leader to request this.</p>