

Key Stage Three

Curriculum: 2026-2027



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

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	2
Music	2
PE	4
PSHCE (additional)	1
Total:	49

Years 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
Total:	49

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
Total:	49

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. This session is extended to 45 minutes on a Tuesday to support the delivery 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 2026

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.

	Thematic Units:	Reading:
Year 7	• Unit 1: Me, Myself and I: Autobiography • Unit 2: Prose text: Coraline by Neil Gaiman Studying the fantasy genre, with an introduction to language analysis. • Unit 3: Travel writing - exploring descriptive writing • Unit 4: Poetry from other cultures • Unit 5: Classic Literature: Literary Legends to include prose and poetry from writers such as Shakespeare, Wordsworth and Dickens	Accelerated Reader programme <i>one fortnightly library lesson and online reading assessment (once per term)</i>
Year 8	• Unit 1: Modern Drama: Frankenstein by Philip Pullman • Unit 2: Poetry: Voices of Injustice • Unit 3: Criminal Minds: study of literature from the crime genre, with a focus on recreating writers' style. • Unit 4: Prose text: The Book Thief by Markus Zusak - Reading and writing focus	Accelerated Reader programme <i>one fortnightly library lesson and online reading assessment (once per term)</i>
Year 9 Language	• Unit 1: Literary Fiction: studying the opening of your teachers' favourite novels • Unit 2: Gothic tradition: study of key poets and writers and production of their own Gothic short story • Unit 3: Media and Newspapers: Exploring Non-Fiction • Unit 4: Speak Out Challenge • Unit 5: Dystopian Fiction • Unit 6: Divergent	
Year 9 Literature	• Unit 1: American Literature: To Kill a Mockingbird or Of Mice and Men • Unit 2: Shakespeare: Romeo and Juliet • Unit 3: Exploring poetry: developing my analysis and appreciation of big ideas	

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 from 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 own love of maths. Developing 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.
- Assessments are accumulative across the year.

Support:

- Teachers are always available for extra support.
- 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	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. Topics covered: • Sequences • Algebraic notation • Equality and equivalence • Place value and proportion • Number • Lines and angles • Numerical reasoning
Year 8	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. Topics covered: • Ratio and scale • Proportional reasoning • Working in the Cartesian Plane • Representing data • Tables and probability • Algebraic techniques • Number • Geometry • Reasoning with data

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
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Science (Miss A Ross)

Year 7	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. 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. • An introduction to working scientifically • 7P1: Forces (Physics) • 7P2: Energy (Physics) • 7C1: Particles (Chemistry and Physics) • 7C2: Atoms, Elements, Compounds and Mixtures (Chemistry) • 7B1: Cells (Biology) • 7C3: Chemical Reactions (Chemistry) • 7C4: Acids and Bases (Chemistry) • 7B2: Body Systems (Biology) • 7B3: Reproduction (Biology) • 7P3: Waves: Sound (Physics) • Working scientifically investigation planning To support student learning and independent study skills, students have access to Educake, an online revision platform, through which some of their homework will be set and where students can read study guides and set their own quizzes. Through this platform students can also access a revision wizard and in-depth analysis of their strengths and weaknesses across each subject area allowing them to focus their home learning around those areas which will have the greatest impact.
Year 8	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. • 8B1: Health and Lifestyle (Biology) • 8C1: Periodic Table (Chemistry) • 8C2: Separation Techniques (Chemistry) • 8P1: Waves: Light (Physics) • 8B2: Inheritance & adaptations (Biology) • 8P2: Electricity (Physics) • 8P3: Motion (Physics) • 8C3: Metals and Acids (Chemistry) • 8P4: Thermal Energy Transfers (Physics) • 8C4: The Earth (Chemistry) • 8B4: Ecosystems (Biology) • 8P5: Astronomy and astrophysics (Physics) To support student learning and independent study skills, students have access to Educake, an online revision platform, through which some of their homework will be set and where students can read study guides and set their own quizzes. Through this platform students can also access a revision wizard and in-depth analysis of their strengths and weaknesses across each subject area allowing them to focus their home learning around those areas which will have the greatest impact.

Year 9	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. Key stage 3 topics: ● 9P1: Fields and Electromagnetism (Physics) ● 9B1: Photosynthesis (Biology) ● 9P2: Pressure and moments (Physics) ● 9C1: Chemical reactions (Chemistry) Bridging topics: ● A: Chemical reactions (Chemistry) ● B: Cell biology ● C: Energy ● D: The Periodic table & atomic structure ● E: Particles ● F: Organisation and bioenergetics ● G: Reactions of metals ● H: Infection and Response ● I: Forces and motion To support student learning and independent study skills, students have access to Educake, an online revision platform, through which some of their homework will be set and where students can read study guides and set their own quizzes. Through this platform students can also access a revision wizard and in-depth analysis of their strengths and weaknesses across each subject area allowing them to focus their home learning around those areas which will have the greatest impact.
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Geography (Mr J Milton)

Year 7	Topic 1 - What do we know about a place? 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> Topic 2 - What processes have shaped the UK's landscape? 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> Topic 3 - Has globalisation brought us closer together? 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> Topic 4 - Was Malthus right? 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 (Mackinor 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> Topic 5 - Does the Middle East have a future? 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>
Year 8	Topic 1 - Is our weather becoming more extreme? 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

	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. <i>Key Concepts: Place, Risk, Processes and Systems.</i> Topic 2 - How can the development gap be closed? 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. <i>Key Concepts: Sustainability, Interdependence, Processes and Systems.</i> 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. <i>Key Concepts: Place, Scale, Sustainability, Interdependence, Risk, Processes and Systems.</i> Topic 4 - Can we live sustainably on Earth? 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. <i>Key Concepts: Sustainability, Interdependence, Processes and Systems.</i> 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. <i>Key Concepts: Place, Scale, Sustainability, Interdependence, Risk, Processes and Systems.</i>
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. <i>Key Concepts: Place, Scale, Sustainability, Interdependence, Risk, Processes and Systems.</i> 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. <i>Key Concepts: Interdependence, Risk, Processes and Systems.</i>

Topic 3 - Is Haiti a victim of its geography?

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	Topic 1: How dark were the Dark Ages for Britain? 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, Evidential understanding</i> Topic 2: How did the Normans conquer England? 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: Causation, Historical evidence, Interpretation,</i> Topic 3: What mattered to Medieval People in England? 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: Causation, Similarity and Difference</i> Topic 4: What does the age of Crusades reveal? 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, Evidential understanding, Similarity and Difference</i> Topic 5: How and why did public health improve in Britain between 43 AD and 1900? 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> Topic 6: How did the War of the Roses pave the way for early modern England? 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, Change and Continuity</i>
Year 8	Topic 1 – How far was Elizabethan England a Golden Age? 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, Similarity and Difference, chronological understanding</i> Topic 2 – Why was Northumbria significant? 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. Firstly we address 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> Topic 3 –Why was England's World turned upside down in the 17th Century? 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.

	<i>Second Order Concepts: Causation, Evidential understanding</i> Topic 4: Why was there an obsession with witches? 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: Causation, Interpretations, Significance</i> Topic 5: How did Britain's sweet tooth help explain the slave trade? 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: Similarity and Difference, Cause and consequence, Evidential understanding, Interpretations</i> Topic 6: Did everyone experience the French Revolution in the same way? 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: Similarity and difference, Causation, Evidential understanding</i>
Year 9	Topic 1: How has the British Empire been remembered? 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, Similarity and Difference, Causation</i> Topic 2: Who spoke up for British Democracy in the period 1800-1928? 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 rise of Chartism before examining the fight for female suffrage including the pioneering work of Josephine Butler. <i>Second Order Concepts: Causation, Interpretation , Change and Continuity, Significance</i> Topic 3: 'Lions led by donkeys': Is this an accurate portrayal of the British Army in WW1? 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> Topic 4: What was the most significant turning point in the Second World War? 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 impact of the Wall Street Crash, 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, Change and Continuity, Interpretations</i> Topic 5: How did anti-semitism develop into genocide? 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. This unit will have a particular emphasis on developing skills of oracy.

Second Order Concepts: Significance, Cause and Consequence, Chronological Understanding

Topic 6: What shaped Britain after WW2?

In this unit, we will look at the influence of American politics and culture against the backdrop of the Cold War. In particular, the impact of immigration and 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.

Year 7	Module 1 - Can you live in the world without a worldview? 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> Module 2 – Is Religion dying, growing, or both? 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 respond to the festival of Christmas. <i>Key Skills: Enquiry, comparing/contrasting, critical analysis, evaluation, empathy, interpretation.</i> Module 3 – What is good and what is bad? Students will look at what is good and bad in the world, using specific examples from Christianity and Buddhism. Focusing on the life of Jesus and the Buddha, attitudes to good and bad are explored and compared to the views of Humanists. Key Content: The work of Christian Aid, the life and teachings of Jesus, the ideas of karma within Buddhism, the 3 poisons and Humanist ethics. <i>Key skills: Enquiry, making connections, interpretation, comparing/contrasting, critical analysis, evaluation, empathy.</i> Module 4 - what can we learn from visiting places of worship? 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>
Year 8	Module 1 – What is it like to be Jewish in Britain today? 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> Module 2 – What are the sources of wisdom that people live by? 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. 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.

	<i>Key Skills: Enquiry, interpretation, comparing/contrasting, textual analysis, critical evaluation.</i> Module 3 – Why do people believe in God? Why be an atheist? 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. 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. <i>Key Skills: Enquiry, statistical analysis, interpretation, evaluation.</i> Module 4 - Is death the end? 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. 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. <i>Key skills: Enquiry, making connections, interpretation, comparing/contrasting, critical analysis, evaluation, empathy.</i>
Year 9	Module 1 - What is it like to be a Muslim in Britain today? Students will study the beginnings of this religion, learning about the nature of Allah and the core beliefs and practices that underpin Islam as a religion. Students will investigate how Islam has developed over time and explore the challenges faced by Muslims in the world today. Key Content: The nature of Allah, the 5 Pillars of Islam, expansion of Islam, responses to Islamophobia. <i>Key Skills: Enquiry, making connections, interpretation, comparing/contrasting, critical analysis, evaluation, empathy.</i> Module 2 -How do people decide what is right and wrong? 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. Key content: Absolute and relative morality. Key ethical theories, including situation ethics, utilitarianism and ethical egoism. We will apply these ethical theories to issues of fertility treatments, cloning, saviour siblings and euthanasia. <i>Key skills: Enquiry, making connections, interpretation, comparing/contrasting, critical analysis, evaluation, empathy.</i> Module 3 - How can we create an ideal society? Students will explore their idea of an ideal society, considering different factors that contribute to a well functioning society, such as education. We will investigate key issues in society with examples of injustice on a local, national and global scale. We will consider some of the teachings and movements within Christianity and Buddhism in regard to social action. Key content: Utopia, dystopia, Christian teachings, Buddhist teachings, contemporary examples of injustice, different ideological perspectives. <i>Key skills: Enquiry, making connections, interpretation, comparing/contrasting, critical analysis, evaluation, empathy.</i>

Module 4 - How do people express their spiritual nature? In this topic students will explore a range of art as expressed in the religions of Christianity, Islam and Hinduism. This oracy based module will offer opportunities to discuss meaning and symbolism in the art studied as well as inspiring students to create their own artistic piece. Key content: Meaning and symbolism within paintings, the parables of Jesus as presented by AI, mathematical design in Islam, representations of God in Hinduism and learning how to speak as a RS Scholar. <i>Key skills: Enquiry, making connections, interpretation, comparing/contrasting, critical analysis.</i>

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) (Miss N Hill)

- 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. The course focuses heavily on enabling students to develop grammatical competence which will stand students in good stead throughout KS3 and at GCSE level, promoting confidence and accuracy in writing and speaking tasks. Students also develop their linguistic competence as readers and listeners of MFL, developing a good range of vocabulary and using apps such as Memrise for consolidation.
- Students will develop their knowledge and understanding of grammar by 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 develop their understanding of grammar and vocabulary through the following topics: Introductions, Family & Pets, School, Where You Live, Food & Drink, Sport & Free Time, Music & TV, Town, Daily Routine & Healthy Lifestyle, Clothes, Holidays, Technology, Life as a Teenager, Jobs, Future Plans, Famous People and Festivals. Students also access French and German films as part of our curriculum and develop their cultural awareness.
- 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	Topic 1: Skills: Introduction to drama Pupils will begin with an introduction to basic skills in drama. They will experiment with mime, movement, characterisation, role play and Greek Theatre. They will participate in a range of group activities to support confidence building with their peers and on stage. Topic 2: Exploration of text: Our Day Out Exploration of a key text through performance and scene analysis. Topic 3: Devising: Darkwood Manor 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.
Year 8	Topic 1: Skills: Acting Skills Pupils will learn how to develop and refine key acting skills such as: voice, movement, gestures, status and facial expressions within Drama. Topic 2: Exploration of text: Blood Brothers Exploration of a key text through performance and scene analysis. Topic 3: Devising: Secrets and Lies 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.
Year 9	Topic 1: Skills: Developing characters Pupils will experiment with different styles of drama; exploring how to create exaggerated characters. Topic 2: Exploration of text: Noughts and Crosses Exploration of a key text through performance and scene analysis. Topic 3: Devising: Real Life Stories 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.

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	Introduction – acceptable user policies, e-safety, communicating online), collaboration (Google docs). Gaining support for a cause - 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. Spreadsheet Modelling – 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. Programming in Small Basic– 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. Networks - 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.
Year 8	Computer Crime and Cyber Security- 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. Understanding Computers- 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.

	Introduction to Python – 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. Pupils are assessed on their knowledge and application of Python programming. Introduction to AI - This unit introduces pupils to the key ideas behind artificial intelligence and how it is increasingly used in everyday life. Pupils will begin by learning what AI is and considering examples such as recommendation systems, virtual assistants, image recognition and generative AI tools. They will then explore how AI systems learn from data and why the quality of the data used can affect the accuracy and fairness of the results. Pupils will look at generative AI in more detail, including how it can create text, images and other content, before considering important issues such as bias, misinformation, copyright, ethics, environmental impact and energy use. Finally, pupils will reflect on how AI may develop in the future and how it could affect education, employment and society. The unit ends with revision activities and an assessment to check pupils' understanding of the topic.
Year 9	Media Animations - 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. Python Next Steps - 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. Physical Computing - 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. Cyber Security - 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 Responsible and Effective use of AI - This unit helps learners understand how artificial intelligence can be used safely, responsibly and effectively. Pupils will begin by considering whether AI can always be trusted and why AI systems can sometimes produce inaccurate, biased or misleading information. They will then explore issues such as fairness, misinformation, deepfakes and the risks of relying too heavily on AI-generated content. Learners will also develop practical skills in using AI tools effectively, including how to write clear prompts and how to check, question and improve the responses they receive. Finally, pupils will consider whether AI should have limits and what rules or safeguards may be needed as AI becomes more widely used in education, work and everyday life. The unit ends with revision activities and an assessment to check pupils' understanding of the topic.

Year 7

Term 1: Visual Communication & the Formal Elements - Students are introduced to the foundations of visual language through explicit teaching of the formal elements: line, tone, colour, shape, pattern, form, texture and space. They learn how artists use these elements to communicate ideas, emotions and meaning while developing observational drawing, recording and annotation skills supported by subject-specific vocabulary. Through the study of Bridget Riley, MC Escher, Wassily Kandinsky, Vincent van Gogh and Chris Gryder, students explore how visual language is used across a range of styles, contexts and both 2D and 3D forms. Teacher modelling and guided practice support accuracy, confidence and understanding. Practical work combines 2D and 3D outcomes, including Christmas card design, a mini “Lambton” word-based project with storyboarding, and relief ceramic tiles. Students begin to understand how ideas can be developed from initial sketches into both surface and three-dimensional outcomes.

Curriculum focus: Building secure foundations in visual language, observation, and technical drawing across 2D and 3D processes.

Term 2 – Composition & Photography (Everyday Objects)- Students build on the knowledge and skills developed in Term 1 by applying the formal elements to increasingly complex practical tasks. Through the theme of everyday objects and the work of Michael Craig-Martin, they develop an understanding of composition, scale and visual organisation using drawing, photography and printmaking. They are introduced to wire construction, providing an initial experience of three-dimensional making. Students learn to select appropriate materials and techniques with increasing independence, while continuing to strengthen their observational skills and creative decision-making.

Curriculum focus: Applying visual language across different media and introducing 3D processes.

Term 3 – A Memorable Event (Colour Theory & Robert Delaunay)- In the final term, students bring together the skills developed across the year to produce more personal and expressive outcomes. Through the study of Robert Delaunay, they explore colour theory, abstraction and how visual language can communicate ideas, emotion and movement. Students also study *Homage à Blériot*, exploring how artists respond to historical events and capture ideas of flight, movement and modernity through visual form. They begin by learning about Louis Blériot’s 1909 first flight across the English Channel, reflecting on this historic moment and imagining what it would have felt like to experience it. They re-imagine the view from above and write a short narrative exploring thoughts and emotions associated with the flight, linking written and visual interpretation. Students then create their own response to the theme *A Memorable Event*, working through a structured creative process including bubble mapping, moodboards, observational sketches and experimental studies. They refine their ideas through a cycle of experimentation, reflection and purposeful improvement, embedding iterative working as a key creative process.

Curriculum focus: Developing personal responses through colour, storytelling, experimentation and iterative refinement.

Term 1 – Expressive Portraits & Experimental Media- Students explore portraiture as a means of communicating identity, emotion and ideas through both observational and experimental approaches. Building on the foundations of drawing and the formal elements from Year 7, they develop control of proportion and tone while being introduced to more expressive and experimental ways of working.

Through the study of Vince Low, Marion Bolognesi, emotive portrait artists, and typography-based artists, students explore how different approaches can be used to communicate emotions, mood, identity and meaning.

Students investigate how artists use a range of media, experimenting with drawing materials, paint, collage and mixed media processes. They are encouraged to take creative risks, layering techniques and refining outcomes through reflection, feedback and iteration.

Alongside practical work, students analyse how portrait artists communicate identity and emotion, developing an understanding that representation can be both realistic and expressive.

Curriculum focus: using experimental media and visual language to communicate emotion, identity and meaning through portraiture.

Term 2 – African Art (Materials, Meaning & Cultural Context)

Students develop their understanding of how materials, processes and visual language can communicate ideas, identity and meaning through the study of African art and visual traditions. They explore how artists use symbolism, pattern, colour and materials to communicate cultural values, histories and personal narratives.

Through practical exploration of processes including wax resist, drawing, painting, finger painting and weaving, students investigate how different techniques influence the appearance, meaning and impact of artwork. They develop an understanding that materials and processes are chosen purposefully by artists to support communication and expression.

Students build confidence in combining techniques, making informed material choices and developing increasingly independent responses to a theme. They refine their work through experimentation, reflection and evaluation.

Curriculum focus: understanding how materials and processes communicate ideas and meaning through cultural context, experimentation and mixed media practice.

Term 3 – Sweet Tooth (Painting, Photography & 3D Ceramics)

Students explore the theme of *Sweet Tooth* through painting, photography and ceramic construction, inspired by the work of Wayne Thiebaud, Sarah Graham and Claes Oldenburg. They investigate how artists use colour, scale, texture, composition and exaggeration to transform everyday objects into visually engaging and expressive artworks.

	Students develop observational photography skills alongside painting techniques, focusing on colour relationships, surface qualities, composition and the representation of form. Through the study of Sarah Graham, they explore vibrant colour, pattern and the visual appeal of everyday objects, while Wayne Thiebaud and Claes Oldenburg provide inspiration for exploring scale, repetition and playful interpretations of familiar forms. Students also develop 3D ceramic processes to create cupcake-inspired forms, combining structure, surface decoration and attention to detail to enhance visual impact. Throughout the project, students refine their ideas through experimentation, reflection and iterative improvement, developing increasing control and confidence across both 2D and 3D processes. Curriculum focus: Combining painting, photography and ceramics to create expressive, refined outcomes inspired by everyday objects.
Year 9	Term 1 – Fantasy Creatures (3D Sculpture) Students develop imaginative design skills through the creation of fantasy creatures, exploring how artists and concept designers transform ideas from initial sketches into fully realised 3D forms. Through the study of Anya Stasenko and Slava Leontyev, students investigate how character, form, texture and surface decoration can be used to create expressive ceramic sculptures. Students build on their previous understanding of materials and processes to design and construct ceramic outcomes, developing control of form, structure, proportion and sculptural detail. They explore how texture, pattern and surface decoration can enhance meaning and communicate personality within their designs. Through a process of sketching, experimentation, modelling and refinement, students make increasingly informed creative decisions and develop confidence in translating 2D ideas into three-dimensional outcomes. Curriculum focus: Developing 3D thinking, design development, sculptural construction and expressive surface decoration. Term 2 – Word Art & Graphic Design (Visual Communication) Students explore identity, communication and social commentary through typography, word-based design and graphic communication. They investigate how text and image can be combined to communicate ideas, opinions and messages, exploring the power of visual language in shaping how audiences think and respond. Through the study of illuminated manuscripts, contemporary graphic design, street art and artists such as Banksy, students examine how artists and designers use composition, symbolism and typography to communicate personal, social and political ideas. They explore how posters and graphic imagery have been used throughout history, including propaganda posters, to influence, inform and persuade audiences. Students develop skills in composition, layout, visual hierarchy and design processes using both traditional and digital techniques. They experiment with typography, imagery

and symbolism to create purposeful graphic outcomes that communicate meaning and reflect their own ideas.

Curriculum focus: Communicating meaning through graphic design, typography and visual language while developing an understanding of how art and design can reflect social and political ideas.

Term 3 – Impressionism (Colour, Light, Atmosphere, Movement & Mark-Making)

Students study Impressionism to explore how artists use colour, light, atmosphere, movement and expressive mark-making to capture moments and communicate mood. Through the work of key Impressionist artists including **Claude Monet, Pierre-Auguste Renoir, Edgar Degas and Berthe Morisot**, students investigate how artists responded to the world around them through innovative approaches to composition, brushwork and the representation of changing light.

Students explore the concept of **en plein air** painting, creating observational studies inspired by landscapes and places they have experienced, including outdoor environments, views from windows, sunsets and distant buildings. They consider how artists interpret their surroundings through personal choices in colour, composition, brushwork and mark-making, creating responses that communicate atmosphere, memory and emotion rather than simply recording what they see.

Through experimentation with colour mixing, layering and expressive brushwork, students refine their technical control and develop greater confidence in their decision-making. They evaluate and improve their work through reflection and feedback, selecting techniques and approaches that best communicate their own individual response to the world around them.

Curriculum focus: Developing expressive painting skills through colour theory, observation, en plein air practice, mark-making and independent visual interpretation.

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: ● Core design and make principles ● Hygiene and Healthy Eating
Year 8	During Year 8, design and make products are based on the following contexts: ● Designer Influences ● Cultural Influences ● Nutrition and Recipe Adaptation
Year 9	During Year 9, design and make products are based on the following contexts: ● Investigation and manufacturing ● Design, Evaluate and Make ● Nutrition and Proteins

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	Topic 1: Elements of Music Pupils will learn about the Elements of Music and how to read music notation including staff and graphic scores. These skills and knowledge of the Elements will be used in a Performance on the Keyboard and percussion, they will also create a Composition based around rhythm and complete a Listening and Understanding Music written assessment on the Elements. Topic 2: Keyboard & Performance Skills 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. Topic 3: Music for a Special Occasion Pupils will explore the concept of Fanfares in Music. They will create a Composition to be performed at a special event. Pupils will notate and perform their work. We will explore composition techniques such as the harmonic series, imitation, sonority, structure and the use of repetition and contrast in music.
Year 8	Topic 1: World Music and Improvisation Pupils will explore music from different cultures, music from India and China. 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. Topic 2: Folk Music Pupils will develop their knowledge and undertaking of Folk Music as a ‘traditional’ musical genre, exploring the instruments, timbre, and sonorities associated with Folk Music. We will learn about aspects of North East Folk songs as well as use of texture, structure and musical phrases in Folk Music. Pupils will perform ‘Swing Low’ as well as composing their own Klezmer piece. They will also complete a Listening and Understanding Music written assessment on the Elements and topics covered in this unit. Topic 3: Variations Pupils will investigate the ways to vary an existing theme using the elements of music and simple melodic devices. This is developed further by exploring more complex variation techniques as well as changes in tonality. Pupils will then compose and perform their own set of variations based on the tune of ‘Twinkle Twinkle, Little Star’. They will also complete a Listening and Understanding Music written assessment on the Elements and topics covered in this unit.
Year 9	Topic 1: Film Music - Performance Pupils will be introduced to the concept of Film Music, its purpose and effect it can have on a scene. Pupils will identify the use of Leitmotifs, Diegetic and Non-Diegetic film music. They will Perform a famous Leitmotif from a given choice. They will also complete a Listening and Understanding Music written assessment on the Elements and topics covered in this unit. Topic 2: Film Music - Composition Pupils will continue their journey through Film Music through Composition. 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. 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.
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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, 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.

Tutorial

Across Years 7, 8 and 9 students spend 20 minutes a day with their pastoral tutor (45 minutes on a Tuesday). 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	We aim to develop and nurture a love of reading, for pleasure, with a rigorous approach to develop learner's confidence and enjoyment of reading. In order to support this, as well as to better model fluency (with explicit reference to Rasinski's Multidimensional Fluency Rubric), tutors will read with their tutor group each week during allocated tutorial periods. Pupils will take pause at the end each session to discuss the narrative in relation to the Whickham School Qualities, as well as literary developments. Two books per year will be read with each year group from the Whickham School reading canon .
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	In PSHE, we study a range of social, global and local issues along with helping young people to have positive relationships, good physical, mental and emotional health, and tolerance of others. 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 include: Year 7 Mental health and emotional wellbeing; healthy lifestyles; Fundamental British Values; drugs, alcohol and tobacco; respectful relationships; risk; work and careers and study skills. All topics are embedded with an understanding of Fundamental British values and tolerance of others' views and beliefs as well as an understanding of what the law says. Year 8 Managing change; social media; peer influences; positive relationships; consent; bullying; contraception and parenthood, Fundamental British Values; work and careers; risk and study skills. All topics are embedded with an understanding of Fundamental British values and tolerance of others' views and beliefs as well as an understanding of what the law says. Year 9 Healthy decisions; drugs, alcohol and tobacco; peer influences; social media; sexual health; bullying, abuse and discrimination; finance; Fundamental British Values; positive relationships; work and careers; study skills and risk. All topics are embedded with an understanding of Fundamental British values and tolerance of others' views and beliefs as well as an understanding of what the law says.
Mentoring	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.
Assembly	Assemblies are weekly and will cover a wide range of topics including safeguarding, PSHE, 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.